

THE UNIVERSITY OF OREGON

EUGENE

OREGON



CATALOGUE 1925 - 1926

ANNOUNCEMENTS 1926 - 1927

PUBLISHED BY THE UNIVERSITY, JUNE, 1926

THE UNIVERSITY OF
OREGON

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ANNOUNCEMENTS
1926-1927

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UNIVERSITY PRESS
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TABLE OF CONTENTS

	<i>Page</i>
UNIVERSITY CALENDAR	5
MAP OF CAMPUS	6
BOARD OF REGENTS	7
ADMINISTRATIVE OFFICERS	7
THE FACULTY	8
TEACHING FELLOWS AND ASSISTANTS	20
COMMITTEES OF THE FACULTY	21
THE UNIVERSITY	
History and Location	22
Government and Support	22
Organization and Degrees	23
EQUIPMENT	
Buildings and Grounds	23
Library	27
Museums, Laboratories and Studios	28
UNIVERSITY PROCEDURE	
Admission to the University	33
Admission to Advanced Standing	34
Registration	36
Graduation Requirements	37
Student Living	38
Fees and Expenses	41
Loan Funds, Scholarships and Prizes	42
Organizations and Student Activities	46
Publications	49
THE GRADUATE SCHOOL	
Admission	50
Candidacy for Advanced Degrees	51
Requirements for Degrees	51
Assistants and Fellows	53
COLLEGE OF LITERATURE, SCIENCE AND THE ARTS	
Botany	54
Chemistry	56
Economics	60
English	65
Geology	75
German	80
Greek	83
History	84
Household Arts	89
Latin	91
Mathematics	94
Mechanics and Astronomy	97
Military Science	98
Philosophy	100
Physics	101
Political Science	104
Psychology	106
Romance Languages	111
Zoology	115
SCHOOL OF ARCHITECTURE AND ALLIED ARTS	
Organization and Degrees	119
Architecture	120
Fine Arts	123
Normal Art	124
Description of Courses	125
SCHOOL OF BUSINESS ADMINISTRATION	
Organization and Purpose	134
Degrees	136
Bureau of Business Research	137
Suggested Curricula	137
Description of Courses	140

CONTENTS

3

	<i>Page</i>
SCHOOL OF EDUCATION	
Organization	145
Degrees	148
Norms for Prospective Teachers	147
Professional Curricula	151
Description of Courses	153
SCHOOL OF JOURNALISM	
Organization and Purpose	158
Equipment	159
Courses of Study	160
Description of Courses	161
SCHOOL OF LAW	
Admission	164
Degrees	166
Description of Courses	167
SCHOOL OF MEDICINE	
Faculty	172
History and Equipment	177
Requirements for Admission	180
Curriculum in Medicine	181
Requirements for Degrees	184
Departments of Instruction	186
SCHOOL OF MUSIC	
Organization and Degrees	200
Public School Music	201
Description of Courses	202
SCHOOL OF PHYSICAL EDUCATION	
Organization	205
Degrees	206
Course of Study	207
Description of Courses	208
SCHOOL OF SOCIOLOGY	
Organization and Aims	213
Course of Study for Majors	214
Description of Courses	214
Portland School of Social Work	217
Social Work Courses	218
SUMMER SESSIONS	
Summer Faculty	221
Registration and Requirements	223
Graduate Work	224
EXTENSION DIVISION	
Faculty	225
Organization	226
Portland Extension Center	227
Portland Courses	229
Correspondence Study	240
Correspondence Courses	241
DEGREES CONFERRED 1924-25	250
STATISTICAL SUMMARY	256
INDEX	257

CALENDAR 1926

JUNE							JULY							AUGUST							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	
27	28	29	30				25	26	27	28	29	30	31	29	30	31					

SEPTEMBER							OCTOBER							NOVEMBER								
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DECEMBER								
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CALENDAR 1927

JANUARY							FEBRUARY							MARCH								
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16	17	18	19	20	21	22	20	21	22	23	24	25	26	27	28	29	30	31				
23	24	25	26	27	28	29	27	28														
30	31																					

APRIL							MAY							JUNE						
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10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
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JULY						
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24	25	26	27	28	29	30
31						

UNIVERSITY CALENDAR, 1926-27

SUMMER SESSION, 1926

June 21, MondaySummer session opens, Eugene and Portland.
 July 30, FridaySummer session closes.

FALL TERM

September 20, MondayPhysical examinations for entering students.
 September 21, TuesdayFreshman English examinations. Other entrance examinations.
 September 22, WednesdayRegistration material released.
 September 22, WednesdayFaculty meeting.
 September 23, 24, Thursday, FridayRegistration days.
 September 27, MondayUniversity classes begin. Late filing fees begin.
 October 8, FridayLast day for filing graduate cards.
 October 22, 23, Friday, SaturdayHomecoming.
 November 3, WednesdayFaculty meeting.
 November 11, ThursdayArmistice day, a holiday.
 November 25 to 28, Thursday to SundayThanksgiving vacation.
 December 1, WednesdayFaculty meeting.
 December 17, FridayTerm examination period ends.

WINTER TERM

January 3, MondayRegistration day for new students.
 Attendance cards filed.
 January 4, TuesdayUniversity classes begin.
 January 5, WednesdayFaculty meeting.
 February 2, WednesdayFaculty meeting.
 February 22, TuesdayWashington's birthday, a holiday.
 March 2, WednesdayFaculty meeting.
 March 18, FridayTerm examination period ends.

SPRING TERM

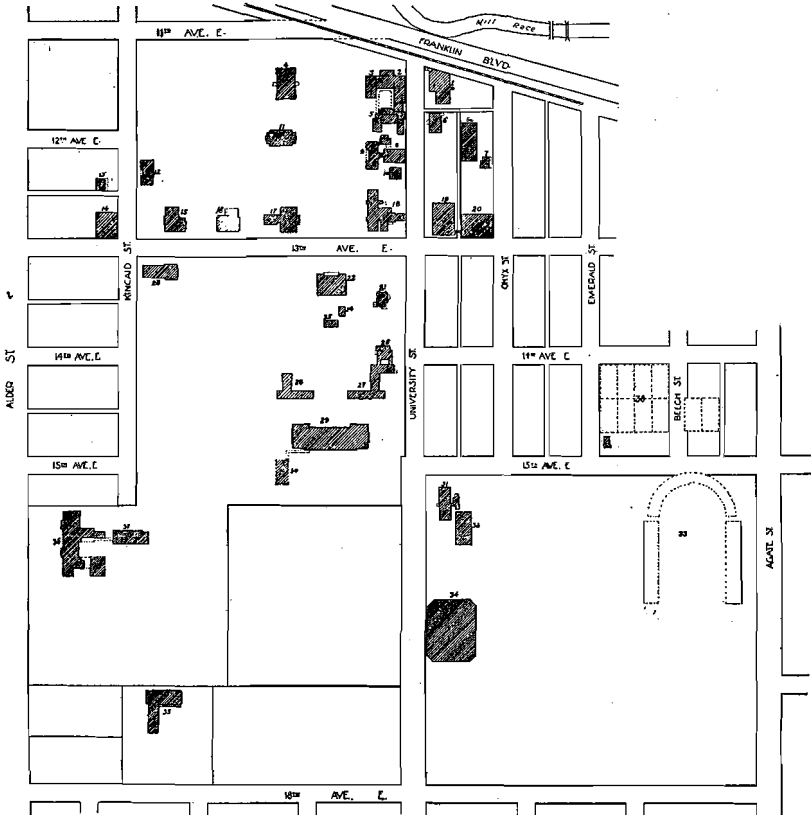
March 28, MondayRegistration day for new students.
 Attendance cards filed.
 March 29, TuesdayUniversity classes begin.
 April 6, WednesdayFaculty meeting.
 May 4, WednesdayFaculty meeting.
 May 30, MondayMemorial day, a holiday.
 June 1, WednesdayFaculty meeting.
 June 10, FridayTerm examination period ends.
 June 11, SaturdayAlumni day, Flower and Fern procession,
 Failing and Beekman orations.
 June 12, SundayBaccalaureate sermon, School of Music concert.
 June 13, MondayCommencement exercises.

SUMMER SESSION, 1927

June 20, MondaySummer session opens, Eugene and Portland.
 July 29, FridaySummer session closes.

UNIVERSITY OF OREGON
EUGENE, OREGON

Plan of the Campus



LEGEND

- | | | |
|---------------------|--|----------------------------|
| 1. Power House | 13. Y. W. C. A. Bungalow | 25. Administration Annex |
| 2. Architecture | 14. Co-Op | 26. Mary Spiller Hall |
| 3. Sociology | 15. Oregon Hall | 27. Hendricks Hall |
| 4. Villard | 16. Commerce | 28. Susan Campbell Hall |
| 5. Arts | 17. Library | 29. Woman's Building |
| 6. Household Arts | 18. Friendly Hall | 30. Open Air Gym |
| 6a. Press | 19. Men's Gym | 31. R. O. T. C. Building |
| 7. Infirmary | 20. Open Air Gym | 32. Drill Shed |
| 8. Journalism | 21. President's Residence | 33. Hayward Field |
| 9. McClure | 22. Administration — John-
son Hall | 34. Basketball Pavilion |
| 10. Health Service | 23. Condon Hall | 35. School of Music |
| 11. Deady | 24. Quartz Hall | 36. University High School |
| 12. Y. M. C. A. Hut | | 37. Education |

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. WALTER M. PIERCE, *Governor*Salem
 HON. SAM A. KOZER, *Secretary of State*Salem
 HON. J. A. CHURCHILL, *Superintendent of Public Instruction*Salem

APPOINTED BY THE GOVERNOR

<i>Name and Address</i>	<i>Term Expires</i>
MRS. G. T. GERLINGER, Dallas	April 15, 1927
HON. C. C. COLT, Portland	April 15, 1927
HON. HENRY MCKINNEY, Baker	April 15, 1927
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, 1935
HON. JAMES W. HAMILTON, Roseburg	April 15, 1937

OFFICERS OF ADMINISTRATION

THE UNIVERSITY

*P. L. CAMPBELL, B.A., LL.D.President
 LOUIS H. JOHNSON.....Comptroller of the University
 KARL W. ONTHANK, M.A.Executive Secretary of the University
 CARLTON E. SPENCER, A.B., J.D.Registrar of the University
 DEAN H. WALKER, A.B.Dean of Men
 VIRGINIA JUDY ESTERLY, A.B.Dean of Women
 M. H. DOUGLASS, M.A.University Librarian
 GERTRUDE BASS WARNER.....Director, Oregon Museum of Fine Arts

ADMINISTRATIVE COMMITTEE OF THE UNIVERSITY

HENRY D. SHELDON, *Chairman* LOUIS H. JOHNSON KARL W. ONTHANK

THE COLLEGE AND SCHOOLS

GEORGE REBEC, Ph.D.Dean of the Graduate School
 †COLIN VICTOR DYMENT, B.A.Dean of the College of Literature, Science, and the Arts
 JAMES HENRY GILBERT, Ph.D.Acting Dean of the College
 ELLIS F. LAWRENCE, M.S.Dean of the School of Architecture and Allied Arts
 EDWIN CLYDE ROBBINS, Ph.D.Dean of the School of Business Administration
 HENRY DAVIDSON SHELDON, Ph.D.Dean of the School of Education
 ERIC W. ALLEN, B.A.Dean of the School of Journalism
 WILLIAM GREEN HALE, B.S., LL.B.Dean of the School of Law
 RICHARD B. DILLEHUNT, B.S., M.D.Dean of the School of Medicine
 JOHN J. LANDSBURY, Mus.D.Dean of the School of Music
 JOHN FREEMAN BOVARD, Ph.D.Dean of the School of Physical Education
 FREDERIC GEORGE YOUNG, B.A., LL.D.Dean of the School of Sociology
 †EARL KILPATRICK, B.A.Dean of the Extension Division
 ALFRED POWERS, B.A.Dean of the Extension Division

*Died August, 1925.

†Leave of absence, 1925-26.

‡Resigned, December 31, 1925.

UNIVERSITY FACULTY

(With the exception of the president, members of the instructional staff are given in alphabetical order).

- *PRINCE LUCIAN CAMPBELL, A.B., LL.D. *President of the University*
A.B., Harvard, 1886; LL.D., Pacific University, 1911; University of Colorado,
1913. President, Oregon, from 1902.
- EDWARD FRANCIS ABERCROMBIE, B.P.E., B.S. *Instructor in Physical Education*
B.P.E., Springfield College, Mass., 1923; B.S., Columbia, 1925. Present position
from 1925.
- PERCY PAGET ADAMS, 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*
A.B., Smith, 1904; graduate student, Wellesley, 1905-06; Missouri, 1906-08;
Teachers' College, 1904-06; 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.
- 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 Con-
servatory, 1917, 1919-20; Bethlehem Conservatory, 1918; Los Angeles Conser-
vatory of Music and Arts, 1920-22; pupil of David Samuels; Harold Randolph;
Alfred Butler; Leopold Godowsky. Present position from 1924.
- EDNA C. ASSENHEIMER *Instructor in Education*
Graduate, Oregon State Normal, 1914; present position (University High School)
from 1922.
- VICTORIA AVAKIAN *Instructor in Normal Arts*
Los Angeles Normal; California School of Arts and Crafts; faculty, Tempe
Normal, Arizona; Oregon, from 1920.
- KATHRYN A. BAILEY, B.A. *Instructor in Business Administration*
B.A., Montana, 1924; graduate student, Chicago, 1924-25. Present position
from 1925.
- DONALD G. BARNES, Ph.D. *Assistant Professor of History*
B.A., Nebraska, 1915; M.A., Harvard, 1917, Ph.D., 1924; Harvard Scholarship
1915-16, Thayer Fellowship, 1916-17; Harriason Fellowship in History, Pennsyl-
vania, 1917-18; Bayard Cutting Traveling Fellowship, Harvard, 1920-21, Parker
Traveling Fellowship, 1921-22; London School of Economics, 1920-21; Sorbonne,
Paris, 1921; Cambridge, England, 1922; present position from 1922.
- 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; associate editor, National Municipal Review.
- RUBY D. BAUGH, B.A. *Instructor in Education*
B.A., Oregon, 1923; present position since 1925.
- ANNA LANDBURY BECK, B.A. *Professor of Music*
Student, Simpson College; Colorado Normal; California; B.A., Oregon, 1919;
faculty, Oregon, from 1918.

*Died August, 1925.

- 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.
- JOHN FREEMAN BOVARD, 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; dean of the school of physical
education 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.
- 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.
- 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.
- 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.
- MERTON KIRK CAMERON, Ph.D. *Assistant 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. *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; faculty, Montana, 1916-19;
Washington, 1919-20; news staff, New York Herald, 1920-21; faculty, 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.
- WALTER E. CHURCH, B.A., M.Arch. *Instructor in Architecture*
B.A., Oregon, 1916; B.S. in Arch., 1917; M.Arch., Massachusetts Institute of
Technology, 1921; present position since 1925.
- 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, 1908-1918; various positions with American
Red Cross, 1918-1921; faculty, Oregon, from 1921.
- 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., 1905; faculty, Oregon, from 1905; 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, 1907-1925.
- 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 1918.
- GERMAINE CORNIER, M.A.** *Instructor in Romance Languages*
 Baccalaureats in Languages and Philosophy, College de St. Germain, France, 1916; Licence-es-lettres, Sorbonne, Paris, 1919; M.A., South Dakota, 1920; faculty, South Dakota, 1920-22; Oregon, from 1922.
- MARGARET D. CREECH, B.A.** *Assistant Director, Portland School of Social Work;*
Assistant Professor of Applied Sociology
 B.A., Reed College, 1915; Visitor for the Social Welfare Association, Grand Rapids, Michigan; executive secretary of the Home Service Section, Portland Chapter, American Red Cross; secretary of the Confidential Exchange, Portland, 1920-23; faculty, Oregon, from 1923.
- PETER CAMPBELL CROCKATT, Ph.D.** *Professor of Economics*
 B.A., Oregon, 1915; M.A., 1918; graduate student, California, 1921; Ph.D., 1922; faculty, Spokane, 1916-17; Oregon, from 1917.
- HAROLD RANDOLPH CROSLAND, Ph.D.** *Assistant 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; Pittsburg, 1918-20; Oregon, from 1920.
- ROSALIA CUEVAS, M.A.** *Instructor in Romance Languages*
 Colegio de la Enseñanza, Bogota; student, Milan, Italy; B.A., Adelphi College, 1909; University of Madrid, Spain, 1912; M.A. Columbia, 1913; faculty, Adelphi, 1907-18; head of department modern languages Brenau College and Conservatory, 1919-20; faculty, Oregon, from 1920.
- CAPTAIN FRANK L. CULIN** *Assistant Professor of Military Science and Tactics*
 B.S., Arizona, 1915; M.S. in Engineering, 1916; U. S. Army, since 1916; faculty, Spring Hill College, Alabama, 1919-20; Florida, 1920-21; Oregon, from 1923.
- 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; present position 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.
- BURCHARD 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, 1904-1909; faculty, Illinois, 1909-19; legal staff, Bureau of War Risk Insurance, 1918-20; faculty, 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 school, Yale, 1900-01; faculty, Bethel College, Kentucky, 1897-99, 1901-02; acting president, 1902; head of department of mathematics, Oregon, from 1902.
- 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, M.A. *Professor of Education*
B.S., Missouri, 1913; M.A., 1918; 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., Wisconsin, 1898. Present position since 1908.
- FREDERIC STANLEY DUNN, A.M. *Professor of Latin*
A.B., Oregon, 1892; A.M., 1899; A.B., Harvard, 1894; A.M., 1903; faculty, Willamette, 1895-98; head of department, Oregon, from 1898; leave of absence in Italy, 1918-19.
- *COLIN VICTOR DYMENT, B.A. *Dean of the College of Literature, Science, and the Arts,*
and Lecturer in History
B.A., Toronto, Canada (University College), 1900; editorial staffs, American newspapers, 1900-1913; faculty, Oregon, 1913-1917; director of the school of journalism, University of Washington, 1917-1919; present position, from 1920.
- VIRGIL D. EARL, B.A. *Professor of Physical Education; Director of Athletics*
B.A., Oregon, 1906; faculty, Oregon, from 1923.
- J. EARL ELSE, M.S., M.D., 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 1913.
- 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, Wanwatoa, Wisconsin, 1905-07; University of Rostock, Germany, 1908-09; University of Leipsig, 1909-10; Sorbonne, Paris, 1901; M.A., Harvard, 1912; Ph.D., 1918; Thayer Fellowship, Harvard; faculty, Northwestern College, 1904-05, 1907-08; Washington, 1912-23; Oregon, from 1923.
- GERTRUDE ESPINOSA *Instructor in Spanish*
Student, New Mexico, 1916-17; Wisconsin, 1918-21; translator, War Department, 1918; faculty, Wisconsin, 1918-21; Oregon, from 1921.
- VIRGINIA JUDY ESTERLY, B.A. *Dean of Women*
B.A., California, 1923; dean of women of intercession, California, 1923; summer session, California, 1924; present position, from 1923.
- JOHN STARK EVANS, B.A. *Assistant Dean of the School of Music and*
Professor of Music
B.A., Grinnell, 1913; pupil of Rudolph Ganz, New York; Reuben Goldmark, New York; Charles Widor, France; Isidor Philippe, Vienna; faculty, Oregon, 1917; present position, from 1920.
- AVARD FAIRBANKS, B.F.A. *Assistant Professor of Fine Arts*
Board of Control Scholarship, Art Students' League, New York, 1910-11; winner, S. A. F. Scholarship, 1911-12; B.F.A., Yale, 1925; Ecole des Beaux Arts, Paris; Ecole Colorossi, Paris; Ecole Moderne, Paris; represented in exhibitions, Paris, New York, San Francisco, Chicago, and elsewhere; faculty, Oregon, from 1920.
- DAVID E. FAVILLE, A.B., M.B.A. *Associate Professor of Business Administration*
A.B., Stanford, 1922; San Francisco Harvard Club scholarship, 1923-24; M.B.A., Harvard, 1925. Present position from 1925.
- ANDREW FISH, Ph.D. *Assistant Professor of History*
B.D., Pacific Unitarian School, 1917; 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.

* Leave of absence, 1925-26.

- FRANKLIN E. FOLTS, M.B.A.Associate Professor of Business Administration;
Assistant 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 Col-
lege, and Chicago; M.A., Oregon, 1923; faculty, Oregon, from 1920.
- ANDREW JACKSON GIESY, 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.Acting 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, 1925-26.
- MARGARET BANNARD GOODALL, B.A.Instructor in Education
B.A., Oregon, 1916; faculty, Oregon, from 1916.
- HENRIETTE GOUY, M.A.Instructor in Romance Languages
Brevét Supérieur, University of Marseilles, France, 1915; graduate student,
Marseilles, 1915-19, special degree in education, 1918; B.A., Colorado College,
1920; M.A., Oregon, 1924; faculty, Oregon, from 1920.
- J. STANLEY GRAY, A.M.Assistant Professor of English
A.B., Muskingum College, 1920; graduate student, Chicago, 1920; A.M., Michi-
gan, 1924; faculty, Muskingum, 1921; Gustavus Adolphus College, 1921-23;
Michigan, 1923-24; Minnesota, 1924-25; Oregon, from 1925.
- LOIS GRAY, M.A.Instructor in Romance Languages
B.A., Oregon, 1916; Sorbonne, Paris, 1921; M.A., Oregon, 1926; faculty, Oregon,
from 1918.
- VIRGIL O. HAFENInstructor in Fine Arts
Pupil of John Hafen, 1908-10; student, John Herron Art Institute, Indianapolis,
1909-10; Grande Chomière, Paris, 1911; Ecole Colorossi, Paris, 1911-13; studied
in museums, France, Belgium, Switzerland, Italy and England; faculty, Oregon,
from 1922.
- *CELIA V. HAGER, M.A.Instructor in Psychology, Portland Center
B.A., Oregon, 1912; M.A., 1918; faculty, Oregon, from 1918.
- 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.
- WILLIAM GREEN HALE, B.S., LL.B.Dean of the School of Law and Professor of Law
B.S., Pacific University, 1903; LL.B., Harvard, 1906; faculty, Illinois, 1909-11,
1913-20; practicing attorney, 1906-09, 1911-12; faculty, Oregon, from 1920.
- ROBERT C. HALLAssociate 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.
- MILDRED L. HAWES, M.A.Instructor in English
B.A., Oregon, 1921; graduate assistant, 1921-22, 1922-23; M.A., 1923; faculty,
Oregon, from 1923.
- HARRY C. HAWKINS, A.B., M.B.A.Professor of Business Administration
A.B., Olivet College, 1919; M.B.A., Harvard, 1921. U. S. Department of Com-
merce, 1921-22; faculty, Virginia, 1922-23; vice-consul and shipping specialist,
U. S. A., 1923-25; faculty, Oregon, 1925.
- BENJAMIN JAMES HAWTHORNE, Lit.D.Emeritus Professor of Psychology
A.M., Randolph-Macon, 1861; Lit.D., Oregon, 1910; faculty, Oregon, 1884-1910.
- WILLIAM L. HAYWARDProfessor of Physical Education
Trainer, Olympic Games, since 1908; faculty, Oregon, from 1904.

*Leave of absence, 1925-26.

- WALTER J. HEMPY, M.B.A. *Instructor in Business Administration*
B.B.A., Oregon, 1923; M.B.A., 1925; teaching fellow, 1924-25; present position
from 1925.
- ARTHUR R. HIMBERT, M.S. *Assistant Professor of Business Administration*
B.S., California, 1921; M.S., 1924; faculty, Wyoming, 1922-24; California,
1924-25; Oregon, from 1925.
- EDWIN T. HODGE, Ph.D. *Professor of Geology*
B.A., Minnesota, 1913; M.A., 1914; Ph.D., Columbia, 1915; William Bayard
Cutting traveling fellowship, Columbia, 1916; faculty, Minnesota, 1913-15;
Columbia, 1915-16; British Columbia, 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.
- ALTA COONEY HOOVER, B.Ed. *Instructor in English*
B.Ed., Washington, 1921; student, University of Strasbourg, 1922-24; faculty,
Oregon, from 1924.
- GLENN E. HOOVER, Docteur en Droit *Assistant Professor of Economics*
LL.B., Washington, 1912; B.A., 1919; M.A., 1922; Docteur en Droit, University
of Strasbourg, 1924; faculty, Oregon, from 1924.
- GEORGE P. HOPKINS, B.A. *Professor of Music*
B.A., Oregon, 1921. Student, Peabody Conservatory, Baltimore; pupil of Moritz
Moskowski, Paris; Ernest Hutcheson; Sigismund Stojowski; and Rubin Gold-
mark, New York. Faculty, Oregon, 1919-1923, and from 1925.
- ROBERT D. HORN, M.A. *Instructor in English*
A.B., Michigan, 1922; M.A., 1924. Faculty, Michigan, 1922-25; Oregon, from
1925.
- HERBERT CROMBIE HOWE, 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.
- RALPH R. HUESTIS, Ph.D. *Assistant Professor of Zoology*
B.S.A., McGill, 1914; M.S., California, 1920; Ph.D., 1924; research assistant,
Scripps Institution for Biological Research, 1920-24; faculty, Oregon, from 1924.
- 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. *Assistant Professor of Business Administration*
B.S., Mt. Union College, 1905; Ph.C., Pittsburg, 1905; M.A., Iowa, 1925. Faculty,
Southwestern (La.), 1920-23; Iowa, 1923-25; Oregon, from 1925.
- † J. E. AINSWORTH JOHNSTONE, B.A. (Oxon) *Assistant Professor of Greek and Latin*
Toronto, 1914-15, 1919-21; B.A. (Oxon), Oxford, 1924; traveling fellow, Ameri-
can University, Washington, D. C., 1921-24; faculty, Oregon, from 1924.
- 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
1913.
- 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.
- ARTHUR HAROLD KENT, A.B., J.D. *Assistant Professor of Law*
A.B., Southern California, 1917; J.D., Stanford, 1925.
- 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 Johnnot, 1912-18;
student, Académie Moderne, Paris; pupil, E. A. Taylor and Jessie King Taylor,
1913; pupil of William Chase, 1914; Arthur W. Dow, 1917; studied in museums
of France, Germany, Italy; faculty, Oregon, from 1921.

†Resigned, March 1, 1926.

- *EARL KILPATRICK, B.A. ..*Dean of the Extension Division, Director of the Portland Center, Professor of Sociology*
B.A., Oregon, 1909; faculty, Oregon, 1914-17; from 1920; director, Northwestern Division, American Red Cross, 1917-20; president, Oregon Social Hygiene Society.
- EDMOND J. LABBE, M.D.*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*
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; present position, from 1914.
- RAYMOND D. LAWRENCE, B.S.*Instructor in Journalism*
B.S., Oregon, 1925; editorial staff, the Morning Astorian, 1922; Eugene Guard, 1922-23; Oregonian, 1923; Daily Santa Monican, 1924; Los Angeles bureau, United Press, 1923-24; Portland Telegram, 1925; faculty, Oregon, from 1925.
- CAMILLA LEACH*Librarian, School of Architecture and Allied Arts*
Librarian and registrar, Oregon, 1897-99; librarian, 1899-1908; reference librarian, 1908-12; instructor in art, 1912-16; present position, from 1916.
- EARL E. LESLIE, B.B.A.*Instructor in Physical Education*
B.B.A., Oregon, 1922. Present position, since 1925.
- †ALFRED L. LOMAX, B.B.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; faculty, Oregon, from 1919.
- CECILE McALISTER, M.A.*Instructor in Psychology, Portland Extension Center*
B.A., Oregon, 1924; M.A., 1925.
- EDWARD HIRAM McALISTER, M.A.*Professor of Mechanics and Astronomy*
B.A., Oregon, 1890; M.A., 1898. Faculty, Oregon, from 1891; dean, College of Engineering, 1902-15; head of department from 1915.
- CAPTAIN JOHN J. McEWAN*Professor of Physical Education*
U. S. Military Academy, West Point, 1913-17; 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; present position 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.D., M.D.C.M., F.N.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.
- WILLIAM P. MADDOX, B.A. (Oxon)*Instructor in 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; certificate d'étude, Université de Grenoble; B.A. (Oxon), 1925; present position 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.

*Resigned, December 31, 1925.

† Leave of absence, 1925-26.

- EDGAR R. MEANS, B.A. *Instructor in Education*
B.A., Reed, 1918; graduate assistant, Oregon, 1923-24; 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. *University Physician*
A.B., Lafayette, 1914; A.M., 1916; M.D., Rush Medical, 1924. Present position from 1925.
- *JAMES A. MILLER, A.B., J.D. *Professor of Law*
A.B., Beloit, 1913; J.D., Chicago, 1920; practicing attorney, 1920-21; faculty, Oregon, from 1921.
- 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.
- CAPTAIN FRANK M. MOORE, B.S. *Assistant Professor of Military Science*
B.S., O. A. C., 1910; graduate, infantry school, Ft. Browning, 1924; U. S. Army, since 1917. Faculty, Oregon, from 1925.
- RALPH U. MOORE, B.A. *Assistant Professor of Education*
B.A., Oregon, 1923. Present position, from 1925.
- GUSTAV MUELLER, Ph.D. *Instructor in Philosophy*
University of Bern, 1917-21; Heidelberg, 1921; Bern, 1921-23; Ph.D. 1923; University of London 1923-24; faculty, Oregon, from 1925.
- CAPTAIN JOHN T. MURRAY *Assistant Professor of Military Science and Tactics*
U. S. Military Academy, West Point, 1913-17; U. S. Army, since 1917; faculty, U. S. Military Academy, 1918-20; faculty, Oregon, from 1923.
- C. CARL MYERS, B.B.A., C.P.A. *Assistant Professor of Business Administration*
B.B.A., Oregon, 1922; C.P.A., 1923; faculty, Portland Extension Center, 1924; present position, from 1924.
- 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. *Instructor in 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, from 1925.
- WILMOTH OSBORNE, A.B., M.D. *Assistant 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., Christian University, 1911; M.A., 1912; fellow in paleontology, California, 1912-14; Ph.D., 1915; faculty, Washington, 1915-16; Oregon, 1916-17; Mississippi A. & M. College, 1917-18; Oregon, from 1919; acting head of department, 1920-22.
- 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. *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 Philanthropy, 1908-09; Ph.D., 1909; 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, from 1920.
- EDITH BAKER PATTEE, M.A. *Instructor in Education*
A.B., Oregon, 1911; M.A., 1923. Faculty, Oregon, 1912-14, and from 1919.
- ANDREE M. PELLION, B.A. *Instructor in Romance Languages*
Brevét Supérieur, Normal School, Le Mans, France; B.A., Oregon, 1925; faculty, Oregon, from 1924.

*Leave of absence, 1925-26.

- *MARY HALLOWELL PERKINS, M.A. *Professor of English*
B.A., Bates, 1898; M.A., Radcliffe, 1908; graduate student, Columbia, 1916-17;
faculty, Oregon, from 1908.
- CORNELIA BOWDEN PIPES, B.A. *Instructor in Romance Languages*
B.A., Oregon, 1924. Present position, since 1925.
- 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 division, 1922-26; present position from 1926.
- HOMER P. RAINEY, Ph.D. *Associate Professor of Education*
B.A., Austin College, 1919; M.A., Chicago, 1923; Ph.D., 1924; faculty, Austin College, 1920-22; Oregon, from 1924.
- 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, 1918-20; 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.
- OSCAR W. RICHARDS, M.A. *Instructor in Zoology*
B.A., Oregon, 1923; M.A., 1925. Teaching fellow, Oregon, 1923-25; present position, from 1925.
- EDWIN CLYDE ROBBINS, Ph.D. *Dean of the School 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.
- HUGH E. ROSSON, B.S., LL.B. *Associate Professor of English and Law*
B.S., Knox, 1916; LL.B., Iowa, 1920; faculty, Kansas State Agricultural College, 1921-23; Oregon, from 1923.
- KENNETH ROWE, M.A. *Instructor in English*
B.A., Rice Institute, 1922; M.A., 1924; faculty, Rice Institute, 1922-24; Oregon, from 1924.
- ETHEL I. SANBORN, M.A. *Instructor in Botany*
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; curator of museum, Oregon, 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.
- ALFRED H. SCHROFF, Diplôme des Beaux Arts *Professor of Fine Arts*
Student, Boston, Cowles Art School, Zepho 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, 1925; faculty, Oregon, from 1916.
- HARRY ALEXANDER SCOTT, M.A. *Professor of Physical Education*
B.S., Teachers' College, Columbia, 1920; M.A., 1921; faculty, Columbia, 1920; Oregon, from 1921.
- 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, 1913-16; city bacteriologist and chemist, Berkeley, Calif., 1917-18; faculty, Oregon, from 1918; president, Oregon branch of Society of American Bacteriologists.

*Leave of absence, 1925-26.

- HELEN MILLER SENN, B.A.*Instructor in Public Speaking, Portland Extension Center*
B.A., Michigan, 1907; National Conservatory of Dramatic Art, New York City, 1907-1909; 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 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 from 1925.
- FREDERICK LAFAYETTE SHINN, Ph.D.*Professor of Chemistry*
B.A., Indiana, 1901; M.A., 1902; scholar, Yale, 1902; Ph.D., Wisconsin, 1906; faculty, Wisconsin, 1902-04, 1905-07; Indiana, 1904-05; faculty, Oregon, from 1907; acting head of department, 1918-22.
- JOHN B. SIEFERT*Professor of Voice*
Pupil of Ellsworth Giles, Pittsburg, Pa.; Mme. Carl Alves, Leipzig and New York; Mme. Jeanne Jomelli, San Francisco; soloist with Russian Symphony Orchestra, Pittsburgh Festival Orchestra, and California Symphony Orchestra; faculty, Oregon, from 1921.
- LIEUTENANT COLONEL WILLIAM S. SINCLAIR*Professor of Military Science and Tactics*
Michigan Military Academy, 1891-96, University of Michigan, 1896-98; U. S. Army, since 1898; faculty, Oregon, from 1922.
- S. STEPHENSON SMITH, B.Litt.*Assistant 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, 1920-22.
- WALTER W. SNYDER, M.A.*Assistant Professor of English*
B.A., Arizona, 1921; graduate student, California, 1922-23; M.A., 1924; faculty, Oregon, from 1923.
- PETER L. SPENCER, M.A.*Instructor in Education*
B.S. in Ed., Oregon, 1922; M.A., 1924; faculty, Oregon, from 1920.
- ORIN FLETCHER STAFFORD, M.A.*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, from 1924.
- A. B. STILLMAN*Assistant Professor of Business Administration*
Student, Oregon, 1909-11; faculty, Oregon, from 1922.
- 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.
- *BERTHA S. STUART, A.B., M.D.*Medical Consultant for Women*
A.B., Michigan, 1903; M.D., 1908; faculty, Michigan, 1901-09; Oregon, 1905-15; Reed College, 1915-20; pediatrician with Children's Bureau, American Red Cross, Blois, France 1918; present position from 1920.
- LILLIAN LAURA STUPP, M.A.*Instructor in Physical Education*
A.B., Washington University, St. Louis, 1919; M.A., Wisconsin, 1922; faculty, Oregon, from 1922.
- ALBERT RADDIN SWEETSER, M.A.*Professor of Botany*
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.

*Leave of absence, 1925-26.

- HERBERT G. TANNER, M.A. *Associate Professor of Chemistry*
B.S., Ottawa University (Kan.), 1916-17; A.M., Nebraska, 1916; graduate student, Cornell, 1916-17; research chemist, E. I. du Pont, 1917-19; chief chemist, U. S. Government Kelp-Potash plant, 1919-21; faculty, Oregon, from 1921.
- HOWARD RICE TAYLOR, A.M. *Assistant Professor of Psychology*
A.B., Pacific University (Ore.), 1914; A.M., Stanford, 1923; Cubberley fellow, Stanford, 1924-25; faculty, Oregon from 1925.
- LOURENE E. TAYLOR, B.A. *Instructor in Botany*
B.A., Oregon, 1918; faculty, Oregon, from 1922.
- JANE SCOTSFORD 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*
A.B., Princeton, 1900; M.A., 1906; graduate student, Chicago, 1906; associate editor of Pacific Monthly, 1902-04; faculty, Oregon, from 1913.
- 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; faculty, International Institut, Madrid, Spain, 1910-11; student, Institute Francais (branch University of Toulouse in Madrid), 1916, 1917; Centro de Estudios Historicos, Madrid, diploma, 1919; University of Mexico, summer, 1922; faculty, Oregon, from 1920.
- ELNORA E. THOMSON, R.N. *Director of Public Health Nurse Training, Portland School of Social Work; Assistant Professor of Applied Sociology*
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; director of Public Health Nurse Training, 1921-1923, and from 1925.
- HARRIET W. THOMPSON, A.B. *Professor of Physical Education*
A.B., Michigan, 1904; graduate student, 1904-05; assistant to Dr. C. L. Lowman, Crippled Children's Clinic, 1922; faculty, Oregon, from 1911.
- EDWARD THORSTENBERG, Ph.D. *Professor of Scandinavian Languages and Literature*
B.A., Bethany College, 1899; scholar, Yale, 1900-03; M.A., 1902; Ph.D., 1904; faculty, Yale, 1902-1913; Oregon, from 1913.
- LILIAN E. TINGLE *Professor of Household Arts*
Student, Robert Gordon's College, Aberdeen, Scotland; University of Aberdeen; University of London; special study in Germany and Italy; faculty, State Normal Industrial School, North Dakota; supervisor domestic science and art, Portland schools, 1908-17; head of department of household arts, Oregon, from 1917.
- ERNESTINE ANN TROEMEL, B.S. *Instructor in Physical Education*
B.S., Wisconsin, 1925. Present position, 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, 1905-16; Seattle Times, 1916-17; faculty, Oregon, from 1917.
- CORA L. TURNIDGE, B.S. *Instructor in Education*
B.S., Oregon, 1926. Present position, from 1925.
- AURORA POTTER UNDERWOOD, B.M. *Assistant Professor of Music*
B.M., Oregon, 1921; pupil of Ethel Newcombe and Edwin Hughes, New York, 1921-22; faculty, Oregon, from 1922.
- REX UNDERWOOD *Professor of Music; Director, University Orchestra*
Chicago Musical College, 1904-07; Leipzig Conservatory, 1907-09; Royal Bavarian School of Music, 1910; pupil of Joseph Olheizer, Chicago; Michael Press, Berlin, 1911; Ostrovsky, London, 1912; faculty, Oregon, from 1919.

- DEAN H. WALKER, B.A. *Dean of Men*
B.A., Oregon, 1918. 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.
- 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 Gakkai (Meiji Japan Society); present position, from 1922.
- SAM BASS WARNER, S.J.D. *Professor of Law*
A.B., Harvard, 1912; LL.B., 1915; 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, 1916-1917; student, University of Madrid, 1921; diplômé de l'Université de Paris, 1922; instructor, Portland Center, 1918; present 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.
- EARL WIDMER, A.M. *Assistant Professor of Physical Education*
B.S., Columbia, 1921; A.M., Teachers' College, 1925; faculty, Kansas State Teachers' College, 1915-17; assistant, Columbia, 1920-22; faculty, 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, Greenwich Village theatre; director of drama extension, Community Arts association, Santa Barbara, California. Present position, from 1925.
- W. R. B. WILLCOX *Professor of Architecture*
Three years, Kalamazoo College; one year, School of Architecture, Pennsylvania; twenty-five years practicing architect; faculty, Oregon, from 1922.
- ROGER JOHN WILLIAMS, Ph.D. *Associate Professor of Chemistry*
B.S., Redlands, 1914; M.S., Chicago, 1918; Ph.D., 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.
- FLAUD C. WOOTEN, B.S. *Instructor in Education*
Student, Chicago, 1916-17, 1922; Oregon, 1923-25; B.S., Oregon, 1926. Present position from 1925.
- CATHARINE BEEKLEY YOCOM, B.S. *Instructor in Zoology*
B.S., Pennsylvania, 1910; faculty, Oregon, 1920-21; present position, from 1925.
- HARRY BARCLAY YOCOM, Ph.D. *Associate Professor of Zoology*
A.B., Oberlin, 1912; graduate assistant in zoology, California, 1915-16; M.A., California, 1916; Ph.D., 1918; faculty, Wabash, 1912-13; Kansas Agricultural, 1914-15; Washburn, 1917-18; College of City of New York, 1919-20; Oregon, from 1920.
- FREDERIC GEORGE YOUNG, LL.D. *Dean of the 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 Journal of Oregon Historical Society, Commonwealth Review; Oregon section, Encyclopedia Britannica.

KIMBALL YOUNG, Ph.D. *Associate Professor of Psychology and Sociology*
A.B., Brigham Young, 1915; A.M., Chicago, 1918; University research fellow, Stanford, 1919-20; Ph.D., 1921; faculty, Clark, 1922-23; extension lecturer, Massachusetts department of education, 1922-23; faculty, Oregon, from 1920.

NOWLAND B. ZANE..... *Assistant Professor of Design*
Drexel Institute, 1912-14; Art Institute of Chicago, 1914; Penn State College, 1915-19; Pennsylvania Academy of Fine Art, 1916; art instructor, Portland public schools, and University Extension Center; present position, from 1924.

TEACHING FELLOWS

GRADUATE SCHOOL

May A. Borquist, B.A. Reed 1923, Zoology, Portland.

Julian C. Bulaon, B.S. Oregon 1926, History, Manila, P. I.

Marguerite Rohse Clarke, B.A. Oregon 1913, German, Eugene.

Edwin P. Cox, B.S. Oregon 1920, M.S. California Institute of Technology 1922, Geology, Salem.

Mary L. Phares, B.A. Iowa State Teachers' College 1921, M.A. Iowa State University 1923, Psychology, Eugene.

Henry E. Thomson, B.A. Brigham Young University 1912, M.A. California 1925, Philosophy, Salt Lake City.

*Loren D. Wills, B.A. Reed 1924, Mathematics, Portland.

*Died, April, 1926.

RESEARCH FELLOWS

GRADUATE SCHOOL

Sinforoso G. Padilla, B.A. Willamette 1924, Psychology, Salem.

Hope B. Plymate, B.S. Oregon 1925, Zoology, Marshfield.

Howard A. Powers, B.S. South Dakota State College 1924, Geology, Eugene.

Vladimir B. Rojansky, B.S. Whitman 1924, Mathematics, Eugene.

John L. Wilson, B.A. 1920, B.S. 1925, Jamestown College, North Dakota, M.A. Michigan 1924, Chemistry, Jamestown, North Dakota.

GRADUATE ASSISTANTS

GRADUATE SCHOOL

C. G. Bluett, B.A. Arizona 1923, Education, Portland.

Hazel D. Borders, B.A. Oregon 1925, Architecture and Allied Arts, Portland.

Walter H. Brattain, B.S. Whitman 1924, Physics, Tonasket, Wash.

William H. Bunch, B.A. Walla Walla College 1915, Extension Division, Myrtle Point.

Lydie J. Coqblin, B.A. Cornell College, Iowa, 1923, Romance Languages, Nevers, France.

Charles Deich, B.S. Evansville College, Indiana, 1911, B.D. Garrett Biblical Institute, M.A. Northwestern 1916, Education, Portland.

Donald M. Fraser, B.A. Oregon 1925, Geology, Ashland.

Alton Gabriel, B.S. Oregon 1925, Chemistry, Milwaukie.

Millard L. Gilbreath, B.S. in Ed. Oregon 1922, Extension Division, Riddle.

Donald P. Grettie, B.A. Willamette 1924, Chemistry, Salem.

Marian G. Hayes, B.A. Oregon 1925, Zoology, Eugene.

George D. Helm, B.S. in Ed. Oregon Agricultural College 1924, English, Eugene.

*Margaret E. Houck, B.A. Minnesota 1911, English, Portland.

H. Birnet Hovey, B.S. Utah 1925, Psychology, Salt Lake City.

Austin E. Hutcheson, B.A. Reed 1925, History, Montesano, Wash.

Georgia H. Johnson, B.A. Oregon 1925, Psychology, Portland.

Herbert L. Jones, B.A. Oregon 1926, Physics, Eugene.

Ray L. Lapham, B.A. Reed 1919, English, Eugene.

*Wave Lesley, B.A. Oregon 1923, Mathematics, Eugene.

*Part-time graduate assistants.

Vera Mather, B.A. British Columbia 1925, Zoology, North Vancouver, B. C.
 V. Pat Morrisette, B.A. Oregon 1925, English, Yakima, Wash.
 Seward E. Owen, B.S., Ph.C. South Dakota State College 1924, Chemistry, Eugene.
 Francis F. Powers, B.A. Washington 1923, Education, Tacoma, Wash.
 Ruth Alden Riley, B.A. Linfield College 1924, English, McMinnville.
 Helen Crouch Snyder, B.S. Syracuse 1923, English, Eugene.
 Irene Whitfield, B.A. Oregon 1922, English, Eugene.

SCHOOL OF BUSINESS ADMINISTRATION

Harold Elkinton, B.A. Whitman 1925, Walla Walla, Wash.
 William A. Fowler, B.S. Whitman 1925, Sylvan, Wash.
 Gordon N. Kelso, B.A. Willamette 1924, Yakima, Wash.
 John R. Lowe, B.B.A. Oregon 1926, Eugene.
 Mark Noll, B.B.A. Washington 1923, Seattle, Wash.
 Marion A. Pike, B.A. Butler 1925, Indianapolis, Indiana.
 Gibson F. Wright, B.A. Oregon 1925, Portland.

COMMITTEES OF THE FACULTY

Advisory Council (elective)—Deans Sheldon, Hale, Rebec, Allen; Professors Gilbert, Packard, Barnett.
Academic Requirements—Spencer, Folts, Boynton, Stafford, H. R. Douglass.
Administration of Honors—Howe, Boynton, Conklin, Barnett.
Appointment Bureau—Rainey, Howe, DeCou, Cloran, Bovard, Tingle, Walter Barnes.
Athletics—Howe, Bovard, Earl.
Awards—Turnbull, Caswell, Cameron, Thacher, Hoover.
Catalogue and Schedule—Boynton, Hall, Onthank, Stillman, Stetson. Mrs. Fitch, secretary.
Colloquium—Decker, Smith, Onthank.
Commencement and Assembly—Straub, Gilbert, Dunn, Evans, Kerns.
Foreign Scholarships—Rebec, Smith, Walter Barnes, Mrs. Fitch, secretary.
Free Intellectual Activities—Smith, Rebec, Allen, Ernst, Mrs. McClain.
Gerlinger Cup—Esterly, Straub, Mrs. E. E. DeCou, Mrs. A. C. Dixon, Mrs. W. F. Jewett, Mrs. F. M. Wilkins, Mrs. P. L. Campbell, President of Associated Students, President of Women's League.
Graduate Council—Rebec, Conklin, Young, Sheldon, Ernst, Larsell, Schmidt, Boynton, Packard, Mr. Spencer, secretary.
Intra-Mural Sports—DeCou, Scott, Alden, Decker, Ernst, Donald Barnes, Yocom, Hempy.
Library—Douglass, Sheldon, Allen, Rebec, Yocom, Hodge, K. Young.
Medical School Scholarship—Yocom, Shinn, Crosland.
Military Credits—Howe, Allen, Boynton.
Publications—Allen, Young, Sheldon, Hale, Casey, Packard, Douglass, Robbins, Dan E. Clark.
Religious and Moral Activities—Douglass, DeCou, Sweetser, Evans, Williams, Smith, Sheldon.
Research—Packard, Milne, Stafford, Sheldon, Barnett, Donald Barnes, Caswell.
Scholarship—Gilbert, Bovard, Sheldon, Milne, Esterly, Mr. Spencer, secretary.
Student Advisory—Onthank, Esterly, Gilbert, Folts, Walker, Earl, Hale.
Student Affairs—Esterly, Straub, Walker, Stupp, DeBusk, Osborne.
Student Living and Health—Walker, Bovard, Miller, Sweetser, Decker, Esterly, Kelly.

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 of the same year, 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, 1900, and the schools of music, 1902, education, 1910, journalism, 1912, architecture, 1914, business administration, 1914, sociology, 1920, and physical education, 1921, have been added. The extension division, including the department of correspondence study, was established in 1907, and, with the summer sessions, makes the resources of the University available to those who are unable to attend the sessions of the regular academic 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 and 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 in-

come of the University for the year 1926 is approximately \$850,000. In addition there is a small income from fees, incidental, laboratory, and non-resident.

No income producing property is owned by the University, but an income of approximately \$8,000 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 as a whole is subdivided into the following:

- The Graduate School*, the work in which leads to the degree of doctor of philosophy in the departments of education, geology, history, physics, psychology and zoology and anatomy (school of medicine); and to the master's degree in all departments at Eugene, and in the laboratory departments of the school of medicine at Portland.
- The College of Literature, Science and the Arts*, with 19 undergraduate departments, the work of which leads to the degrees of bachelor of arts and bachelor of science.
- The School of Architecture and Allied Arts*, the work of which leads to the bachelor of arts and bachelor of science, or in five and six year courses, to the degree of bachelor of architecture and of master of architecture, or to the master of fine arts degree.
- The School of Business Administration*, in which students proceed to the degree of bachelor of business administration, and subsequently, if desired to the degree of master of business administration.
- The School of Education*, whose students proceed to the conventional bachelor's degrees, or occasionally to the special degree of bachelor of science in education.
- The School of Journalism*, the graduates of which take the degree of bachelor of arts or bachelor of science in journalism.
- The School of Law*, which has a five-year curriculum leading to the degree of bachelor of laws, and a six-year curriculum leading first to the degree of bachelor of arts or bachelor of science, and proceeding to that of doctor of jurisprudence.
- The School of Medicine*, the seven-year curriculum of which leads first to the bachelor's degree, and then to that of doctor of medicine. It also offers work leading to the master's degree.
- The School of Music*, in which those who proceed to degrees take the bachelor of arts, bachelor of science, or bachelor of music, according to courses chosen.
- The School of Physical Education*, whose students proceed to the bachelor's degrees.
- The School of Sociology*, which contains also the Portland school of social work, and through which the bachelor's degrees are obtainable.
- The Extension Division*, containing the departments of visual instruction and correspondence study, the lecture bureau, and the various extension courses throughout the state including the numerous ones of the Portland Extension center.
- The Summer Sessions*, two simultaneous sessions of six weeks each, given in Eugene and Portland, work in which may usually be applied toward the bachelor's and master's degrees.

EQUIPMENT

BUILDINGS AND GROUNDS

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

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

The south campus is mainly occupied by the newer buildings, the administration building, or Johnson hall, the education group, the school

of music, and the buildings of the woman's quadrangle. East of this section of the campus is a large tract devoted to military and athletic purposes. The university buildings are situated on rising ground well wooded with native and exotic trees.

In the descriptions below, the buildings are grouped according to location on the campus. The first group takes in the buildings on the north campus, beginning with Deady hall, the oldest of the University buildings, and making a circuit to the north, east, south, and west. The second group beginning with the administration building, Johnson hall, describes the newer buildings on the south part of the campus.

Deady Hall, a four-story building, was presented to the State on the opening of the University in 1876 by the citizens of Lane County, and was named in honor of Matthew P. Deady, the first president of the board of regents. It houses the departments of botany, zoology and physics.

Villard Hall, erected in 1885, was named in honor of Henry Villard, the builder of the Northern Pacific railroad, the greatest individual donor to the University's endowment. It is a cemented brick building north of Deady, occupied by the department of English.

Sociology Hall, a substantial stucco building, east of Villard, erected in 1901, is the headquarters for the school of sociology, and furnishes additional space for the department of English, and the school of architecture.

Architecture and Allied Arts occupy a group of buildings connected by an arcade and a court with Sociology hall. Included in the group is Architecture hall, erected in 1914, the fine arts studio, and the new Art building, which contains the studios of sculpture and normal arts, together with the small exhibit museum.

The Power House and University depot, across University street from the architecture group, is a brick building containing the heating plant, the postoffice and express office, and headquarters for the superintendent of grounds and buildings.

The Household Arts Building, on University street, contains quarters for the department of household arts, on the ground floor, while the campus offices of the extension division are located on the upper floor.

The University Press is a concrete building, excellently lighted, situated between and to the rear of the Power house and the Household Arts building. It provides quarters for the machinery of the press and the bindery of the school of journalism.

The Journalism Building is across University street from the Household Arts building, and is a red brick building of three stories. It houses the school of journalism, containing class-rooms and offices, library, copy-room, and seminar rooms. The top floor is at present occupied by the department of chemistry.

The Health Service Building, where the dispensary and the offices of the University physicians are located, is a small frame building just south of the Journalism building. Besides the offices of the Health Ser-

vice, it contains a drug room, laboratory, minor surgery and dressing rooms, three physicians' consultation rooms, nose and throat treatment rooms, a physiotherapy laboratory, woman's rest room, and a waiting room.

McClure Hall, a three-story stucco finished building, looking westward on the campus, was built in 1900. It was named after Professor S. E. McClure of the class of 1883, head of the department of chemistry, who lost his life on Mt. Rainier, July 27, 1897. The building contains laboratories and class rooms for the department of chemistry.

Friendly Hall, the men's hall of residence, situated south of McClure hall and facing in the same direction, was erected in 1893, with additions completed in 1903, 1914 and 1920. It is a three-story brick building, equipped with electric lights, steam heat, hot and cold water, etc. The north end of the building is occupied by the offices of the Associated Students, and the graduate manager.

The Men's Gymnasium, built in 1909, is east of Friendly hall, across University street. It is fitted with modern conveniences, apparatus, an indoor running track, a swimming pool, shower baths, lockers, etc. Supplementing the gymnasium proper is the outdoor gymnasium, with a floor 120 by 87 feet, divided by movable partitions into three distinct gymnasium floors, each large enough for basketball, hand ball, or indoor tennis.

Hayward Field, the University athletic field, laid out in a 35-acre tract southeast of the main campus, is surrounded by grandstands and bleachers capable of seating 22,000 people.

Library Hall, which contains the university library, is across the campus quadrangle from and facing Friendly. It is a two-story and basement building of pressed brick. A five-story, fireproof stack room of steel and concrete construction was added in 1914. The first floor of the main building contains the general reading room and circulation department; on the second floor are reading rooms and the reserve department for English and history. The main reserve department is temporarily located in Condon hall.

Commerce Hall, west of the Library, was completed in 1921. It furnishes offices, class rooms, reference library and laboratories for the school of business administration, and in addition provides accommodations for the closely related departments of economics and history. This building is externally a replica of Oregon hall, which it faces.

Oregon Hall was completed in 1916. It is a three-story brick building, 80 by 120 feet, and provides accommodations for the law school, and the departments of languages and political science.

Condon Hall, a new building just completed in the spring of 1925, is across Thirteenth avenue from Oregon hall. It is also a three-story brick building, and is the home of the departments of geology and psychology. At present most of the main floor is given over to the reserve department of the library, and is fitted with shelves and reading desks.

On the south campus, across Thirteenth avenue, and facing the campus quadrangle is *Johnson Hall*, the administration building. It is

a two-story and basement building, erected in 1915, and named after the first president of the University. The administration offices of the University occupy the entire second floor. The main floor contains classrooms, offices, and the little theatre. Guild theatre, with a seating capacity of 200, is used for student plays and for the drama and play-production work of the department of English. The dean of the graduate school, the dean of men and the dean of women also have offices on this floor. There are also classrooms in the basement.

Hendricks Hall, erected in 1917, and *Susan Campbell*, erected in 1920-21, are situated on the women's quadrangle, south of the administration building. These are three-story fireproof buildings of colonial type, accommodating 112 girls each. The rooms are arranged in suites, with a sleeping porch for each suite.

Mary Spiller Hall, on the east side of the women's quadrangle next to Hendricks, was named for Mrs. Mary Spiller, the first woman member of the faculty. It is a three-story and basement building, used for a residence and dining hall for women of the University.

The Woman's Building, which forms the south end of the woman's quadrangle, was erected with funds raised by popular subscription, supplemented by legislative appropriations, and first occupied early in 1921. It provides facilities for the department of physical education for women, and has four gymnasium floors. The large indoor gymnasium is equipped with modern apparatus and laid out for indoor sports. A smaller one is used for the different forms of rhythmic work. The corrective gymnasium is large and sunny and equipped with apparatus for caring for the girls with remedial defects or who for any reason are not able to take the regular activities. The examining rooms in connection with this are equipped with all the usual examining apparatus, including a schematograph. The fourth is an open air gymnasium and adjacent to it is an athletic field large enough to accommodate all the girls for games and out-door sports during pleasant weather. Another feature is the large swimming pool purified by constant filtration, and dressing rooms, lockers and seventy-eight showers. There are also several class rooms and offices for the staff of the physical education department. In the social end of the Woman's building is the large and beautifully appointed alumni hall, which is in constant use for university gatherings, both of students and faculty. The third floor of this part of the building is occupied at present by the Oregon Museum of Fine Arts, which includes the Murray Warner memorial collection of oriental art, a reference library, and several smaller collections.

The *R. O. T. C. Building*, built originally as barracks for the S. A. T. C., has been remodeled and equipped for the offices and the instructional work of the department of military science. It is located near the main campus southeast of the Woman's building and west of the athletic field.

The *Education Building* and the *University High School*, completed and occupied in the spring of 1921, are southwest of the Woman's building. They furnish offices and class rooms for the staff of the school of education, as well as practice school facilities. The high school build-

ing represents modern ideas in school architecture, and in addition to the regular school equipment, is provided with an open air covered gymnasium and playing fields.

Farthest south on the campus is the *Music Building*, completed in 1921. Here are teaching and practice rooms of modern type, and in addition, a well-equipped auditorium capable of seating about 600 persons.

In addition to the foregoing main campus buildings, there are numerous subsidiary structures in various locations, among these are the following:

The "*Bungalow*" and the "*Hut*", situated on Kincaid street at the edge of the campus, are the quarters of the Y. W. C. A. and the Y. M. C. A.

The "*Co-op*" Store, on the corner of Kincaid street and 13th avenue, opposite Oregon hall, furnishes text books and supplies, and is the center of distribution for student publications.

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
DORA FRANCES FORD	Reserve Book Librarian
CORWIN V. SEITZ, B.A.	Order Clerk
BERNICE RICE, B.A.	Circulation Assistant
HAZEL JOHNSON, B.A.	Circulation Assistant
MARGUERITE SCHWAB	Cataloguer
DOROTHY DIXON, B.S.	Reference Assistant
ALICE GARDINER	Periodical Clerk
DOROTHY ALDERMAN, B.B.A.	Assistant in Charge of Business Administration Reserves and History and English Reserves
MABEL KLOCKARS	Reserve Assistant
MARJORIE MYERS	Reserve Assistant
ETHELYN FORREST, B.A.	Curator of Newspapers and General Assistant
MRS. HELEN SHIPE, B.A.	Accessions Clerk
MRS. ELLEN PENNELL	Assistant
OLETA SULLIVAN STEWART	Art Librarian
GLADYS JOSLYN FIELDS	Secretary and Bookkeeper

The University library is a well selected and rapidly growing collection of books, numbering now about 154,000 volumes. There is available each year from various sources for book-binding and periodicals about \$25,000.

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 1,500, besides many of the daily and weekly newspapers of the state. About 100 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 are shelves for reserve books, with the exception of those for the departments

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

THE UNIVERSITY MUSEUMS

The *Oregon Museum of Fine Arts*, housed at present in the Woman's building, includes the Murray Warner memorial collection, to which considerable additions have been made during the past year; the Millican loan collection of Indian basketry, weaving and pottery; and a loan collection of Philippine embroideries, bead-work and basketry by the Bagabos of Mindanao, and the Igorots of Luzon.

The Murray Warner collection of oriental art, given to the State of Oregon at 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 was a recognized authority on the art of the Orient, and serving as he did, through the Boxer rebellion and the unsettled conditions following, obtained some beautiful specimens of Chinese art which are now in the Museum. Mrs. Warner has given a portion of her collection to the Smithsonian Institution but the larger amount 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, 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 illustrating phases of art in the oriental countries, and furnishes a reading room with special facilities for research work in history of art, oriental history and civilization, and anthropology.

The *Art Exhibition Hall*. The small fire-proof museum in the group of buildings which houses the school of architecture and allied arts, 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 Doseh, 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.

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 the collection.

The *Botanical Museum* is well supplied with mounted specimens, especially those from Oregon and the Pacific northwest. It includes the Howell collection of 10,000 specimens, principally from Oregon, the Leiberg collection, presented to the University by John B. Leiberg in 1908, of 15,000 sheets, largely from Oregon, Washington and Idaho, as well as the Cusick collection of 7,000 specimens and the Kirk Whitehead and Edmund P. Sheldon gifts. It has been found necessary to pack away a considerable amount of the botanical collections for lack of space.

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 Scio, 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.

THE UNIVERSITY LABORATORIES

The *Botanical Laboratories* may be found in Deady hall. The laboratory for the general botany 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 of Mr. Howell, Mr. Leiberg, Mr. Cusick, Mr. Kirk Whitead, and Mr. Sheldon are available for students of systematic botany. Facilities are provided for the study and preservation of local material and for cataloging 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, auto-clave, steam and hot-air sterilizers, incubators, hot water heater, and compound microscopes with oil-immersion lenses.

The *Chemical Laboratories* are located in McClure hall and the adjoining annex. Accommodations are now available for 400 students. 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 mechanic is available for special needs.

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.

Household Arts. The department of household arts has its own building, in which are located its food and clothing laboratories. The food and dietetics 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, sink, 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.

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.

The Psychological Laboratories. The psychology department occupies the top floor of the new science building, Condon hall. The laboratories 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. These temporary structures will be removed eventually and the space devoted to a work-hall where students will congregate around long tables for their laboratory instructions and for the purpose of completing their notes after performing their experiments in the rooms especially provided.

The Zoological Laboratories. The offices of this department are on the second floor of Deady Hall, along 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 UNIVERSITY 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 four thousand choice plates are available together with two thousand well selected slides for the display of stereoptican illustrations.

Fine Arts. The art studio, located on the main floor of the Architecture building, is provided with abundant north light, furnishing an excellent room 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 for use in lectures in life class work also appear with this collection.

Another room is equipped with tables suitable for work in book and poster design, lettering, stained glass work and so on. 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 Arts building houses the sculpture studios, with adequate space and lighting for what ever 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; while special modeling rooms and mezzanine offices for the members of the department offer both convenience and the facilities for advanced work. 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 Arts building, together with the sculpture studio and the small art museum. There are 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, dyeing, batik, wood-block printing, and home decoration. 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.

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 offered 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 should 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* should be three or four, and in these emphasis should 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 fifteen units presented for admission should be distributed 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 | |

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, except in the case of foreign language, wherein the following rule applies:

Foreign Language Deficiency. A student entering the University without the required two units in one foreign language may remove this deficiency by taking in the University one year (12 hours) of foreign language, in addition to the amount required for his university degree.

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 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 one term.

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 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 special 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. A special student is required to choose a major department, the head of which shall be his adviser. The student shall be governed by the directions of his adviser as to the work to be carried.
4. Credits earned by persons entering as special students shall not subsequently be counted toward a degree until the student has completed at least two years work (90 term hours) as a regular student.
5. Before a special student shall obtain status as a regular student, he shall fulfill all entrance requirements, and shall receive from the registrar a certificate of regular standing. College work done by a special student may be counted toward fulfilling entrance requirements to the extent that it has been, done in the subjects required or accepted for entrance.
6. In the case of a regular student changing to special status, the work done while ranking as a special will not count toward a degree.

ADMISSION TO GRADUATE STANDING

Any college or university graduate holding a bachelor's degree from an institution of recognized standing, who has completed a four-year course above a standard high school course, will be admitted to the graduate school without examination. The applicant must file with the registrar his application for admission on forms provided, accompanied by official credentials showing (1) all preparatory work, (2) all undergraduate work, and (3) all graduate work.

Admission to the graduate school, however, does not necessarily involve acceptance as a candidate for an advanced degree, which is determined in each individual case after the student has spent some time in residence.

REGISTRATION

Freshmen are required to report at the University not later than Tuesday, September 21, 1926, 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. In no event should an applicant file his credentials later than one month before the opening of the term.

Registration material will be released to students on Wednesday, September 22, 1926. Registration will take place on Thursday and Friday, September 23 and 24, 1926. Study programs will be made out for the entire year at that time and must be filed in the registrar's office before Monday, September 27, 1926, 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 chooses a major department or school, the head of which department or school (or staff member designated by him) acts as the student's adviser. The certificate of admission is presented to the adviser who will fill out the year study-program, conforming to the curriculum of the school or department which the student has selected.
3. The year study-program should be signed by the instructors of the courses to be taken, approved by the adviser and filed in the registrar's office before Monday, September 27, 1926. 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, September 27, 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 term, each student is required to file 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 charged 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. These changes, however, may be made only by the consent of the adviser.

SCHOOLS AND DEPARTMENTS

The schools and departments of the University on the campus in which an undergraduate may major are as follows:

COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS

Botany	Mathematics
Chemistry	Mechanics and Astronomy
Economics	Military Science
English	Philosophy
Geology	Physics
Germanic Languages	Political Science
Greek	Psychology
History	Romance Languages
*Household Arts	Zoology
Latin	

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

Architecture

Fine Arts

Normal Art

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

SCHOOL OF SOCIOLOGY

* Students may not major in Household Arts, although they may choose the head of the Household Arts staff as adviser, fulfilling the major requirements in another department or school.

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.

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.

Group Requirements. Each student must complete in the lower division (during the freshman and sophomore years) at least one year-course of not less than three hours each term in three of the following four groups:

I. a. *English* (except prescribed work). b. *Languages.* Foreign language, ancient or modern.

II. *Social Science.* Including history, economics, political science, philosophy, sociology, education.

III. a. *Mathematics,* any three courses of lower division work. b. *Science,* including

botany, chemistry, geology, physics, psychology and zoology. Each of these sciences shall include not less than one credit hour a week of laboratory time.

IV. *Arts and Technical Training.* a. *Arts.* Fine arts, normal art and household arts, each including not less than one credit hour a week of laboratory or practice time, or year-courses totalling nine hours. b. *Architecture.* In the school of architecture and allied arts, year courses totalling nine hours. c. *Music.* d. *Accounting.*

Major Requirements. Each student must satisfy the requirements of his major department by taking courses in that department 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 that offered for entrance. 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 freshman and sophomore 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 may not be taken in the freshman year.

Restrictions. Not more than one year (48 term-hours) 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).

STUDENT LIVING

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. Full-time physicians are employed, and part-time specialists used as consultants. Four trained nurses and a technician assist in the dispensary and the infirmary.

The Dispensary. The dispensary service is free to students of the University, except for a small fee for medicine and special dressing. 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.

Physical Examinations. All students entering the University are required to take a physical examination, before being assigned to the required work in physical education. These examinations are scheduled by the registrar and are arranged for the week before classes begin, which is known as pre-registration or freshman week. Appointments for fresh-

men are made through the registrar's office, and for those entering with advanced standing, through the office of the University health service.

No student is allowed to compete on any of the athletic teams who has not passed a satisfactory physical examination.

Students found to have physical and organic defects will be assigned to special classes in physical education adapted to their needs and designed to correct the defects wherever possible.

STUDENT WELFARE

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, 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, and may be made only with the approval of the dean.

HALLS OF RESIDENCE

The University has five halls of residence for students, Friendly hall, used by the men, and Hendricks hall, Susan Campbell hall, Mary Spiller hall, and Thacher cottage, used by the women.

Friendly Hall, the 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. The dining room has seating capacity for one hundred.

In connection with Friendly hall 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.

Rates for room and board. Rates for room and board in the halls of residence are as follows:

Room	\$2.00 per week
Board	6.25 per week

Every effort is made to keep the living expenses as low as is consistent with the price of food and service.

The University reserves the right to change the price of room and board at any time without notice, whenever deemed advisable by the proper authorities.

Applications for Rooms. Rooms in the University halls of residence are reserved as far as possible for freshmen, though enough upper class students are included to help the entering freshmen orient themselves during the first year.

Applications for the women's halls of residence should be made to the office of the dean of women, Mrs. Virginia Judy Esterly, while those for Friendly hall, the men's hall of residence, should be made to Mr. Dean H. Walker, dean of men.

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

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 deposit will be returned.

ROOMS IN PRIVATE FAMILIES

A card catalogue of approved rooming and boarding places in town is assembled each year by the fifteenth of September, and is available for entering students without charge. The room list for girls may be consulted in the office of the dean of women, while that for men is open for use in the Y. M. C. A. hut at the edge of the campus.

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, the good rooms usually ranging in price from \$15 to \$20. The average price for board and room is from \$35.00 to \$37.00 a month, while board alone runs from \$25 to \$27.00 a month.

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

Those not wishing to take permanent rooms on entering the University may obtain temporary ones which are also listed with the dean of women and at the Y. M. C. A. hut.

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."

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 Y. M. C. A. and Y. W. C. A. conduct free employment bureaus for the students. The University is glad to be of all possible assistance to those desiring to find work. However, it cannot guarantee remunerative employment 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 the secretary of the University Y. M. C. A. or 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.

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 \$18.75 registration fee per term, making a total of registration fees for non-resident students of \$68.75 per term, or \$206.25 a year.

Registration Fee. All undergraduate students pay a registration fee of \$18.75 a term, or \$56.25 a year. 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. The registration fee also gives the student free use of the gymnasium, swimming pools, lockers, towels, etc.; of medical consultation, advice and treatment; and of the library and reading rooms.

Graduate School Fee. Graduate students pay a registration fee of \$8.50 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 \$6.75 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	3.00 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.

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.

Penalty Fees. A late registration fee with cumulative charges for each additional day of tardiness will be charged to all undergraduate students registering on Monday, September 27, or thereafter, or after the first day of the winter and spring term. Details can be found in the registration manual.

A change of registration fee of \$1.00 will be charged for each course added after the year study program is filed, except that changes may be made without charge on the first day of the winter and spring terms.

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

All University fees are due and payable in the third week of the term, counting from the week in which classes begin. 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 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.

	<i>Low</i>	<i>Medium</i>	<i>High</i>
Room and Board	\$260.00	\$340.00	\$390.00
Fixed Fees at Registration	56.25	56.25	56.25
Class Dues	1.00	1.00	1.00
Books, Class Supplies, Laboratory Fees	40.00	70.00	90.00
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
	\$445.25	615.25	\$775.25

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

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 has, with the assistance of the comptroller, been so carefully checked, that while the maximum number of students are helped, the loss is practically negligible.

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 McCornaek, in memory of her father, the late Dr. Thomas Condon, for many years professor of geology in the University.

The Kelly Loan Fund of \$100 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 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 freshmen women.

The Wrisley-Church Loan Fund 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, and are considered by a committee composed of the president of the University, the comptroller, the registrar, the dean of men, and, in the case of women students, of the dean of women.

At present, loans are not 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 1926-27. The state alumnae association is endeavoring to raise a fund to endow this valuable scholarship for the future. Information concerning it may be obtained from Mrs. Lawrence T. Harris, care of Harris, Smith and Bryson, Eugene, Oregon.

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. In 1925, the Jakway scholarship was won by Paul Shepard Billington.

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. Those holding scholarships in the University of Oregon for 1925-26 are: D. Paul Angstead, Mildred M. Baker, Wellie Jane Blair, Jesse E. Brown, Nellie E. Carroll, Juanita L. Dietze, Ralph A. Edmisten, Austa M. Graves, Vivian Harper, Thomas D. Holder, Mary K. Johnson, Ernest L. McKinney, Everett H. Ogle, William J. Owsley, Eric L. Peterson, Mabel A. Peterson, Vera I. Pitcher, Florence Reeder, Joycelin Robertson, Delbert M. Robinette, Loye C. Smith, Goldie I. Walter, Beatrice A. Wilder, Carl E. Williams, Daisy E. Witham.

Medicine. The University of Oregon School of Medicine offers annually one full scholarship and two half scholarships, or four half scholarships. The holder of the full scholarship is exempt from all fees except some incidentals, the total reduction from the regular fees of the session being \$120.00 for the first and second years of attendance. The half scholarship carries a reduction of \$60.00 for each session in the same way. The scholarships are awarded to graduates of the University of Oregon having a bachelor's degree of not more than three years' standing at entrance to the medical school. The awards are made by a committee of the faculty of the University, subject to the approval of the medical faculty. In 1925 four half scholarships were awarded to Camilla Anderson, Emil Furrer, Morton Goodman, and Sam Page.

FOREIGN SCHOLARSHIPS

Students of the University who have completed the work of the sophomore year may enter the competition for the Rhodes Scholarship at Oxford. The students who are allowed to go up for the state examination are selected by a faculty committee, and these students compete with those selected by other institutions of the state for the scholarship from the state of Oregon. In 1924 the Rhodes scholarship from Oregon was

won by Clinton N. Howard. The next Rhodes scholar to be appointed from the state will be selected in 1926.

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." In 1925 the Failing prize was awarded to Ernest H. Henrikson, of Portland.

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. In 1925 the Beekman prize was awarded to Ivan Houston, of Eugene.

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 Bennett prize was not awarded in 1925.

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. In 1925 the prize was won by Doris Parker, of North Powder.

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 upon the basis of character, scholarship, and qualities of leadership in student activities. In 1925 the Albert cup was won by Mary Jane Hathaway, of Gladstone.

The Koyl Cup. The Koyl cup, presented by Mr. Charles W. Koyl of the class of 1911, for many years 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-around man. In 1925 the Koyl cup was won by Robert T. Mautz, of Portland.

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-around woman of the junior class. In 1925 the Gerlinger cup was won by Eloise Buck, of Eugene.

The Mrs. Murray Warner Prizes. Three prizes of \$150, \$100, and \$50, donated by Mrs. Murray Warner, are awarded to the student writing respectively the best, the second best, and the third best essays on a subject connected with Oriental and American relations. In 1925, the first prize, then \$100, was awarded to Harold A. Kirk, of Oregon City; the second prize, then \$65, to Mildred V. Hayden, of Eugene; and the third prize, then \$35, to Augustin P. Carmisis, of Portland. 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 best two essays on the subject of "What the United States has done for my country, and may do."

The Jewett Prizes were awarded in 1925 from a sum of money given by Mrs. Wilson F. Jewett for students who excel in public speaking. The first prize in extempore speaking was won by Donald C. Beeler, of Warrenton. The pre-legal oratorical contest was won by Clifford W. Powers, of Portland, the argumentation prize by Max J. Robinson, of Eugene, and the lecture prize by Arley R. Marsh, of Elmira.

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. In 1925 this cup was won by Paul Ager.

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.

ORGANIZATIONS

The widely varied interests of the University community find expression in a considerable number of organizations designed to foster those interests.

The *Young Men's Christian Association* and the *Young Women's Christian Association* occupy buildings on the edge of the campus and employ full-time paid secretaries.

The *Craftsmen's Club*, an organization of students and faculty belonging to the Masonic Order, has built a brick club house adjacent to the campus. This building is available for the use of faculty and student organizations.

The students belonging to the various churches have formed clubs which sometimes maintain club rooms to bring those similarly interested together. Among these are the *Newman Club* for Catholic students and the *Wesley Club* for Methodists.

The *Women's League* is an organization of the women of the University supported by the Associated Students and affiliated with the state federation of Women's Clubs.

The *Order of the "O"* is made up of men who have won "letters" on University teams.

The *Women's Athletic Association* is composed of girls who have made a certain number of points for athletic activities.

The *Women's Order of the "O"* comprises the girls who have won the "O" through the Women's Athletic Association point system.

The *Eutaxian Society* for women is the oldest literary and discussion society on the campus.

The *Bernard Daly Club* is made up of the beneficiaries of the Bernard Daly educational fund.

HONORARY SOCIETIES

Phi Beta Kappa, the national honorary society for the promotion of scholarship, was installed in the University of Oregon in 1923. Members of the graduating class of the University who will receive the bachelor of arts or bachelor of science degrees, and who have made high records of scholarship are elected each year.

Sigma Xi, the national honorary society for the encouragement of original investigation in pure and applied science, was installed in the University at the time of the 1923 commencement exercises. Active members are elected from the faculty and students.

PROFESSIONAL, DEPARTMENTAL, AND CLASS SOCIETIES

Class honorary societies include *To-Ko-Lo* and *Gra-kos* for sophomore men and *Kwama* for sophomore women, with the *Friars*, and *Mortar Board*, for senior men and women respectively.

The *Oregon Knights* assist at University functions and are made up of one freshman and one sophomore from each men's living organization, two from each underclass group from Friendly hall and the Oregon Club, the president of the freshman class, and three members elected by the freshman class. The *Thespians*, a similar group of women, assist in the secretarial work of the Associated Students.

Other organizations are associated with various departments or schools or with student activities and interests. Some of them are local, many have national charters. Such are the Students' Allied Arts League, and Normal Art and Sculpture Clubs, of the school of architecture and arts; Samara, a group of students of botany and bacteriology; Alpha Kappa Psi, Beta Gamma Sigma, Beta Alpha Psi, Pan Xenia, and Chamber of Commerce, for the men of the school of business administration, Phi Chi Theta for the women of the same school; Phi Delta Kappa, a group of men interested in advanced educational work, and Pi Lambda Theta, a similar organization of women; Zeta Kappa Psi, a forensic organization for women, and Mask and Buskin, a chapter of the Associated University Players; for students interested in writing are Pot and Quill for women, and Ye Tabard Inn of Sigma Upsilon for men; the Condon Club, a chapter of the Geological and Mining Society of American Universities; Sigma Delta Chi and Theta Sigma Phi, for men and women respectively in journalism, with Alpha Delta Sigma for men interested in advertising. Among the students in foreign languages are Sigma Delta Pi (Spanish), El Circulo Castellano, Le Foyer Francais, Weimar-Bund, and Collegium Angustale.

In the law school there are chapters of Phi Delta Phi and Delta Theta Phi; in the school of music, Mu Phi Epsilon and Phi Mu Alpha. Other organizations are the Mathematics Club and the Philosophy Club; the Physical Education Club, Hermian Club for women upperclass majors in the school of physical education, and Orchesus, honorary dancing group; Alpha Kappa Delta, honorary sociology society. In the school of medicine are chapters of Nu Sigma Nu and Phi Chi for men, and Alpha Epsilon Iota for women.

Different types of organizations are Crossroads, an organization of students and faculty; Agora for men and Dial for women, for the discussion of topics of general and timely interest; the Cosmopolitan Club, and Varsity Philippinensis. The Oregon Clubs, for men and for women are designed to give the advantage of social organization to students who live outside of the residential houses.

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, and meeting of the alumni council 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 elected annually at homecoming, but the members of the alumni council are elected by ballot in June.

1925-26 OFFICERS OF THE ALUMNI ASSOCIATION

F. H. YOUNG, '14 (Portland)	.....	President
MRS. SUSIE BANNARD HOLT, '01 (Eugene)	.....	Vice-President
JEANNETTE CALKINS, '18 (Eugene)	.....	Secretary-Treasurer

THE ALUMNI COUNCIL, 1925-26

The alumni council is composed of the officers given above, and the following members elected by ballot:

MARGARET BANNARD GOODALL, '04	HOMER ANGELL, '00
EARL KILPATRICK, '09	JENNIE BEATIE HARRIS, '96
DOROTHY DUNTWAY, '20	ANDREW COLLIER, '13
HERALD WHITE, '20	GRACE EDGINGTON JORDAN, '16
DR. HAROLD BEAN, '12	

STUDENT ACTIVITIES

The Associated Students. The body of undergraduate students is organized under the name of the Associated Students, the officers of which are elected each spring. For 1925-26 the officers of the A. S. U. O. were Walter Malcolm (Portland), president; Paul Ager (Bend), vice-president; De Loris Pearson (La Grande), secretary.

Two major committees, the executive council and the student council, have general supervision over the interests of the organization. The executive council, which includes the president of the University and representatives of the faculty and alumni as well as the student body, has control over student body activities, being assisted in its control by sub-committees whose membership consists partly of members of the executive committee and partly of outside members. These committees are the athletic committee, the publication committee, the woman's committee, the forensic committee, and the music committee. The object of these committees is to keep close supervision over these activities, and to make recommendations to the executive committee.

The athletic committee supervises inter-collegiate and intra-mural athletics, working in cooperation with the school of physical education. The publications committee has the supervision of the Emerald, the Oregana, and other minor publications on the campus, working with the school of journalism. The woman's committee supervises the Women's League, the activities of women's athletics, etc. The forensic committee has the supervision of debate and oratory for both men and women, in cooperation with the department of English. The music committee supervises the glee clubs, both men's and women's, the University orchestra, the concert series and the artist concert series, with the assistance of the school of music.

The Student Council, elected at the annual elections in May, acts as an intermediary between the faculty and the students, and in general has charge of matters which concern the welfare of the student body.

The University Co-op is a cooperative store situated on the edge of the campus which furnishes text books and supplies used by the university

students. Enrollment in the University entitles the student to membership in the organization and to an annual dividend on the total amount of the individual's purchases.

PUBLICATIONS

The University of Oregon Bulletin is published monthly, except during the summer vacation. Under this are included the general catalogue and announcements of the various schools and colleges of the University.

The University of Oregon Publications is a series of scholarly contributions from the various departments of the University.

The University News Bulletin is a page of news items sent about twice a month to the newspapers of Oregon, in an effort to carry to the people through the public press such information about the University as will be of interest.

Oregon Exchanges is a monthly publication of the school of journalism. It is made up of articles and news items of interest to the newspapermen of the state.

The High School is published quarterly by the school of education of the University, in the interests of secondary education in Oregon and in the Pacific northwest.

The Extension Monitor is published by the extension division for distribution among the correspondence students.

The Commonwealth Review is issued quarterly as the publication agency of the community and commonwealth service movement instituted under the auspices of the University of Oregon.

The Oregon Emerald is published five times a week during the college year by the student body of the University. The paper is devoted to general college news, and aims to keep the students and faculty posted concerning the every-day happenings at the University and neighboring institutions. The staff consists of an editor and a business manager, with a large corps of assistants. The editor is elected in May of each year, serving a one-year term. In 1925, Edward M. Miller, of Molalla, was elected editor.

The Oregana is published annually by the Associated Students. It is a book of 400 pages, and from 700 to 1,000 copies are issued. Its object is to present the life of the University from the student viewpoint, and to that end it includes stories of University life, cuts of buildings and grounds, drawings, campus scenes, class and organization photographs and records. The *Oregana* appears each year at junior week end in the spring; the editor is elected the year before in the third term of the junior year. In May, 1925, Elizabeth Cady, of Canby, was elected editor.

Old Oregon, the official organ of the Alumni Association, is issued nine times a year, under the editorship of Jeannette Calkins, '18, the alumni secretary. It has an average circulation of about five thousand copies. It attempts to interpret the present campus to the alumni body, and, incidentally, to interpret the alumni to the students of the University. The latter field is attempted because there is no other University magazine, and the campus field is covered by the addition of special departments of general interest to the students.

THE GRADUATE SCHOOL

THE GRADUATE SCHOOL

GEORGE REBEC, Ph.D.....	<i>Dean, Philosophy</i>
WILLIAM P. BOYNTON, Ph.D.....	<i>Physics</i>
EDMUND S. CONKLIN, Ph.D.....	<i>Psychology</i>
RUDOLF H. ERNST, Ph.D.....	<i>English</i>
OLOF LARSELL, Ph.D.....	<i>School of Medicine</i>
FRIEDRICH G. G. SCHEMIDT, Ph.D.....	<i>German</i>
HENRY D. SHELDON, Ph.D.....	<i>Education</i>
FREDERIC G. YOUNG, B.A., LL.D.....	<i>Sociology</i>

EX OFFICIO

EARL L. PACKARD, Ph.D.....	<i>Geology</i> (Chairman of Research Committee)
CARLTON E. SPENCER, B.A., J.D.....	<i>Secretary of the Council</i>

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

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

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)	Physics
Education	Psychology
Geology	Zoology
History	

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 fields, 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 session. 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 sessions may fulfill that requirement by attendance on three summer sessions 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 requirements 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 last 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. Qualified students may arrange to remain for work in the library or in the laboratories on the campus for an additional period of summer work after the close of the regular session. Arrangements for such privileges should be made with the professors in charge, and announced in advance to the dean of the graduate school and the registrar.

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 \$8.50 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 \$6.75 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 fellowships 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.

Other minor positions, such as readers or assistants, are also open to graduate students, and those employed in such minor instructional work also have the benefit of a reduction in fees. Those interested in securing any of these positions should write to the dean of the Graduate School.

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.

THE COLLEGE OF LITERATURE, SCIENCE AND THE ARTS

* COLIN DYMENT, B.A., Dean
JAMES H. GILBERT, Ph.D., Acting Dean

The College of Literature, Science, and the Arts is comprised of the following nineteen departments:

Botany and Bacteriology	Mathematics
Chemistry	Mechanics and Astronomy
Economics	Military Science
English	Philosophy
Geology	Physics
Germanic Languages	Political Science
Greek	Psychology
History	Romance Languages
Household Arts	Zoology
Latin	

Students registering in the College of Literature, Science and the Arts must choose a major in some one of the above departments, and proceed through a four-year course of study to the degree of bachelor of arts or bachelor of science.

The departments of the college also contain numerous service courses in liberal arts subjects for the use not only of their own major students but of those in other departments and in the professional schools. Full details as to each course of study will be found under the appropriate department heading.

The nineteen departments of the college thus include the pure sciences, the literatures and the ancient and modern languages, philosophy, the social sciences, mathematics, and in general those branches that represent the traditional seats of culture and the foundations of technical science.

Departmental Announcements

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.

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.

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.

BOTANY

Professor SWEETSER, Miss SANBORN, Miss TAYLOR
Mr. HENDERSON, *Curator of Herbarium*

The four-year course of study in botany is intended for students interested in botany as a pure science and for those who in addition intend to teach botany among other subjects in high schools. The course of study contains prescriptions in physics, zoology, geology, and chemistry also, to the end that botany majors may be prepared to teach general science. Majors not intending to teach may take electives instead of the pedagogy courses listed.

* Leave of absence, 1925-26.

COURSE OF STUDY FOR MAJOR STUDENTS IN BOTANY

	FRESHMAN	Fall	Winter	Spring
General Botany		4	4	4
Language		4	4	4
Geology		4	4	4
History		3-4	3-4	3-4
Military (men) or Personal Hygiene (women)		1	1	1
Physical Education		1	1	1
		17-18	17-18	17-18
	SENIOR			
Systematic, Economic, and Field Botany		3	3	3
Language		3-4	3-4	3-4
Chemistry		4	4	4
Education or Elective		3-4	3-4	3-4
Military (men)		1	1	1
Physical Education		1	1	1
		15-16	15-16	15-16
	JUNIOR			
Physics		4	4	4
Sanitation		4		
Elementary Zoology			4	4
Written English		2	2	2
Pedagogical Botany, and Education		3	3	3
Plant Histology		3	3	
Algae				3
		16-17	16-17	16-17
	SENIOR			
Chemistry or Physics		4	4	4
Plant Physiology, Advanced Botany		3	3	
Bacteriology				4
Botanical Problem		2	2	
Seminar		1	1	1
Education or Electives		6-7	6-7	6-7
		16-17	16-17	16-17

DESCRIPTION OF COURSES

LOWER DIVISION

1-2-3. *General Botany*. 1. A study of the cell, its structure, function and relation to heredity. An investigation of life processes as exemplified in algae, fungi and lichens, and their economic importance. 2. A further study of life processes in the mosses and ferns, their classification and economic importance. 3. The habits, physiology, methods of reproduction, ecological relations, economic value and classification of the flowering plants. Students may enter this course any term. Three lectures and one laboratory period. Sweetser and Taylor. *Four hours, each term.*

4. *Economic Botany*. Plants used in medicine and the powdered drugs made from them. Plants used for food and in the arts. Sweetser.

Three hours, winter term.

8. *Systematic Botany*. The classification of as many plant forms as possible. Two lectures and one laboratory period a week. Sweetser, Sanborn, Henderson.

Three hours, fall term.

9. *Field and Systematic Botany*. Analysis and classification of spring plant forms. Sweetser and Sanborn.

Three hours, spring term.

UPPER DIVISION

101-102. *Plant Histology*. A study of plant tissues. Sanborn.

Three hours, fall and winter terms.

103. *Algae*. Study of the morphology of types of the four groups, with taxonomy of our local forms. Sanborn. *Three hours, spring term.*

105. *Plant Physiology*. A study of life phenomena as manifested in the plant. Sweetser. Prerequisites, general botany. Lectures and laboratory. *Three hours, fall term.*

106. *Bacteriology*. In the winter term this course is given primarily for pre-medical students and technicians. The spring term is a more general service course. Both terms require chemistry as prerequisite. Two lectures and two laboratory periods a week. Sweetser and Sanborn. *Four hours, winter or spring term.*

107. *Bacteriology*. Continuation of Bacteriology 106. Two lectures and two laboratory periods a week. Sweetser and Sanborn. *Four hours, spring term.*

108. *Sanitation*. The study of diseases, their causes and prevention; pure food, pure water, pure milk. Desirable as prerequisite for Botany 106. Sweetser. *Three hours, fall term.*

109. *Technique*. Killing, embedding, sectioning, staining and mounting of plant tissues. Sanborn. *Two hours, fall and spring terms.*

110. *Botanical Problem*. The taxonomy, ecology, physiology, or economy of some group or groups of plants. *Hours and credit to be arranged.*

111. *Research*. Thesis. *Hours and credit to be arranged.*

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

113-114-115. *Seminar*. *One hour, each term.*

116. *Advanced Laboratory*. Work in bacteriology. A continuation of Courses 106 and 107. Two laboratory periods. *Two hours, any term.*

117-118. *Paleobotany*. History of paleobotany and studies of the Oregon fossil flora. Sanborn. *Two or three hours, fall and spring term.*

GRADUATE DIVISION

213. *Research*. Botanical problem.

214. *Research*. Bacteriological problem.

215. *Graduate Seminar*.

216. *Graduate Thesis*. *Nine hours.*

CHEMISTRY

Professors STAFFORD, SHINN;

Associate Professors WILLIAMS, TANNER;

Graduate Assistants: Mr. GABRIEL, Mr. GRETTIE, Mr. WILSON

The requirement for graduation as a major in chemistry is the completion of at least 50 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 50-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 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. Four lectures and one laboratory period. Stafford. *Five hours, each term.*

10-11-12. *Supplemental General Chemistry*. A year sequence adapted to the needs of students entering college with unusually thorough preparation in chemistry and who consequently should have work of a more advanced character than that offered in courses 1a,b,c, or 5a,b,c. Before undertaking this course, however, a student should consider fully the advantages going with a thorough review of general chemistry as it is given in a substantial course of college grade. Course 5a,b,c offers these advantages and is at the same time much more difficult than high school chemistry. In all but very exceptional cases, therefore, students who enter with high school preparation in chemistry should enter course 5a,b,c. Two lectures and one laboratory period. Shinn.

Three hours, each term.

40. *Chemistry and its Relationships*. A short course indicating the content of the field of chemistry together with a portrayal of its problems, its achievements and the broad relationships of these to human interests. The treatment is nontechnical, the purpose of the course being to give those desiring it an appreciation of the work of the chemist without undertaking the task of imparting a working knowledge of the subject. Not open to freshmen. Two lectures. The chemistry staff.

Two hours, spring term.

50-52-54. *Elements of Chemical Theory.* The objective of these courses is the training of the student during his second year of chemistry for the more difficult theoretical offerings of upper division years. Whenever possible these courses should accompany Analytical Chemistry, 60-61-62. General chemistry or its equivalent is prerequisite. Two lectures. Tanner. *Two hours, each term.*

51-53-55. *Laboratory.* To accompany optionally courses 50-52-54 respectively. *One hour, each term.*

60-61-62. *Analytical Chemistry.* Course 60, fall term, is devoted to qualitative analysis. Course 61, winter term, is the conventional course in gravimetric analysis. Course 62, spring term, is concerned with volumetric procedures. Three laboratory periods, many conferences and one lecture period. Tanner. *Four hours, each term.*

70. *Continuation Chemistry.* The transition from the one-year course in general chemistry to the two-term course in organic chemistry presents difficulties to many students. The purpose of the present course is to make this transition an easier one while at the same time enough laboratory work in chemical analysis is included to give students of medicine and biology particularly, some facility with fundamental analytical methods most useful to them. Three lectures and one laboratory period. Shinn. *Four hours, fall term.*

75a,b. *Organic Chemistry for Medical Students.* The chemistry of the compounds of carbon, including the most important natural and synthetic products, both aliphatic and aromatic. The substances of biological interest are stressed. Prerequisite, courses 5 and 70. Three lectures and one laboratory period. Williams. *Four hours, winter and spring terms.*

85. *Physical Chemistry for Medical Students.* A non-mathematical presentation of selected fundamentals of particular interest to medical students. Courses 5, 70 and 75a,b, or their equivalents prerequisite. Shinn. *Four hours, spring term.*

UPPER DIVISION

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. Tanner. *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. Tanner. *Hours to be arranged.*

130. *Microchemical Analysis.* *By arrangement.*

132. *Toxicology.* *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. The 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. (Not given 1926-27).

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. *Biochemistry*. To serve as a background, the chemistry of carbohydrates, lipins and proteins is reviewed and extended. Following this, such topics as the digestion of foods, alcoholic fermentation, photosynthesis, chemistry of the blood and urine are discussed. Not designed for medical students. (Not given 1926-27).

Three hours, fall and winter terms.

165. *Colloidal Chemistry*.

By arrangement.

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

Four hours, each term.

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

By arrangement.

188. *Chemical Energetics*.

By arrangement.

190. *Electro-Chemistry*.

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.

One hour, each term.

199. *Senior Thesis*.

By arrangement.

GRADUATE DIVISION

NOTE—For the year 1926-27, all work in course for graduate credit is to be selected from the upper division section of departmental course offerings. The formal credit requirement for the degree of master of arts in chemistry is the completion of 30 hours of work in chemistry (9 of which may be for the thesis) and 15 hours of work in the minor subject.

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 staff.

One hour.

ECONOMICS

Professors GILBERT, CROCKATT;
Assistant Professors WOOD, CAMERON, HOOVER

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
	SOPHOMORE			
Principles of Economics		4	4	
Economics of Business Organization, Labor Problems, or Conservation				3-4
Foreign Language (continuation)		3-4	3-4	3-4
Psychology		3-4	3-4	3-4
Military Science		1	1	1
Physical Education		1	1	1
Elective		3	3	3
		15-17	15-17	15-17
	JUNIOR			
Modern Industrial Tendencies, Trusts and Combinations, and Government Control of Public Utilities, or Transportation (135, 136, 137), or International Trade, Economics of Population, and International Economic Policies		4	4	4
Principles of Sociology		3	3	3
Written English		2-3	2-3	2-3
Electives		6	6	6
		15-16	15-16	15-16
	SENIOR			
Public Finance, and Money and Banking, or Organized Labor, Labor Legislation, and Modern Theories of Social Reform		4	4	4-5
History of Economic Thought and Modern Economic Thought		4	4	4
Electives		9	9	9
		17	17	17-18

COURSE IN TRAINING FOR PUBLIC SERVICE

	FRESHMAN	Fall	Winter	Spring
Modern Governments		4	4	
Economic History				5
Constructive Accounting		4	4	4
French or German		4	4	4
Physical Education		1	1	1
Military Science (men) or Personal Hygiene (women)		1	1	1
Elective		3	3	3
		17	17	18
	SOPHOMORE			
Principles of Economics		4	4	
Economics of Business Organization				4
City Governments		4		
Law of Contracts			2	
Bills and Notes			2	
Constitutional Law				4
Psychology		3	3	3
French or German (continuation)		3-4	3-4	3-4
Physical Education		1	1	1
Military Science		1	1	1
		16-17	16-17	16-17

	Fall	Winter	Spring
JUNIOR			
Modern Industrial Tendencies	4		
Trusts and Combinations		4	
Government Control of Public Utilities			4
Accounting Theory and Auditing	3	3	3
Public Finance	4	4	
Finance Management			4
Principles of Sociology	3	3	3
Organization and Management	3		
Managerial Records		3	
Law of Competition			4
	17	17	18
SENIOR			
Railway Economics	4		
Water Transportation		4	
Control of Carriers			4
Income Tax Procedure, Cost Accounting for Industrials	3	3	3
Organized Labor	4		
Economics of Public Utilities		4	
Railway Commissions			4
Written English	3	3	3
Elective	3	3	3
	17	17	17

DESCRIPTION OF COURSES

LOWER DIVISION

1. *Economic History.* The evolution of economic institutions from their simpler forms to the more complex systems of our own time. Forms of land tenure, systems of labor, the guilds, the industrial revolution, the growth of the factory system, the evolution of banking, improvement of transportation and the emergence of labor problems and those connected with large scale production. Cameron, Crockatt, Hoover.

Five hours, any term.

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. Gilbert, Hoover, 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 the 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, Economics 3a,b. Hoover.
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, Economics 3a,b. Hoover.
Four hours, winter term.

112. *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, Economics 3a,b. Hoover.
Four hours, spring 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, Economics 3a,b. Gilbert.
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, Economics 3a,b. 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, Economics 3a,b. No credit for one term. Gilbert. *Four hours, fall and winter 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. Crockatt. *Four hours, fall term.*

136. *Water Transportation*. Transportation agencies by water in both the 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. Crockatt. *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. Crockatt. *Four hours, spring term.*

141. *Conservation of National Resources*. An inventory of our resources in mineral wealth, water, soil, timber, etc., is taken and practices which lead to waste and extravagances considered. Discussion of sound lines of public policy which will arrest needless waste, promote restoration and encourage conservation. Prerequisite, principles of economics. Gilbert. *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. Crockatt. *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, each 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, 3a,b. Wood. *Three hours, each term.*

GRADUATE DIVISION

201-202-203. *Research in Economics.* Original work for thesis purposes. Gilbert. *Each term.*

210-211-212. *Economics Seminar.* *Each term.*

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

ENGLISH

Professors MARY WATSON BARNES, BURGESS, HOWE, *PERKINS, TEACHER;
 Associate Professors ERNST, ROSSON;
 Assistant Professors ALICE ERNST, GRAY, STEPHENSON SMITH, SNYDER;
 Miss HAWES, Mrs. HOOVER, Mr. HORN, Mr. ROWE, Miss WILBUR;
 Teaching Fellow, Mr. SHUMAKER; Assistant, Miss BUCK;
 Graduate Assistants, Mr. HELM, Mr. LAPHAM, Mr. MORRISSETTE, Miss RILEY,
 Mrs. SNYDER, Miss WHITFIELD

COURSE OF STUDY FOR MAJOR STUDENTS IN ENGLISH

ENGLISH LITERATURE OPTION

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

16-17 16-17 16-17

SOPHOMORE	Fall	Winter	Spring
English Poetry, Wordsworth	3	3	3
Shakespeare, or Education 51,52,53*	3	3	3
Latin, French, or German (continuation)	3-4	3-4	3-4
Beginner's Psychology or Elementary Zoology	4	4	4
Physical Education	1	1	1
Military Science (men)	1	1	1
Elective	2	2	2

16-18 16-18 16-18

* Majors expecting to teach must elect education 51, 52 and 53; but must then make provision for Shakespeare from the electives of the junior year.

JUNIOR

English Novel	3	3	3
Written English	2-3	2-3	2-3
Advanced American Literature Course*	2	2	2
Teaching High School English*	2	2	2
Education 106*	3		
Electives	4	7	7

16-17 16-17 16-17

* Required only of those intending to teach.

SENIOR

English Drama	3	3	3
Anglo Saxon†	3	3	
Chaucer*			3
Seminar‡	2	2	2
Education 107*	5	2	
Elective	3-5	6-8	8-10

16-18 16-18 16-18

† Required of majors contemplating graduate work in English.

* Required of majors intending to teach.

‡ For candidates for honors.

General Requirements:

1. Majors in English literature offering French or German to satisfy the University foreign language requirements are required to demonstrate to a committee of the English department a reading knowledge of the language by the beginning of the senior year.

2. Majors intending to teach must satisfy the education and norm requirements.

* Leave of absence, 1925-26.

Recommendations:

Majors in English literature are advised to take as upper division electives:

History of Philosophy	9 hours
Geologic History	3-9 hours
or	
Organic Evolution (Zoology 10)	2 hours
Economic History	5 hours
History of the English Language	3 hours
Sociology	3 hours

WRITING OPTION

FRESHMAN	Fall	Winter	Spring
Narration, Description and Exposition	2	2	2
Survey in English Literature, or Introduction to Literature ..	3-4	3-4	3-4
Latin, French or German	4	4	4
English History, Elementary Zoology or General and Historical Geology	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	15-16	15-16	15-16
SOPHOMORE			
Short Story Writing or Magazine Writing	2	2	2
Latin, French, or German	4	4	4
Beginner's Psychology†	3-4	3-4	3-4
English History, World History, or Elective	4	4	4
Military Science (men)	1	1	1
Physical Education	1	1	1
Elective	2	2	2
	16-17	16-17	16-17

† Students who have completed the University science requirements during the freshman year may take psychology without laboratory.

JUNIOR

Advanced Short Story, Play Writing, Criticism, Advanced Magazine Writing, Versification, the Essay	2-3	2-3	2-3
English Poetry, one term; Shakespeare, two terms	3	3	3
Advanced American Literature course*	2	2	2
Teaching of High School English*	2	2	2
Education 51, 52, 53*	3	3	3
Elective	4	4	4
	16-17	16-17	16-17

* Required of majors intending to teach.

SENIOR

Authorship, Playwriting, Criticism, Advanced Magazine Writing, Versification, the Essay	2-3	2-3	2-3
Anglo Saxon†	3	3	3
Chaucer*			3
Education 106, 107*	3	5	2
Seminar‡	2	2	2
Elective	6-7	6-7	6-7
	16-18	16-18	16-18

† Required of majors contemplating graduate work in English.

* Required of majors intending to teach.

‡ For candidates for honors.

GENERAL LITERATURE OPTION

FRESHMAN	Fall	Winter	Spring
Introduction to Literature	3	3	3
Elementary Zoology	4	4	4
European History	3	3	3
Second-year French	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16	16	16

SOPHOMORE			
	Fall	Winter	Spring
	2-3	2-3	2-3
World Literature I			
French Literature (Classic Period)	3	3	3
Shakespeare	3	3	3
Beginner's Psychology	3	3	3
Elective	3	3	3
Military Science (men)	1	1	1
Physical Education	1	1	1
	15-17	15-17	15-17
JUNIOR			
World Literature II	2	2	2
Intellectual History	3	3	3
History of Philosophy	3	3	3
Dante	3	3	
Criticism	2	2	2
Elective	3	3	6
	16	16	16
SENIOR			
Medieval Literature, Modern Literature, or Romantic Revolt	3	3	3
General Literature (Conference Course)	3	3	3
Philosophy of History	3	3	3
Elective	6	6	6
	15	15	15

NOTATION FOR GENERAL LITERATURE OPTION

- I. Intending high school teachers should major in English literature.
- II. During their senior year, students majoring in general literature must pass a comprehensive examination in the entire field.
- III. Language requirement same as in literature option: Majors in English literature offering French or German to satisfy the University foreign language requirements are required to demonstrate to a committee a reading knowledge of the language by the beginning of the senior year.

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	3-4	3-4	3-4
First year French (or other language)	4	4	4
Elementary Zoology or Botany, or General and Historical Geology	4	4	4
Personal Hygiene (women) or Military Science (men)	1	1	1
Physical Education	1	1	1
Elective	1-4	1-4	1-4
	15-16	15-16	15-16

Suggested electives: (hours each term)

- English Poetry and Wordsworth (3).
 Art Appreciation (1).
 The Speaking Voice (3).
 Geography (4).
 Development and History of Life, Geologic History of Vertebrates and of Man (3).
 English or European History (3-4).
 History and Appreciation of Music (2).
 Introduction to Reflective Thinking (3).

SOPHOMORE			
	Fall	Winter	Spring
Second Year French (or other language)	4	4	4
Shakespeare, Literature of Ancient World, or literature elective	2-3	2-3	2-3
World History	4	4	4
Military Science (men)	1	1	1
Physical Education	1	1	1
Elective	3-5	3-5	3-5
	15-16	15-16	15-16

Suggested electives: (hours each term)

- Chemistry or Physics (4).
 Principles of Economics and Labor Problems (4).
 Education 51-52-53 (3).
 Logic, Ethics, and Introduction to Philosophy (3).
 Modern Governments (4).
 Psychology (3-4).
 Social Origins 1a,b,c (3).

JUNIOR			
	Fall	Winter	Spring
French Literature	3	3	3
Second Foreign Language	4	4	4
Short Story or advanced written English	2-3	2-3	2-3
Literature course (upper division)	3	3	3
Elective	3-5	3-5	3-5
	15-17	15-17	15-17

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. English courses may be elected also.

SENIOR			
	Fall	Winter	Spring
English, American, or general literature	2-5	2-5	2-5
Second Foreign Language	4	4	4
Electives	7-9	7-9	7-9
	15-17	15-17	15-17

DRAMA AND PLAY PRODUCTION OPTION

FRESHMAN			
	Fall	Winter	Spring
The Speaking Voice	3	3	3
Modern Foreign Language	4	4	4
Survey Course in English or Introduction to Literature	3-4	3-4	3-4
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 elective	3-4	3-4	3-4
	16-17	16-17	16-17

SOPHOMORE			
	Fall	Winter	Spring
Dramatic Interpretation	3	3	3
Shakespeare	3	3	3
Modern Foreign Language (continued)	3-4	3-4	3-4
Physics, Zoology, or Psychology	4	4	4
Military Science (men)	1	1	1
Physical Education	1	1	1
	15-16	15-16	15-16

JUNIOR			
	Fall	Winter	Spring
Technique of Acting	3	3	3
Stagecraft or Play Producing	3	3	3
Playwriting or other written English course	2-3	2-3	2-3
Literature of the Ancient World or Living Writers	2-3	2-3	2-3
Elective	4-5	4-5	4-5
	15-17	15-17	15-17

SENIOR		Fall	Winter	Spring
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.

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.

Four hours, each term.

5-6-7. *American Literature.* Study of American literature from its beginning to the present day. Lectures and assigned readings. Burgess.

Three hours, each term.

9. *English Poetry.* (Elizabethan, Carolean, and Classic). Howe.

Three hours, fall term.

10. *English Poetry.* (Romantic, Victorian and present day poets). Howe.

Three hours, winter term.

20. *Wordsworth.* A study of the poems, so selected as to illustrate the thought, power and beauty of the author. Introductory to all poetry courses in this department, and prescribed for literature majors and intending teachers of English. 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. Prescribed for literature majors. 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. Barnes, Smith.

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 English majors, history majors, science majors, 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. Snyder, Horn, Rowe.

Two hours, each term.

51-52-53. *Magazine Writing.* Based on study of current literary magazines. Alternates with 101-102-103. Snyder.

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.*

58. *The Study of Words.* The purpose of this course is to aid students in an attempt to acquire a practical vocabulary. *Two hours, spring term.*

59a,b,c. *Pre-Legal English.* 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. Rosson. *Three hours, each term.*

75a,b,c. *Business English.* Enrollment restricted to students making business administration their major subject. Hoover, Horn, Rowe, Snyder. *Three 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. Gray. *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. Gray. *Three hours, any term.*

82-83-84. *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. Gray. *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. Gray. *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. Gray. *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. Gray. *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. Gray.

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. Gray.

Two hours, winter term.

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

GENERAL LITERATURE

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.

Three hours, fall 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. Smith.

Two or three hours, each term.

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. *Dramatic 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

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

Three hours, fall 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. Bright's Anglo-Saxon reader will be used in fall term, Wyatt's Beowulf in the winter and spring terms. Two years of German is prerequisite for graduate credit. Perkins.

Three hours, each term.

139. *English Verse*. Studies in the principles of English versification. The aim of this course is to offer to upper division students and to honor and graduate students a rapid survey of the field of poetics.

Two hours, spring 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.

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.

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.

175. *Teaching of Literature*. Howe.

Two hours, each term.

180a,b,c. *English Drama*. Ernst.

Three hours, each term.

185-186-187. *The English Novel*. From Richardson and Fielding to the present. Barnes.

Three hours, each term.

190-191-192. *English Prose Writers*. Nineteenth century writers who are not novelists. DeQuincey, Hazlitt, Lamb, Carlyle, Mill, Huxley, Arnold, Pater. Barnes.

Three hours, each term.

195-196-197. *Literary Treatment of Social and Economic Problems, 1760-1870*. The literature growing out of the enclosures, the poor laws, the factory system, and the industrial revolution. The poetry of village life, the industrial novel, and the socially significant essays of Carlyle, Ruskin and Arnold.

Three hours, each term.

WRITTEN ENGLISH

- 101a,b,c. *Advanced Magazine Writing.* Two hours, each term.
- 103a,b,c. *Advanced Short Story.* For students who, on completing the Short Story course, show sufficient ability to justify further work. Thacher. Two hours, each term.
- 105a,b,c. *Essay Writing.* Two hours, each term.
- 107a,b,c. *Authorship.* A course of seminar character, for those students who wish to become professional writers. 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. Alice Ernst. 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.
- 125a,b,c. *Elements of Style.* This course is planned for students who wish to develop an easy, effective prose style. The work consists of analysis of strongly marked examples of style, and practice in securing typical stylistic effects. Two hours, each term.
- 130a,b,c. *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. Two hours, each term.
- 135a,b. *Development of English Prose Style.* The purpose of this course is to familiarize students with the development of the main stream of English prose from Malory to the present. Representative selections are read and papers based on particular problems are prepared. Two hours, fall and winter terms.
- 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.
- 138a,b,c. *Playwriting, Advanced Course.* Prerequisite, course 110a,b,c. Alice Ernst. Hours to be arranged.

GENERAL 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.

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 and Fox. Dante. Froissart and Villehardouin. The medieval stage, and especially early English drama. Francois Villon. 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. Philippe de Comynes and Macchiavelli. Rabelais, Cervantes, Lope da Vega, and Calderon. Erasmus, More and the other humanists. The Elizabethan dramatists. Bacon. The King James Bible. Robert Burton, Sir Thomas Browne. Ariosto. Milton. Smith. *Three 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). (Not offered in 1926-27). Smith. *Two 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. (Not offered in 1926-27). Smith. *Three 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. (Not given in 1926-27). 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. (Not given in 1926-27). Wilbur. *Three hours, each term.*

GRADUATE DIVISION

201. *Survey of the English Critics.* Required of candidates for the master's degree who major in English. Howe. *Three hours, each term.*

205. *Seminar.* Grouped research problems. Howe.

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.

218. *Shaftesbury and the Romantic Revolt*. Shaftesbury's relation to English and continental writers of the romantic movement, in particular to Rousseau, Diderot, Wordsworth, and Shelley. Given alternately with English drama. Ernst.

Three hours, each term.

220. *Research*. Hours to be arranged.

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

229. *Graduate Thesis*.

Nine hours.

230. *Seminar*. Georg Brandes, the Critic. (Open to graduate students, seniors, and majors in General Literature). Smith. *Two hours.*

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

One or two hours, each term.

260a,b,c. *Seminar in Written English*. Special study of written English problems, with attention to rhetorical theory from Plato and Aristotle to the present. Given in alternate years with elements of style 125a,b,c.

Two hours, each term.

GEOLOGY

Professors SMITH, PACKARD, HODGE; Teaching Fellow, Mr. COX;
Graduate Assistant, Mr. FRASER; Research Assistant, Mr. POWERS

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 zoology and botany; while the third makes connections with economics, history and sociology.

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.

Inasmuch as the three modern languages, German, French and Spanish, are tools indispensable to the professional geologist, the student who chooses this subject as a vocation is expected to acquire a reading knowledge of two (preferably three) of these.

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

	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
FRESHMAN			
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 Zoology	4	4	4
Written English	2-3	2-3	2-3
Military Science (men)	1	1	1
Physical Education	1	1	1
Elective	3-4	3-4	3-4
	14-16	14-16	14-16
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
Paleontology	4	4	
Stratigraphy			8
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. Staff. *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. Staff. *Four hours, spring 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.

Four hours, each term.

17. *Mineralogy.* (Not given in 1926-27). 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). Hodge.

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: 1a,b, or 3, and 111. Two lectures and one laboratory or field period. Smith.

Four hours, fall term.

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

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. 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. 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*. (Not given in 1926-27). 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, fall 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, winter term.

110. *Petrography*. (Not given in 1926-27). 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. (Not given, 1926-27). *Four hours, fall 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. (Not given, 1926-27). *Four hours, winter term.*

120. *Geologic History of North America*. The geologic development of the North American continent. Prerequisite, stratigraphy. Packard. (Not given, 1926-27). *Three hours.*

121. *Geologic History of the Pacific Coast*. The geologic history of the Pacific Coast of North America. Prerequisites, stratigraphy and paleontology. Packard. (Not given, 1926-27). *Three hours.*

122. *Geology of the Pacific*. 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 course 101. 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, as outlined in Bowman's "The New World, Studies in Political Geography." 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. 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. Smith. *Three or four hours, spring term.*

140. *Principles of Assaying*. Principles of fire assaying, practice in, and the determination of the precious and non-precious metals. (Given 1924 and every alternate year thereafter). *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, 106a,b,c. Hodge. *Four hours, each term.*

170. *Advanced Field Geology*. A general course in geologic mapping and surveying methods and in 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. Staff. *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. *Hours to be arranged.*

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. Staff. *One hour, each term.*

202. *Advanced Geology*. Special work assigned to meet the requirements of advanced students. Staff.

203-204-205. *Applied Geology*. Advanced study in the application of geology to engineering and economic problems. *Three hours, each term.*

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

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 SCHMIDT, THORSTENBERG;
Teaching Fellow, Mrs. CLARKE

* COURSE OF STUDY FOR MAJOR STUDENTS IN GERMAN

	FRESHMAN	Fall	Winter	Spring
German		4	4	4
Science (laboratory)		4	4	4
Modern Governments or History		3-4	3-4	3-4
Survey course in English Literature		4	4	4
Military Science (men) or Personal Hygiene (women)		1	1	1
Physical Education		1	1	1
		17	17	17
	SOPHOMORE			
German (continuation)		3-4	3-4	3-4
Second language—Latin, Scandinavian or Romance		3-4	3-4	3-4
History or Economics		4	4	4
Military Science (men)		1	1	1
Physical Education		1	1	1
Education 51, 52, 53, or elective		2-4	2-4	2-4
		15-17	15-17	15-17
	JUNIOR			
German (continuation)		2-3	2-3	2-3
Additional courses in German		3	3	3
Second language—Latin, Scandinavian or Romance		3-4	3-4	3-4
Philosophy, Psychology, or English		3	3	3
Education, Sociology or elective		4-5	4-5	4-5
		15-18	15-18	15-18
	SENIOR			
Advanced courses in German		5-6	5-6	5-6
Second language (continuation of previous two years)		3	3	3
Electives (advanced courses in philosophy, education, or literature recommended)		3-5	3-5	3-5
Written English		2-3	2-3	2-3
		15-17	15-17	15-17

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

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.*

2a,b. *Elementary German*. An abridgment of course 1a,b,c, for students beginning the course in the winter term.

Five hours, winter and spring terms.

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.

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 Jenatsch*; 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. *Three hours, spring term.*

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

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

125. *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.*

133-134-135. *History of German Literature.* Lectures in English. Outside reading and papers on assigned topics. No German required. Schmidt. *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; Streitberg's *Urgermanische Grammatik*. This course is required for advanced degrees in English Philology.

204a,b,c. *History of German Literature of the Nineteenth Century*. 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 Viotor's *Kleine Phonetik* (London, J. M. Dent & Co., 1913); Kleine's *Lesebuch in Lautschrift von Viotor*; 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 LANGUAGE 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. 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 Grammar*, 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. 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.

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 und Altnorwegische Grammatik* is used. Thorstenberg.

GREEK

Dean STRAUB, Mr. JOHNSTONE*

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

* Resigned, March, 1926.

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,e, and 51a,b,e, 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 Vinctus; Sophocles, Antigone; Euripides, Medea. *Two 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.*

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. 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 R. C. CLARK, SHELDON, WALTER BARNES, DAN E. CLARK;
Assistant Professors, DONALD BARNES, FISH;
Lecturer, Mr. DYMENT*; Teaching Fellow, Mr. BULAON;
Graduate Assistant, Mr. HUTCHESON

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 his-

* Leave of absence, 1925-26.

torical training for it. Students should take one of these courses before attempting advanced work.

The course in world history is designed to give a broad view of the achievements of the human race and help the student to discover the direction of his interests and abilities. World history, therefore, is designed as a cultural course for students at large, rather than for students having a special interest in history. Senior history majors may well visit the lectures as a review of their college history courses.

European History (3-4-5) is also 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.

COURSE OF STUDY FOR MAJOR STUDENTS IN HISTORY

FRESHMAN	Fall	Winter	Spring
Modern European or English History	4	4	4
Elementary or second-year Language	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
Elective or Norm	5-6	5-6	5-6
	15-16	15-16	15-16
SOPHOMORE			
American History	4	4	4
Foreign Language (continuation of first year)	3-4	3-4	3-4
Psychology (with laboratory)	4	4	4
Principles of Economics	4	4	
Education 51			8
Military Science (men)	1	1	1
Physical Education	1	1	1
	17-18	17-18	17-18
JUNIOR			
Written English	2	2	2
Two History courses	6	6	6
Modern Governments	4	4	4
Education 52, 53, 106 (for teachers) or electives in minor subject or Norm	3-4	3-4	3-4
	15-16	15-16	15-16
SENIOR			
History courses	6	6	6
Education (for teachers) and electives in minor subject or general electives	9-11	9-11	9-11
	15-17	15-17	15-17

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

DESCRIPTION OF COURSES

LOWER DIVISION

3-4-5. *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.

51. *Europe since 1871*. The domestic conditions and the socialist movements of the leading countries, the colonial expansion of Europe, the world war and the problems of peace. Designed for students who can find time for only one term of history. Open to freshmen. Walter Barnes.

Five hours, spring 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.*

99a,b,c. *World History*. A comprehensive and continuous story of the evolution of civilization from the earliest man to the present day, covering all the main lines of human thought and activity in the past. Open to students above freshman standing, but specially designed for sophomores and juniors who are not majoring in history. Sheldon.

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.

Two or three hours, fall term.

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. Fish.

Three hours, winter and spring terms.

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.

107a,b,c. *History of Civilization*. Lectures with discussion group especially devoted to literature of the subject. Open only to students who have had two consecutive years work in history and are acquainted with the outlines of history. Sheldon.

Four hours, each term.

111-112-113. *Ancient History*. History of Greece; history of Rome. Special attention will be given to the social, economic, and intellectual forces behind the political movements, and to the development of the Roman system of government. 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 and spring terms, the Reformation, 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. (Not given, 1926-27). *Two 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. Walter Barnes. *Two or three hours, each term.*

144-145-146. *The Revival of Italy*. A study of the awakening of Italy in the 18th century, of the revolutionary and Napoleonic periods, and of the unity movement to 1848, showing both the political and the cultural aspects. Prerequisite, a general course covering the French Revolution. Walter Barnes. *Two or three hours, each term.*

147. *Foundations of Modern Democracy*. A study of the conditions and theories upon which general male suffrage was introduced in England, Germany and France in the sixties and seventies. Prerequisite, a general course covering the period. Walter Barnes. (Not given, 1926-27). *Three hours, one term.*

155. *Recent Italy*. A study of political, industrial, and social conditions in Italy before and after the war of 1914, and under the dictatorship of Mussolini. Prerequisite, a knowledge of Europe since 1848. Walter Barnes. *Three hours, one term.*

156. *Recent Germany*. A comparative study of the Empire and the Republic; with the same method and the same prerequisite as 155. Walter Barnes. (Not given, 1926-27). *Three hours, one term.*

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, a general course covering the French revolution or the war of 1914. Walter Barnes. (Not given, 1926-27). *Three hours, one 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, a general course leading into the subject. Good introductory reading, chapters on colonial policy in Fueter: *World History, 1815-1920*. Walter Barnes. *Three hours, spring term.*

162. *England in the Eighteenth Century*. An intensive study of eighteenth century England with emphasis upon social and economic changes, and the development of the party system. Donald Barnes.

Three hours, fall term.

163. *The Reconstruction of Great Britain, 1815-1852*. A study of the changes and reforms in the political system, the social order and the economic structure during these years. Donald Barnes. (Not given, 1926-27).

Three hours, fall term.

165-166-167. *The Development of the British Empire*. First term, to 1782; second term, 1782-1874; third term, 1874 to the present. Donald Barnes. (Not given, 1926-27).

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.*

174-175. *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. (Not given, 1926-27).

Three hours, winter and spring terms.

176a,b,c. *History of Civilization in the United States*. This course covers the following topics: the development of social classes, newspapers, magazines, science, philosophy, literature, religion, cities, ethical standards, education, and economic expansion in their interrelations. Lectures, quizzes, and assigned readings. Sheldon. *Two hours, each term.*

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.*

179. *History of Canada*. From Jacques Cartier to the present, with an introduction covering the geography of Canada. Dymont.

Three hours, spring term.

181. *South America*. 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. Walter Barnes.

Three hours, spring term.

191-192. *Asia and the Pacific*. 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 question. Open to all juniors and to sophomores who have had sufficient history. Good introductory reading, Bertrand Russell: *The Problem of China*. Walter Barnes. *Three hours, fall and winter term.*

GRADUATE DIVISION

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*. *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 modern European history. Walter Barnes. *Two hours, fall and winter terms.*

262a,b. *George III and His Prime Ministers*. A study from sources and secondary works of the influence of George III on the policies of his various prime ministers. Prerequisite, History 162. *Two or three hours, winter and spring terms.*

263a,b. *Economic Problems in 19th Century England*. A study from sources and secondary works of certain phases of English economic history from 1815 to 1852. Prerequisite, History 163. (Not given, 1926-27). *Two or three hours, winter and spring terms.*

276a,b,c. *Seminar in Oregon History*. A detailed study largely from the sources, of the building of civilization in the western portion of the United States, particularly in Oregon and the Northwest. For history seniors as an equivalent of the thesis requirement and for graduate students. R. C. Clark. *Two hours, each term.*

HOUSEHOLD ARTS

Professor TINGLE, Mrs. FISH, Miss DAIGH

Pursuant to a ruling of the board of higher curricula, the work in household arts does not constitute a major department, but offers service work for students whose special line of interest lies in the college or the professional schools. For such students certain home-making sequences of courses have been arranged, requiring only two or three hours a term, and allowing a specialization either on the food or clothing option. A four-year home-making sequence which may be taken by a student majoring in any department or professional 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 head of the household arts department may be chosen by students as adviser, but the major requirement must be fulfilled in some other department.

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 should 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. 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 dietetic principles. Designed for students wishing a survey course. Three lectures. Fish. *Three hours, any 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, one 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, one 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, one 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, one 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. Daigh. *Three hours, one term.*

LATIN

Professor DUNN, Mr. JOHNSTONE*

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 are courses 1a,b,c, and 2a,b,c, counted upon 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

	Fall	Winter	Spring
FRESHMAN			
Latin Literature, The Golden Age	3	3	3
Latin Prose Composition and Sight Translation I			3
Latin Literature, Comedy	3	3	
First or second-year Greek or French	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
Continuation of other language taken in first year	3-4	3-4	3-4
Physical or biological science with laboratory	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

* Resigned, March, 1926.

JUNIOR		Fall	Winter	Spring
Latin Literature, Satire		3	3	
Tacitus, The Annals				3
Latin Literature, Tragedy (course 101a,b)		2	2	
Latin Prose Composition and Sight Translation III				2
Continuation of language of first and second years		3	3	3
Ancient History		3	3	3
*Written English		2-3	2-3	2-3
Education 51, 52, and 53, or elective		3	3	3
		15-16	15-16	15-16

* In satisfaction of written English requirement.

SENIOR				
Topography of Rome		3		
Roman Mythology			3	
Latin Pedagogy				3
The Roman Historians (a course in the original)		3	3	3
World History		4	4	4
Literature of the Ancient or Modern World		2-3	2-3	2-3
Education or elective		4	4	4
		16-17	16-17	16-17

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 Gallic War. *Four hours, each term.*

2a,b,c. *Cicero's Orations and Vergil's Aeneid*. Students electing this course must have had either two years of Latin in high school or 1a,b,c in the University. The year will be divided between four orations of Cicero and four books of Vergil's Aeneid. *Four hours, each term.*

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. *Three hours, fall and winter terms.*

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

51a,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.*

52a. *Latin Prose Composition II*. Course 22 or its equivalent is prerequisite. Dunn. *Three hours, fall term.*

52b,c. *Latin Literature, The Elegy*. Selections from Catullus and the Augustan elegiac poets. Dunn. *Three hours, winter and spring terms.*

UPPER DIVISION

101a,b. *Latin Literature, Tragedy*. Fragments of Roman scenic literature: Seneca, selected Tragedies. Dunn.

Three hours, fall and winter terms.

101c. *Latin Prose Composition III*. An advanced course in composition and sight reading. Dunn. *Three hours, spring term.*

102a,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.*

102c. *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.*

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

204a,b,c. *The Reign of Trajan*. Trajan's reign will be studied from Pliny's Letters, from inscriptions, from monumental remains, and other sources.

205a,b,c. *The Reign of Nero*. Suetonius' Life of Nero and Tacitus' Annals are made the basis of a thorough study of this particular epoch.

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

MATHEMATICS

Professors DECOU, MILNE, McALISTER; Teaching Fellow, Mr. WILLS*;
Graduate Assistants, Miss LESLEY, Mr. BUNCH; Research Assistant, Mr. ROJANSKY

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	4	4	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
	17-18	17-18	17-18
SOPHOMORE	17-18	17-18	17-18
Calculus	4	4	4
French or German	3-4	3-4	3-4
Education or Written English	3	3	3
Physical Education	1	1	1
Military Science (men)	1	1	1
General Physics or elective	4	4	4
	16-17	16-17	16-17
JUNIOR	16-17	16-17	16-17
Advanced Analytical Geometry	3		
Differential Equations		3	3
Second course in Mathematics or elective	3	3	3
Education or elective	3	3	3
Mechanics, Advanced Physics or elective	3	3	3
Written English or elective	3-5	3-5	3-5
	15-17	15-17	15-17
SENIOR	15-17	15-17	15-17
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.* Staff. *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. Staff. *Four hours, fall or winter term.*

* Died, April, 1926.

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. Staff. *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. Staff. *Four hours, winter or spring term.*

5. *Analytical Geometry.* Open to freshmen who have had advanced algebra and plane trigonometry, or Unified Mathematics, 8a,b. Staff. *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. Staff. *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. Staff. *Four hours, each term.*

9a,b,c. *Problem Analysis.* An elementary course required of all freshman medical students and open to no others. The aim of the course is to prepare students to solve the problems that arise in physics and chemistry in the sophomore year. McAlister. *Two hours, each term.*

61a,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, course 102a,b,c, 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*. An important course rounding out undergraduate study of mathematics. It includes definite integrals, improper integrals, power series, Fourier's series, elliptic functions and other special functions. Applications to physics, mechanics and astronomy receive emphasis. Prerequisite, course 102a,b,c. DeCou. *Three hours, one term.*

108. *Analytical Trigonometry*. Prerequisite, plane trigonometry. De Cou. *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. *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. DeCou. *Three hours, fall 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. Hours to be determined. McAlister. *Three hours, two terms.*

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.

MECHANICS AND ASTRONOMY

Professor McALISTER

MECHANICS

LOWER DIVISION

9a,b,c. *Problem Analysis*. An elementary course required of all freshman medical students, and open to no others. The aim of the course is to prepare students to solve the problems that arise in physics and chemistry in the sophomore year. McAlister.

Two hours, each term.

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 applications 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 substituted for a lecture.

Three hours, winter and spring terms.

122. *Practical Astronomy*. Determination of time, latitude, longitude, and azimuth by 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

Lieutenant Colonel SINCLAIR; Captains CULIN, MOORE, MURRAY;
Sergeants AGULE, CONYERS

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 | (c) Advanced Mechanics |
| (b) Calculus | (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 | (d) Chemistry |
| (b) Constitution of the United States | (e) Minor Tactics and Military Engineering. |
| (c) Military Law | |

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
Physics or Chemistry	4	4	4
Physical Education	1	1	1
Social Science elective	3-4	3-4	3-4
	16	16	16
	JUNIOR		
Military Science	3	3	3
Mathematics, or Physics, or Chemistry, advanced courses	4	4	4
French or Spanish	3	3	3
Written English	2-3	2-3	2-3
Elective	3-5	3-5	3-5
	16-18	16-18	16-18
	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 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

Dean REBEC, Dr. MUELLER; Teaching Fellow, Mr. THOMPSON

Of the courses in philosophy, those in the lower division, 51, 52, and 53 are service courses, designed for general students, and may be taken to fulfill the requirement in Group II. Course 101, History of Philosophy, is also a general course, open to all juniors and seniors without prerequisite. Course 125, Philosophy of History, is open to seniors and graduates, but lays down no technical prerequisite. The rest of the courses are open only to students with previous preparation in philosophy.

LOWER DIVISION

1a,b,c. *Introduction to Reflective Thinking*. A course for freshmen. Mueller. *Three hours, each term.*

51. *Elementary Logic*. The essential body of the old "deductive" logic, or "the logic of argument," and the modern "inductive" logic, or "logic of scientific method." More stress is laid on the practical values of logic than on its abstruser theoretic backgrounds. Mueller.

Three or four hours, fall term.

52. *Elementary Ethics*. This course concerns itself less with the metaphysics of ethics than ethical points of view, notably types of the practical moral life and character, acute present-day ethical problems touching the individual, the family, society, politics, and industry. Mueller.

Three or four hours, winter term.

53. *Introduction to Philosophy*. An attempt not only to acquaint the student with the broad, central problems of philosophy, but to initiate him into the habit of fundamental thinking. Mueller.

Three or four hours, spring 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.

Three or four hours, fall term.

106. *British Philosophy*. From Bacon, Locke, Berkeley, Hume, to Mill and Spencer. Reading representative masterpieces.

Three or four hours, fall term.

107. *Kant's Critique of Pure Reason*. Reading of Critique of Pure Reason. Mueller. *Three or four hours, winter term.*

108a,b,c. *Nineteenth Century Thought*. From the death of Hegel to the present. Pessimism, materialism, positivism, agnosticism, the later idealism, pragmatism, the new realism. *Three or four hours, each term.*

109. *American Philosophy*. From Jonathan Edwards to Royce, James, Dewey and Santayana. *Three or four hours, winter term.*

111. *Advanced Course in Ethics*. *Three hours, spring term.*

112. *Plato's Republic*. Mueller. *Two or three hours, winter term.*

113. *Aristotle's Ethics*. Mueller. *Two or three hours, spring term.*

114. *Inductive Logic* (Logic of Scientific Method). *Three or four hours, winter term.*

115. *Advanced Theoretical Logic*. *Three or four hours, spring term.*

119. *Philosophy of Religion*. *Three hours, fall term.*

120a,b,c. *Aesthetics*. The first term of the course will be devoted to systematic problems of the philosophy of the beautiful; the second and third terms will be historical, an attempt to trace the evolution of the aesthetic consciousness as revealed in the succession of art epochs and art forms. *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. *Three or four hours, each term.*

135a,b,c. *Contemporary Civilization*. Lectures and readings which will lead the student to interpret and evaluate the course of modern events and modern conditions, and give an inclusive human outlook on the world. Given alternately with 125. Rebec. *Three or four hours, each term.*

151-152-153. *Undergraduate Seminar*. Hours to be arranged.

GRADUATE DIVISION

201a,b,c. *Graduate Seminar in Aesthetics*.

202a,b,c. *General Philosophical Seminar*.

205. *Thesis in Philosophy*. *Nine hours.*

PHYSICS

Professors BOYNTON, CASWELL;
Graduate Assistants: MR. BRATTAIN, MR. JONES

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
Elementary or General Chemistry		4-5	4-5	4-5
Foreign Language (German or French)		4	4	4
Mechanical Drawing		2	2	2
Military Science (men) or Personal Hygiene (women)		1	1	1
Physical Education		1	1	1
		16-17	16-17	16-17
	SOPHOMORE			
General Physics		4	4	4
Calculus		4	4	4
Foreign Language (continuation)		3-4	3-4	3-4
Elective, group II or IV		3-5	3-5	3-5
Military Science (men)		1	1	1
Physical Education		1	1	1
		16-17	16-17	16-17
	JUNIOR			
Advanced General Physics		3	3	3
Electrical Measurements		3	3	3
Advanced Analytical Geometry and Differential Equations ...		3	3	3
Written English		3	3	3
Elective		4	4	4
		16	16	16
	SENIOR			
Physics, advanced course		3-9	3-9	3-9
Thesis		0-3	0-3	0-3
Journal Club		1-2	1-2	1-2
Electives		3-9	3-9	3-9
		15-17	15-17	15-17

NOTE: Prospective teachers will elect the introductory group in education (51-52-53), in sophomore year, physics 101 and some form of practice teaching, either physics 100, education 107, or a laboratory assistantship in senior year, and complete the total of 22 required hours in education. This outline permits the completion of the norms in exact sciences and mathematics.

A maximum rather than a minimum of mathematics and chemistry should be taken. Descriptive geometry and advanced mechanical drawing should be elected sophomore year if possible.

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 and physical chemistry and those interested in industrial applications. Boynton.
Three hours, each term.

124-125-126. *Electron Theory.* An introductory course dealing with cathode, 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.*

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 topics. 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 BARNETT, Mr. MADDOX

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
	<u>14</u>	<u>14</u>	<u>14</u>

	Fall	Winter	Spring
SOPHOMORE			
Political Parties	4		
City Government		4	
Economic History			5
Principles of Economics	4	4	
Economics of Business Organization			4
French or German (continuation)	3-4	3-4	3-4
American History	4	4	4
Military Science (men)	1	1	1
Physical Education	1	1	1
	17-18	17-18	17-18
JUNIOR			
Diplomatic Relations	4	4	
International Law			4
Public Finance	4	4	
Labor Problems			4
Modern European History	4	4	4
Written English	2-3	2-3	2-3
Elective	2-3	2-3	2-3
	16-18	16-18	16-18
SENIOR			
Constitutional Law	4		
Colonial Governments		4	
Political Theory			4
International Organization and Politics	4	4	4
Research in Political Science	2	2	2
Logic, Ethics and Introduction to Philosophy	3	3	3
Principles of Sociology	3	3	3
	16	16	16

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. *Four hours, each 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, one term.*

102. *Administrative Law.* The principles of the law of public officers. Chiefly a discussion of leading cases. Open to students credited with at least one course in law. Barnett. *Three hours, one 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.

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.

113-114. *Diplomatic Relations.* 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 and winter terms.

116. *Colonial Governments.* The principles and methods used by advanced countries in the government of subject people, chiefly of Asia and Africa. Includes a study of the colonial and protectorate systems of various individual powers, international joint government and protectorates, and the mandate system. Maddox.

Four hours, winter term.

GRADUATE DIVISION

201a,b,c. *Research in Political Science.*

PSYCHOLOGY

BENJAMIN J. HAWTHORNE, Professor Emeritus; Professor CONKLIN; Associate Professors, CROSLAND, YOUNG; Assistant Professor, TAYLOR; Mr. CUTSFORTH; Teaching Fellow, Miss PHARES; Assistant, Miss MCALISTER; Graduate Assistants, Miss JOHNSON, Mr. HOVEY; Research Assistant, Mr. PADILLA

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 elected 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 department of zoology. 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 mathematics 4, 7a, and 7b (analytical geometry and calculus).

	FRESHMAN		
	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Elementary Zoology	4	4	4
French or German	4	4	4
Chemistry	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	16-17	16-17

	SOPHOMORE		
	Fall	Winter	Spring
Beginners Psychology	4	4	4
Biology (to be elected)	2	2	2
German or French (continuation)	3-4	3-4	3-4
* Social Science or Education	3-4	3-4	3-4
Military Science (men)	1	1	1
Physical Education	1	1	1
	15-16	15-16	15-16

*Intending teachers should elect the sophomore group in education. Others are recommended to the philosophy group, logic, ethics, and introduction to philosophy.

JUNIOR			
	Fall	Winter	Spring
Advanced Experimental Psychology	3	3	3
Advanced Psychology Laboratory	2	2	2
Psychology of Learning	3		
Mental Measurements		3	
Character and Personality			3
Human Physiology	4	4	
Elective			4
Written English	2-3	2-3	2-3
Elective	2-3	2-3	2-3
	16-17	16-17	16-17

SENIOR			
	Fall	Winter	Spring
Adolescence	3	3	
Abnormal Psychology			3
Elective in Psychology	2	2	2
Advanced Social Psychology	3	3	3
History of Philosophy	3	3	3
Elective	6	6	6
	17	17	17

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			
	Fall	Winter	Spring
Elementary Zoology	4	4	4
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			
	Fall	Winter	Spring
Beginners Psychology	4	4	4
Language (continuation)	3-4	3-4	3-4
Written English	3	3	3
Military Science (men)	1	1	1
Physical Education	1	1	1
Elective	3-4	3-4	3-4
	16	16	16

JUNIOR			
	Fall	Winter	Spring
Advanced Experimental Psychology or Adolescence, Abnormal	3	3	3
Advanced Laboratory	2	2	2
Learning, Mental Measurements, Character and Personality	3	3	3
*Electives	9	9	9
	17	17	17

SENIOR			
	Fall	Winter	Spring
Advanced Experimental Psychology or Adolescence, Abnormal	3	3	3
Advanced Social	2	2	2
History of Philosophy	3	3	3
Electives	9	9	9
	17	17	17

*Introduction to philosophy is recommended in the spring term. Further work in the social sciences and literature is advised. Courses in zoology, organic evolution, and heredity and eugenics, will be found highly desirable corollaries.

APPLIED PSYCHOLOGY PROGRAM

This course of study is designed for students anticipating work in any field of applied psychology. Opportunities for such applied work are often found in the work of juvenile courts, in educational and correctional institutions, and in the personnel work of many industrial organizations. If the student is anticipating applied work in advertising or its allied arts, the advice of Professor Crosland should be obtained; if the student's interests are more definitely in the fields of social psychology, the work should be under the guidance of Professor Young of this department. Some adaptations of the program may be necessary to meet the needs of particular students.

	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
FRESHMAN			
Elementary Zoology	4	4	4
French or German	4	4	4
History or Political Science	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
Elective	1-3	1-3	1-3
	16-17	15-17	15-17
SOPHOMORE			
Beginners Psychology	4	4	4
French or German	3-4	3-4	3-4
Principles of Economics	4	4	
Labor Problems			4
Written English	3	3	3
Military Science (men)	1	1	1
Physical Education	1	1	1
	16-17	16-17	16-17
JUNIOR			
Principles of Sociology	3	3	3
Technical Applications in Psychology or alternative	2	2	2
Learning or Statistics	3		
Mental Measurements		3	
Criminal Psychology or Character and Personality			3
Advanced Psychology Laboratory	2	2	2
Electives	4-5	4-5	4-5
	16-17	16-17	16-17
SENIOR			
Adolescence and Abnormal	3	3	3
Advanced Social Psychology	2-3	2-3	2-3
Research in Applied Psychology	2	2	2
Advanced Experimental Psychology or Educational Psychology	3	3	3
Electives	6-7	6-7	6-7
	16-17	16-17	16-17

Students following this program should plan for a fifth or graduate year in order to obtain adequate preparation. In this type of work there is little demand for people who have only an undergraduate training.

It is obvious that the relation of the minors to the major must be somewhat tentative. Hence there is provided a considerable number of choices.

If a student were to minor in economics his work would consist chiefly in such courses as organized labor, labor legislation, and social insurance, and courses bearing perhaps on economic theory or social economics.

If minoring in education the student's work would consist chiefly in such courses as: social education, psychology of childhood, research in mental tests, mental hygiene, and the like.

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 science group requirement may be satisfied by taking the full year of work with laboratory in course 11a,b,c. Course 12a,b,c is designed for students who do not desire laboratory training. Course 11a,b,c includes one period of laboratory work each week. These courses are organized quite differently; transfers from one to the other are therefore not permitted.

11a,b,c. *Beginners (with laboratory)*. An introductory study of the material of general experimental psychology, learning, memory, perception, imagination, sensation, attention, reasoning, instinct, emotion, will, etc. Accompanied by one period of laboratory practice each week. Department staff. *Four hours, each term.*

12a,b,c. *Beginners (without laboratory)*. This course covers, so far as possible, the same content as that described for 11a,b,c, but does not include the laboratory practice. Department staff.

Three hours, each term.

UPPER DIVISION

106a,b. *Adolescence*. An elaborate study of genetic psychology, including the work of G. Stanley Hall and the fundamental principles of psychoanalytic psychology. Conklin. *Three hours, two terms.*

107a,b,c. *Research and Thesis*. Designed for advanced students. Beginner's psychology and advanced experimental psychology, are prerequisites. Special training is given in methods of research by participation in original research under the personal direction of the instructor. Hours to be arranged. Staff. *One, two or three hours, each 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. Young. *One or 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, one term.

124a,b. *General Psychology for Medical Students*. A special intensive course on the phenomena, technique and interpretations of normal psychology arranged for medical students. Crosland.

Three hours, two terms.

125a,b. *Laboratory for Medical Students*. Training in laboratory methods for students registered in 124a,b. Crosland. *One hour, two terms.*

133. *Character and Personality*. The conditioning of the personality by the social stimuli about him, the rise of social attitudes, habits and reaction patterns, the growth of character, the integration of personality. Use of rating schemes, tests, etc., for the study of these aspects. Young.

Three hours, one term.

134-135. *Advanced Social Psychology*. First term, crowd behavior; the problem of the crowd and the social leader with illustrative materials from historical sources and current crowd phenomena. Second term, the individual and institutions; the conventionalization of society, the rise of cults and rituals, the place of institutions in the growth of personality and the effect of individuals and groups on institutions. Young.

Three hours, winter and spring terms.

136. *Criminal Psychology*. The bio-psychological foundations for the study of criminal types. A critical survey of psychological methods of diagnosis and treatment of crime. (Not offered, 1926-27). Young.

Three hours, one 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 practice. Taylor. *Three hours, one term.*

162. *The Nature of Intelligence*. Survey of theory and practice of intelligence testing. Practice with the more important types of test, and in the interpretation especially of group tests. Taylor.

Three hours, one term.

163. *Aptitude Tests*. Study of the possibilities in the differentiation of special individual potentialities. Principles of such test construction and a study of the various tests of this type. Taylor.

Three hours, one term.

164. *Animal Learning*. A consideration of experimental evidence on learning problems drawn from work on various animals and an attempt to orient students toward the study of human learning. Taylor.

Two hours, one term.

165. *The Learning Process*. Some class experiments with different kinds of learning problems preceded by a survey of the literature in this field. Taylor.

Two hours, one term.

166. *Human Learning*. A critical examination of the laws of learning and the conditions which influence learning favorably or unfavorably. Taylor.

Two hours, one term.

GRADUATE DIVISION

201. *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. Conklin.

Two hours, two terms.

207. *Research and Thesis*. Original work for thesis purposes under the direction of the instructor in charge. 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 and empiricist. Special attention to the modern conception of attention and perception so influential in medicine, psychiatry, ethics, and education. Crosland. *Two hours, one 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. Dissociation, assimilation, organization and generalization of memory contents will be thoroughly studied and illustrated, together with many technical as well as practical applications of the facts here presented. Crosland. *Two hours, one term.*

212. *Psychology of Religion.* The place and nature of religious experience in human behavior, social and personal. The psychological aspects of belief, conversion, prayer, sacrifice, myth, ritual and ceremony. Illustrative material from primitive and historical religions. Young. *Three hours, one term.*

214a,b,c. *Special Problems in Social Psychology.* Intensive work in individually assigned topics. Young. *One to three hours, any 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. Conklin. *Two or three hours, two terms.*

217. *Seminar in Abnormal Psychology.* A more intensive study of the data and theories, especially of current literature in this field. Conklin. *Two or three hours, one 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, one term.*

221a,b,c. *Seminar in Experimental Psychology.* Discussions and reports of experimental movements in contemporary psychology. Crosland. *One to three hours, each term.*

ROMANCE LANGUAGES

Professors BOWEN, CLORAN; Assistant Professor THOMPSON; Miss CORNIER, Miss CUEVAS, Miss DALLERA, Miss ESPINOSA, Miss GOUY, Miss GRAY, Miss PELLION, Miss PIPES; Graduate Assistant, Miss COQLIN

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 third year courses in college. 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
Second Foreign Language		3-4	3-4	3-4
Mathematics or Biological Science		4	4	4
European History or Modern Europe		3-4	3-4	3-4
Military Science (men) or Personal Hygiene (women)		1	1	1
Physical Education		1	1	1
		15-18	15-18	15-18
	SOPHOMORE			
French or Spanish (continued)		3-4	3-4	3-4
Second Foreign Language		3-4	3-4	3-4
Written English		2	2	2
Science, Social Science, or Education		3-4	3-4	3-4
Economics or Psychology		3-4	3-4	3-4
Military Science (men)		1	1	1
Physical Education		1	1	1
		16-18	16-18	16-18
	JUNIOR			
Major Language		3-6	3-6	3-6
Second Romance Language		3-6	3-6	3-6
Survey of English Literature		4	4	4
Electives, a norm, or education		3-6	3-6	3-6
		15-17	15-17	15-17
	SENIOR			
Romance Language Courses		8-11	8-11	8-11
Electives, a norm, Education		6-7	6-7	6-7
		14-17	14-17	14-17

DESCRIPTION OF COURSES

FRENCH

LOWER DIVISION

1a,b,c. *First Year French*. Grammar, pronunciation, composition, conversation. Translation of French prose and poetry. Gray, Gouy, Pellion, Pipes. *Four hours, each term.*

2a,b,c. *Second Year French*. Review of grammar, composition, conversation, translation of modern French authors. Gray, Gouy, Cornier, Pellion. *Four hours, each term.*

UPPER DIVISION

103a,b,c. *French Literature*. (Third year). Reading of masterpieces of writers of various periods. A general review of French literature. Lectures. Bowen, Cloran. *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*. (Third year French). Includes phonetics. Meets on alternate days with 103a,b,c. Gouy, Cornier. *Two hours, each term.*

106a,b,c. *Advanced French Composition and Syntax*. (Fourth year French). Includes phonetics. Course 105 is required as prerequisite for admission. Gouy. *Two hours, each term.*

107a,b,c. *French Pronunciation and Phonetics*. Cornier. *One to two hours, each term.*

- 108a,b,c. *Scientific French*. (Third year French).
Two hours, each term.
- 109a,b,c. *French Composition*. (Fifth year French).
Two hours, each term.
- 110a,b,c. *French Historians*. Survey of French culture and civilization. Gouy.
Three hours, each term.
- 111a,b,c. *French Classics*. Reading of representative works of Corneille, Moliere, Racine, La Fontaine, Madame de Sevigne and Pascal. Bowen.
Three hours, each term.
- 112a,b,c. *Nineteenth Century Novel and Short Story*. Required of French major students. Bowen.
Three hours, each term.
- 113a,b,c. *Modern French Drama and Lyric Poetry*.
Three hours, each term.
- 114a,b. *Methods of Teaching Romance Languages*.
One hour, winter and spring terms.

SPANISH

LOWER DIVISION

- 11a,b,c. *First Year Spanish*. Olmsted's First Spanish Course, composition, conversation, translation of Spanish prose and poetry. Thompson, Dallera, Cuevas, Espinosa.
Four hours, each term.
- 12a,b,c. *Second Year Spanish*. Review of grammar, composition, conversation, translation of modern Spanish authors. Thompson, Cuevas, Espinosa.
Four hours, each term.

UPPER DIVISION

- 121a,b,c. *Spanish Literature*. (Third year Spanish). Reading of the best known authors. Outlines of Spanish literature.
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 Drama and Lyric Poetry*.
Three hours, each term.
- 124a,b,c. *Spanish Composition and Conversation*. (Third year Spanish). Meets on alternate days with Spanish 121a,b,c. Cuevas.
Two hours, each term.
- 125a,b,c. *Advanced Spanish Composition and Syntax*. (Fourth year Spanish). Course 124 is required as a prerequisite for admission. Thompson.
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. Dallera.
Two hours, each term.

127a,b,c. *Latin America*. Given in Spanish. An intensive study of two or more Latin-American countries. Textbooks will be used as guides, with supplementary readings from Spanish-American periodicals and newspapers. Conversation on business affairs, and current events. Study of scientific and technical vocabulary. Composition. Prerequisite, Spanish 126. Dallera. *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. Outlines of Italian literature. *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. *Romanticism, Realism and Naturalism in French Literature in the Nineteenth Century*. Bowen. *Three hours, each term.*

201a,b,c. *French Literature in the Eighteenth Century*. *Three hours, each term.*

202a,b,c. *French Literature in the Sixteenth Century*. *Three hours, each term.*

205a,b,c. *Romance Philology*. Bowen. *Two hours, each term.*

206a,b,c. *Old French. Phonology and Inflections*. The oldest texts. Readings from the Chanson de Roland, Marie de France, Chretien de Troyes, Aucassin et Nicolette. Cloran. *One to three hours, each term.*

210. *French Seminar*. *Hours to be arranged.*

216a,b,c. *Old Spanish. Phonology and Inflections*. The oldest texts. The poem of the Cid. *Two hours, each term.*

218a,b,c. *Spanish Literature of the Sixteenth and Seventeenth Centuries*. Cervantes, Lope de Vega, Calderon. *Three hours, each term.*

219a,b,c. *Modern Spanish Seminar*. *Three hours, each term.*

ZOOLOGY

Professor BOVARD; Associate Professor YOCOM; Assistant Professor HUESTIS;
Mr. RICHARDS, Mrs. YOCOM; Teaching Fellow, Miss BORQUIST;
Graduate Assistants, Miss HAYES, Miss MATHER; Research Assistant, Miss PLYMATE

Course 1a,b,c, is designed as a service course for majors in other departments and as a foundation for advanced courses in this department. Courses 1, 51, 52 and 53 are prerequisites for admission to the upper division courses. Courses 10, 11 and 12 form a year's sequence and are given for upper division students who have not had course 1 or its equivalent, but desire a general acquaintance with the facts and theories of organic evolution, heredity and eugenics.

An undergraduate major in zoology will comprise:

1. (a) Zoology, courses 1a,b,c, and 51-52-53.
(b) 24 term-hours of upper division courses, including:
(c) Senior problem and thesis.
2. General Chemistry, (normally a first year course), one year of physics, and another year of natural science, or mathematics.
3. Reading knowledge of French or German—both languages if possible.
4. Fulfillment of group and all other requirements of the University for a bachelor's degree.

Thirty hours of zoology, at least half of which shall be obtained from graduate courses, constitute a major in zoology for the master's degree. The equivalent of an undergraduate major in zoology is prerequisite.

Fifteen hours from graduate or upper division courses constitute a minor in zoology for the master's degree. General chemistry is prerequisite.

That candidates for higher degrees in zoology may have a broad fundamental training in science, it is strongly recommended that minors be chosen from physics, chemistry, and mathematics, as well as botany and psychology; though minors are in no sense limited to these subjects.

Candidates for the degree of doctor of philosophy in zoology will ordinarily give one-half the time devoted to their major subject to research. Candidates for the doctorate who elect zoology as their minor subject will ordinarily fulfill the requirements for major work for the master's degree in zoology, with the exception of the prerequisite of a full undergraduate major.

DESCRIPTION OF COURSES

LOWER DIVISION

1a,b,c. *Elementary Zoology.* A general introduction to the fundamental principals and problems of biology. Prerequisite to all other courses in the department. Two lectures and two two-hour laboratory periods weekly. Bovard, Mrs. Yocom. *Four hours, each term.*

8a,b,c. *Elementary Physiology.* An introductory course in human physiology for general students. An understanding of the functions of the human body is attained through discussion of the different organ systems and their relation to each other and to healthy bodily maintenance. Lectures, recitations and demonstrations. No prerequisites. Richards. *Two hours, each term.*

10. *Organic Evolution.* A historical and critical analysis of the evolution theories, giving the sources, nature and value of the evidence supporting them. The present status of organic evolution. General application of evolution theories. Open to upper division students without prerequisite. Term papers. Two lectures. Huestis. *Two hours, fall term.*

11. *Heredity*. A consideration of the basic theories, principles and laws of heredity and their application to social and biological problems. Follows 10, but may be taken independently. A general course designed for upper division students without previous courses in biology. Open to upper division students without prerequisite. Two lectures. Huestis.

Two hours, winter term.

12. *Eugenics*. A study of hereditary differences among human beings and of ways in which a knowledge of heredity may be applied to human welfare. The importance of biological and statistical knowledge in analyzing social problems is emphasized. Prerequisite, course 11, or its equivalent. Two lectures. Huestis.

Two hours, spring term.

51-52-53. *Advanced Zoology*. Continuation of course 1. Courses 51 and 52 deal with vertebrate morphology and are considered as a unit. The first term's work consists of a study of the principles of embryology and the early development of vertebrates as exemplified by the development of the chick. The second term's work deals with the comparative anatomy of vertebrates together with some consideration of the cellular organization of the different tissues and organs. In the third term the fore part of the term is given to a consideration of the development of germ cells and their relation to the mechanics of heredity. The latter part of the term is devoted to a study of the fundamentals of genetics. Two lectures and three hours of laboratory per week. Yocom and Huestis.

Three hours, each term.

55. *Microscopical Technique*. A course dealing with the preparation of tissues for study with the microscope. The principles of fixing, sectioning and staining, will be worked out in the laboratory. One three-hour laboratory period. Richards.

One hour, each term.

56. *Field Zoology*. This course is designed to make students familiar with the appearance of the local vertebrate animals and with their taxonomic arrangement, habits and distribution. Two lectures and six hours of laboratory or field work, the latter being largely bird study. Prerequisite, 1a,b,c, or its equivalent. Huestis.

Four hours, spring term.

UPPER DIVISION

101. *Human Physiology: Muscle, Nerve and Special Senses*. An analysis of the sensory and motor adjustment of the body to environmental changes. The physiology of muscular and nervous tissues. The reflex. Relation between structure and function in the chord, brain, autonomic system and special sense organs. Prerequisite: Chemistry 1a,b,c, and Physics 4-5-6. Three lectures and one laboratory period. Richards.

Four hours, fall term.

102. *Human Physiology*. Circulation, Respiration, Digestion, Secretion and Excretion. A study of the metabolism associated with the assimilation, digestion and utilization of food materials, with the formation and elimination of waste substances and with the liberation and action of secretory products, and of the structural mechanism and physical principals concerned with these processes. Prerequisite: Chemistry 1a,b,c, and Physics 4-5-6. Three lectures and one laboratory period. Richards.

Four hours, winter term.

105. *General Physiology*. A study of the fundamental structure and behavior of living organisms, the analysis of their vital activities and of the physico-chemical nature of the factors underlying them. Prerequisite: Physics 4-5-6 and Chemistry 8a,b. Two lectures. Two laboratory periods. Richards. *Four hours, spring term.*

111. *Vertebrate Embryology*. An advanced course dealing with the embryology of vertebrates with especial reference to the early development of mammals. Two lectures and six hours laboratory per week. Given alternate years. (Not given, 1926-27). Yocom. *Four hours, spring term.*

112. *Cytology*. An advanced course in cellular biology dealing with the structure and function of cells, with special reference to germ cells and their function in reproduction, heredity and evolution. Two lectures and six hours of laboratory. Given in alternate years. (Not given, 1926-27). Yocom. *Four hours, fall term.*

113. *Histology*. A course dealing with the cellular organization of tissues and organs. Practice will be given in the preparation of histological material. Lectures and laboratory. Given in alternate years. Yocom. *Three hours, fall term.*

114. *General Embryology*. An advanced course dealing with the experimental morphology and physiology of development. Lectures, conferences, reports and laboratory work which will be in the nature of individual problems carried through the term. Two class hours and a minimum of six laboratory hours. Prerequisite, course 51. Given alternate years. Yocom. *Four hours, spring term.*

115. *Genetics*. An analysis and interpretation of genetic processes in the light of Mendelism and of its recent modifications. A discussion of the modern genetic problems. Prerequisite: course 53, or consent of instructor. Term problem, conferences, two lectures. Huestis. *Four hours, winter term.*

121. *Comparative Anatomy*. A comparative study of the structure of typical chordates from the standpoint of the development of the individual and of the species, with reference to analogous structures in type invertebrates and special inference to the structure of man. Every attempt is made to make a correlation between structure and function. Two lectures and six hours of laboratory work. Huestis. *Four hours, fall or winter term.*

122. *Mammalian Anatomy*. An intensive study of a typical mammal with special emphasis on its gross structure; and the correlation of structure with function. The course is comparative in that every attempt is made to apply the knowledge of the animal studied in the laboratory to the human body. One lecture and six hours of laboratory work. Huestis. *Three hours, winter term.*

124. *Advanced Invertebrate Zoology*. A course dealing with the morphology, taxonomy, habits, life histories, etc., of invertebrate animals. Special reference will be given to the invertebrate fauna of the Oregon coast. Two lectures and six hours of laboratory. Yocom. *Four hours, winter term.*

125. *Marine Zoology*. Given as a part of the regular summer session. A study is made of the invertebrate fauna of some region of the Oregon coast. Field and laboratory work make up the major part of the course. This is supplemented by lectures and text-book assignments. Yocom.

Eight hours.

126. *Advanced Vertebrate Ecology*. The morphology and distribution of the higher animals is studied in order to learn of their many interactions with the environment and with one another. The relatively large area in which natural conditions still obtain, together with considerable climatic differences, makes Oregon a splendid field for ecologic study. Follows 56. Two lectures or conferences and six hours of museum or field work. Huestis.

Four hours, spring term.

131. *Protozoology*. A course dealing with the problems of protozoa in their relation to the larger problems of biology. A study of the morphology, physiology and ecology of the free living forms with special reference to the parasitic forms as the causative agents in disease. Two lectures and six laboratory hours. Given in alternate years. Yocom.

Four hours, winter term.

132. *Parasitology*. A consideration of animals in their relation to the cause and transmission of disease especially those important as producers of disease in man and domesticated animals. Two lectures and six laboratory hours. Given in alternate years. (Not given, 1926-27). Yocom.

Four hours, winter term.

140. *Special Problems*. Department Staff. *Hours to be arranged.*

150. *The Teaching of Zoology*. *Hours to be arranged.*

GRADUATE DIVISION

201a,b,c. *Seminar*. Yocom.

203a,b,c. *Research*. Topics to be arranged upon consultation with the professor in charge of the student's work. Department staff.

204a,b,c. *Problems in Cytology*. Yocom.

205a,b,c. *Problems in Genetics*. Huestis.

207. *The Physiological Analysis of Behavior*.

208. *Problems in Ecology*. Huestis.

209. *Problems in Physiology*. Bovard and Richards.

210. *Problems in Embryology*. Yocom.

211. *Problems in Protozoology*. Yocom.

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

THE FACULTY

*PRINCE L. CAMPBELL, B.A., LL.D.....*President of the University*
 ELLIS FULLER LAWRENCE, M.S., F.A.I.A.....*Dean of the School, Professor of Architecture*
 CARLTON E. SPENCER, B.A., J.D.....*Registrar of the University*
 M. H. DOUGLASS, M.A.....*University Librarian*

PERCY PAGET ADAMS, B.A., B.S.....*Professor of Graphics and Assistant to the Dean*
 VICTORIA AVAKIAN.....*Instructor in Normal and Industrial Art*
 EYLER BROWN, B.A., M.Arch.....*Instructor in Architecture*
 WALTER CHURCH, B.A., M.Arch.....*Instructor in Architecture*
 AVARD FAIRBANKS, B.F.A.....*Assistant Professor of Sculpture*
 VERA HANSEN MCGINTY, B.Ed.....*Instructor in Design*
 VIRGIL HAFEN.....*Instructor in Fine Arts*
 MAUDE KERNS, B.A., B.S.....*Assistant Professor of Normal Art*
 CAMILLA LEACH.....*Art Librarian*
 E. H. MCALISTER, M.A.....*Professor of Structures*
 A. H. SCHROFF, Diplôme des Beaux Arts.....*Professor of Fine Arts*
 W. R. B. WILCOX, F.A.I.A.....*Professor of Architecture*
 NOWLAND B. ZANE.....*Assistant Professor of Fine Arts*
 HAZEL BORDERS, B.A.....*Graduate Assistant*

ORGANIZATION AND DEGREES

The school of architecture and allied arts was organized in 1914. The degree of bachelor of architecture is offered for the completion of the prescribed five-year course in architecture. The degree of bachelor of arts or bachelor of science is offered those majoring in the art department or in the structural option who comply with the general University requirements for that degree.

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, 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 any of the departments of the school of architecture and allied arts should report to the dean or assistant dean of the school for assignment to advisers.

Students majoring in the departments of fine arts and normal arts are subject to the general entrance requirements of the University, while those majoring in the department of architecture are subject to the following entrance requirements:

- | | | | |
|-------------------------------|-------|------------------------------|-------|
| (a) Fixed requirements .....9 | units | 3. History .....1 | unit |
| 1. English .....3 | units | 4. Foreign Language .....2 | units |
| 2. Mathematics: | | (French or German preferred) | |
| Algebra .....1½ | units | | |
| Plane Geometry .....1 | unit | | |
| Solid Geometry .....½ | unit | (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.

*Died, August, 1925.

For further information concerning entrance requirements, excess matriculation credits and special student standing, see section entitled University Procedure.

The American Institute of Architects offers each year a medal to each of the eighteen 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

ARCHITECTURAL 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, carried along parallel with the course in history of architecture, problems are given in the application of the orders. Short problems are also 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 projects, 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, and on stimulation of a spirit of co-operation.

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 year 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 shall be 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	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Graphics I	2	2	
Delineation I	2	2	3
Design I	1	1	1
Construction I			1
History I	1	1	1
Electives—Approved by advisers	8-9	8-9	8-9
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16-17	16-17	16-17

Electives recommended: mathematics, language, English, music, science (physics, chemistry, geology, zoology).

SECOND YEAR

Graphics II	2	2	2
Delineation II	2	2	2
Design II	2	2	2
History II	2	2	2
Physical Education	1	1	1
Military Science (men)	1	1	1
Electives	6-7	6-7	6-7
	16-17	16-17	16-17

Electives recommended as in first year, with the addition of written English, logic, ethics, and philosophy.

THIRD YEAR

Delineation III	2	2	2
Design III	4	4	4
History III	2	2	2
Construction II	1	1	1
Construction III	3	3	3
Electives	4-5	4-5	4-5
	16-17	16-17	16-17

Electives recommended as above with the following additions: public speaking, astronomy, principles of economics.

FOURTH YEAR

Delineation IV	2	1	1
Design IV	4	5	6
Design V	1	1	1
Construction IV	1	1	1
Construction V	1	1	1
Construction VI	2	2	2
Electives	5-6	5-6	4-5
	15-17	15-17	15-17

Electives recommended as in other years, with the addition of: world literature, aesthetics, psychology.

FIFTH YEAR			
	Fall	Winter	Spring
Delineation V	1		1
Design VI	10	10	10
Design VII	1	1	1
History IV	2	2	2
Practice	1	1	1
	<u>15</u>	<u>15</u>	<u>15</u>

INTERIOR DESIGN OPTION
Professor ZANE in charge

FIRST YEAR			
	Fall	Winter	Spring
Graphics I	2	2	
Delineation I	2	2	3
Design I (architecture)	1	1	1
Construction I			1
History I	1	1	1
Electives, approved by advisers	8-9	8-9	8-9
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	<u>16-17</u>	<u>16-17</u>	<u>16-17</u>

Electives recommended: language, history, English, science (geology, zoology, botany).

SECOND YEAR			
	Fall	Winter	Spring
Graphics II	2		2
Delineation II	2	3	2
Design II (architecture)	2	2	2
History II (architecture)	2	2	2
Design VIII (architecture)	1	1	1
Physical Education	1	1	1
Military Science (men)	1	1	1
Electives	5-6	5-6	5-6
	<u>16-17</u>	<u>16-17</u>	<u>16-17</u>

Electives recommended as in first year, with the addition of written English, logic, ethics, and philosophy.

THIRD YEAR			
	Fall	Winter	Spring
Delineation III	3	3	3
Design IX (architecture)	5	5	5
History Y (architecture)	2	2	2
Applied Design (normal)	2	2	2
Electives	4-5	4-5	4-5
	<u>16-17</u>	<u>16-17</u>	<u>16-17</u>

Electives recommended as above, with the addition of world literature, aesthetics, psychology.

FOURTH YEAR			
	Fall	Winter	Spring
Delineation IV	2	2	2
Design X (architecture)	5	5	5
Design V (architecture)	1	1	1
Applied Design III (normal)	2	2	2
History III (architecture)	2	2	2
Electives	4-5	4-5	4-5
	<u>16-17</u>	<u>16-17</u>	<u>16-17</u>

Electives recommended as above.

FIFTH YEAR			
	Fall	Winter	Spring
Delineation V	1	1	1
Design XI (architecture)	10	10	10
Technique and Practice	5	5	5
	<u>16</u>	<u>16</u>	<u>16</u>

STRUCTURAL OPTION

Four year course leading to the degree of bachelor of science in architecture

Professor McALISTER in charge

The freshman year is identical with that of the design option

Electives in the freshman year should include advanced algebra, trigonometry, and analytic geometry.

SOPHOMORE			
	Fall	Winter	Spring
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
Elementary Mechanics		3	3
Physical Education	1	1	1
Military Science (men)	1	1	1
	<u>15</u>	<u>18</u>	<u>18</u>

JUNIOR			
	Fall	Winter	Spring
Mechanics	3	3	3
Architectural History III	2	2	2
Construction IV	1	1	1
Principles of Economics	4	4	
Surveying		2	2
Strength of Materials		3	3
Wooden Trusses			2
Stresses			3
Masonry	4		
Graphic Statics	2	2	
Written English	2	2	2
	<u>18</u>	<u>19</u>	<u>18</u>

SENIOR			
	Fall	Winter	Spring
Reinforced Concrete	3	3	
Heating and Ventilation	3		
Electric Lighting and Wiring		3	
Mechanical Appliances			3
Arches	3	3	
Foundations	3		
Steel Trusses	2	2	
Steel Frame Buildings			2
Construction V	1	1	1
Architectural Practice	1	1	1
Hydraulics			3
Thesis			5
	<u>16</u>	<u>15</u>	<u>15</u>

FINE ARTS

The aim of the fine arts course is not primarily to produce artists and sculptors, but to teach the actual practice of art, not by lectures only, but by every means intensively and with energy calculated to refine the powers of observation of the eye, and, in co-operation with the school of music, the perceptions of the ear. It is felt that the student's powers of observation may be strengthened and refined by some thorough practice in art, the works of which are to be appreciated in after life, and that his sphere of possible art pleasure may be greatly increased and refined thereby, thus widening out the student's taste, making it more catholic and universal.

Life class study induces concentration of perceptive faculties intensively. The lectures are planned for the understanding of history, theory, practice and technique of master works of the world. They cover the psychology and intellectual analysis of the artistic perception and the emotional response which each work of art requires, thus insuring the complete understanding of its essence.

Lectures in civilization and art epochs begin with Cretan-Minoan civilizations and close with the "modernistic" tendencies of the present day, covering the whole of the "world history" from the viewpoint of the artist and archaeologist.

COURSE OF STUDY FOR MAJOR STUDENTS IN FINE ARTS
Four year course leading to the degree of bachelor of arts, or bachelor of science

Professor SCHROFF in charge

	Fall	Winter	Spring
FRESHMAN			
Painting I	1	1	1
Decorative Design I	2	2	2
Art Appreciation	1	1	1
Color Theory	1	1	1
Modeling I	1	1	1
Foreign Language	4	4	4
Science or Social Science group	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			
Life Class	2	2	2
Painting II	1	1	1
Decorative Design II	2	2	2
Book and Poster I	2	2	2
Foreign Language (continuation)	3-4	3-4	3-4
Written English or History and Appreciation of Music	2-3	2-3	2-3
Elective	3	3	3
Military Science (men)	1	1	1
Physical Education	1	1	1
	15-17	15-17	15-17
JUNIOR			
Painting III	1	1	1
Civilization and Art Epochs	2	2	2
Decorative Design III	2	2	2
Life Class	4	4	4
Artistic Anatomy	1	1	1
Modeling II	1	1	1
Written English or Elective	2-3	2-3	2-3
Elective	3	3	3
	15-16	15-16	15-16
SENIOR			
Life Class	4	4	4
Mural Decoration and Stained Glass	2	2	2
Decorative Design IV	2	2	2
Modeling III	1	1	1
Painting IV	1	1	1
Electives	5-7	5-7	5-7
	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

Professor KERNS in charge

	Fall	Winter	Spring
FRESHMAN			
Major Subjects (required):			
Design I	2	2	2
Representation I	1	1	1
Applied Design I	2	2	2
Color Theory	1	1	1
Minor Subjects:			
French (required)	4	4	4
Electives: Survey course in English literature, history, music, social science, mathematics, laboratory science, physical education, or household arts	3-4	3-4	3-4
Required Freshman Subjects:			
Physical Education	1	1	1
Personal Hygiene	1	1	1
	15-16	15-16	15-16

SOPHOMORE		Fall	Winter	Spring
Major Subjects (required):				
Representation II		1	1	1
Design II		2	2	2
Life and Costume		1	1	1
Instrumental Drawing		1	1	1
Art Appreciation		1	1	1
Minor Subjects:				
French		3-4	3-4	3-4
Education 51, 52, 53		3	3	3
Written English		3	3	3
Physical Education		1	1	1
		16-17	16-17	16-17
JUNIOR				
Major Subjects (required):				
Pedagogy		2	2	2
Dress Design		3	3	3
Pen and Pencil		1	1	1
Modeling		1	1	1
Applied Design II		2	2	2
Minor Subjects:				
World History (required)		4	4	4
Elective:				
History, social science, language, mathematics, laboratory science, physical education, music, world literature, or household arts		3-4	3-4	3-4
		16-17	16-17	16-17
SENIOR				
Major Subjects (required):				
Home Decoration		3	3	3
Civilization and Art Epochs		2	2	2
Life Class		1	1	1
Painting and Modeling		1	1	1
Supervised Teaching		3	3	2
Minor Subjects: One course in following subjects: history, music, social science, mathematics, laboratory science, physical education, or household arts				
		4	4	4
Elective		2-3	2-3	2-3
		16-17	16-17	15-16

Description of Courses

ARCHITECTURE

DESIGN OPTION

For students taking the five-year design 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 stereotomy and perspective.
Two hours, each term.

6-7-8. *Delineation I.* First year. Freehand drawings from still life are executed in charcoal. The student's dimensional perceptions are developed through the medium of clay modeling, while the color sense is properly trained by a study of color theory and its applications.
Two hours, fall and winter terms; three hours, spring term.

9-10-11. *Delineation II*. Second year. The training of the hand and dimensional perceptions is continued by further freehand drawing, while the color sense finds an application in the making of water color drawings.

Two hours, each term.

101-102-103. *Delineation III*. Third year. This is a continuation of the work of the previous year in life, drawing, modeling and water color.

Two hours, each term.

104-105-106. *Delineation IV*. Fourth year. The training of the hand and eye is now carried on by drawing, and modeling from living models.

Two hours, fall term; one hour, winter and spring terms.

200-201-202. *Delineation V*. Fifth year. This year is given to the design and execution of mural paintings and cartoons for stained glass, mosaic, etc.

One hour, each term.

12a,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, each term.

13-14-15. *Architectural Design II*. Second year. Architectural design is studied by means of simple problems in planning, whose solutions require well executed drawings.

Two hours, each term.

110-111-112. *Architectural Design III*. Third year. The work of the preceding year is continued by means of more complex problems in architectural design. The relation of planning to design is carefully studied.

Four hours, each term.

113-114-115. *Architectural Design IV*. Fourth year. This is another year of studies in architectural design and planning.

Four hours, fall term; five hours, winter term; six hours, spring term.

116-117-118. *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.

203-204-205. *Architectural Design VI*. Fifth year. A continuation of Design IV. Intensive study of planning and rendered drawings. A thesis is planned and executed.

Ten hours, each term.

206-207-208. *Architectural Design VII*. Fifth year. The principles and practice of city planning are discussed and applications suggested.

One hour, each term.

20a,b,c. *Architectural Design VIII*. Second year. An introduction to the scope, aims and technique of interior design (decoration).

One hour, each term.

119-120-121. *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.

Five hours, each term.

122-123-124. *Architectural Design X*. Fourth year. Continuation of Design IX. *Five hours, each term.*

211-212-213. *Architectural Design XI*. Fifth year. A continuation of Design X. *Ten 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*. Third 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.*

125a,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.*

126a,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.*

127a,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.*

128-129-130. *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, arches, etc. *Two hours, each term.*

18a,b,c. *Architectural History I*. 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.*

131a,b,c. *Architectural History III*. Third year. This course continues the work of Architectural History II. *Two hours, each term.*

209a,b,c. *Architectural History IV*. 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.*

132a,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.*

210a,b,c. *Architectural Practice*. Fifth year. Office management, business relations, professional ethics, etc., are studied and discussed. *One hour, each term.*

214-215-216. *Technique and Practice*. Fifth year. Business, estimating methods and ethics for interior decorators. *Five hours, each term.*

GRAPHICS

LOWER DIVISION

31. *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.

32. *Stereotomy*. Methods of drawing and laying out the work for stone cutting.

Two hours, winter term.

33. *Perspective*. The principles involved in the construction of perspective drawings. The orthographic plan method and the perspective plan method are both analyzed and used. Vanishing points and vanishing traces are found by construction. Practical applications to conditions that arise in practice.

Two hours, spring term.

34-35-36. *Mechanical Drawing*. A study of the underlying principles of drafting, including problems in projections, developments, intersections of solids, isometric drawing, tracing, and blue printing.

Two hours, each term.

37. *Advanced Mechanical Drawing*. Application of course 54 to drawing machine parts. Empirical rules for machine drafting.

Two hours, spring term.

38. *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.

134a,b,c. *Pen and Pencil*. Technique of rendering with pen and pencil.

One hour, each term.

CONSTRUCTION

LOWER DIVISION

39-40. *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

135. *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.

136-137. *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. *Two hours, fall and winter terms.*

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. *Wooden Trusses.* A careful study of the theory and practice in regard to wooden truss design. The sizes of truss members are designed in accordance with their stresses. Detail drawings for constructive purposes. Proper design of the truss joints. *Two hours, spring term.*

140. *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.*

141a,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.*

142. *Masonry.* The various uses of brick and stone in building construction in their relation to strength and durability. Bonding; relieving arches; limits; strength of walls; bearing plates; footings, etc. *Four hours, fall term.*

143. *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. *Three hours, fall term.*

144. *Electric Lighting and Wiring.* Proper sizes of wires for various lighting installations. Direct and indirect systems of illumination and proper methods of installation. Lighting for special purposes, such as residences, stores, auditoriums, etc. Rules and regulations of the National Board of Fire Underwriters. *Three hours, winter term.*

145. *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. *Three hours, spring term.*

146. *Foundations.* Investigation of the bearing powers of different soils, and methods of designing and constructing foundations to suit the conditions. Use and construction of caissons. *Three hours, fall 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. *Steel Trusses.* The sizes of members of steel trusses calculated from their stresses. Pin connected and riveted joints in steel trusses designed and investigated. *Two hours, fall and winter terms.*

149a,b. *Steel Frame Buildings*. Considerations involved in the calculation and design of the steel frame structure. Floor systems; types of columns; riveting. *Two hours, winter and spring terms.*

FINE ARTS

LOWER DIVISION

51a,b,c. *Art Appreciation*. Intended for the general student who is interested in, but not specializing in, art, art history, crafts, decorative art, and analysis of great historic periods of design. *One hour, each term.*

52a,b,c. *Painting I*. Elementary drawing and painting from still life and out-of-doors. Mediums are charcoal, water color, pastels and oil. *One or two hours, each term.*

53-54-55. *Life Class I*. Charcoal studies from living models. *One to four hours, each term.*

56-57-58. *Life Class II*. Charcoal studies from living models. *One to four hours, each term.*

59a,b. *Artistic Anatomy*. This course should accompany the course in Life Class. *One hour, winter and spring terms.*

60-61-62. *Painting II*. Still life studies of pottery, bric-a-brac, out-of-doors landscape, etc. Painting from nature when weather permits. Representation, composition and technique are studied. Mediums used are water color, oil, pastel, etc. *One or two hours, each term.*

66-67-68. *Modeling I*. The student is given a general idea of the art and technique of sculpture, composition, modeling from life and portrait modeling. *One to four hours, each term.*

69-70-71. *Modeling II*. A continuation of work begun in Modeling I. *One to four hours, each term.*

72-73-74. *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. *Two hours, each term.*

75-76-77. *Decorative Design II*. A continuation of the work begun in Decorative Design I. *Two hours, each term.*

78-79-80. *Book and Poster I*. Principles of lettering and poster design. History of the development of alphabets; tools and materials that conditioned their evolution. Letter heads, tail pieces, borders. Study of printing; training in designs that will reproduce effectively. Problems in different media; black and white, and color. Open to journalism and business administration majors. *Two hours, each term.*

81-82-83. *Book and Poster II*. Design of original alphabets, initials, end paper, colophon, head and tail pieces, etc. *Two hours, each term.*

UPPER DIVISION

151-152-153. *Civilization and Art Epochs*. Lectures covering history, archaeology and evolution of all the art in the world. The influence of political, ecclesiastical, aesthetic and ethnological evolution upon art in every form; the influence of art of all times upon humanity. Illustrated by means of photographs, lantern slides, colored plates, etc. Prerequisite, upper division standing. *Two hours, each term.*

154. *Mural Painting and Stained Glass*. Practical problems worked out in the studio, leading to the production of actual work in stained glass, and interior decoration. Open only to seniors who have learned to draw the human figure and to create in color. Two three-hour periods a week. *Two hours, each term.*

155-156-157. *Life Class III*. Drawing from living models. *One to four hours, each term.*

158-159-160. *Life Class IV*. Drawing from living models. *One to four hours, each term.*

161-162-163. *Painting III*. A continuation of Painting II. *One to two hours, each term.*

164-165-166. *Painting IV*. A continuation of Painting III. *One to two hours, each term.*

167-168-169. *Modeling III*. A continuation of Modeling II. *One to four hours, each term.*

170-171-172. *Modeling IV*. A continuation of Modeling III. *One to four hours, each term.*

173-174-175. *Decorative Design III*. The student begins here to execute the actual drawings for commercial work, such as textiles, rugs, wall paper, mosaic, etc., making use of the principles studied in Decorative Design I and II. *Two hours, each term.*

176-177-178. *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. It is planned to have the students execute pieces of exterior and interior decorative detail to be incorporated in the buildings and grounds of the school of architecture and allied arts. *Two hours, each term.*

179-180-181. *Book and Poster III*. Problems in book plates, decorative book illustration, posters, binding, etc. *Two hours, each term.*

182-183-184. *Book and Poster IV*. Problems in book binding, large decorative bill boards, posters, etc. *Two hours, each term.*

185a,b,c. *Sculpture in Theory*. A lecture course for all students who are interested in sculpture. A brief survey of the technique of sculpture, sculpture composition, processes, and ideals. *One hour, each term.*

186a,b,c. *Advanced Sculpture in Theory*. A continuation of course 185a,b,c, for those intending to make a profession of sculpture. *One hour, each term.*

187a,b,c. *Artistic Photography.*

One hour, each term.

188-189-190. *History of Sculpture.* This course will include a history of sculpture in the great art periods of civilization.

Two hours, each term.

NORMAL ART

LOWER DIVISION

90a,b,c. *Color Theory.* 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. Kerns.

One hour, each term.

91a,b,c. *Design I.* 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. Kerns.

Two hours, each term.

92a,b,c. *Design II.* 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 91. Kerns.

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. Avakian.

One hour, each term.

94a,b,c. *Representation II.* A continuation of course 93 with more advanced problems along the same lines. Prerequisite, 93. Avakian.

One hour, each term.

96a,b,c. *Life and Costume.* Fifteen minute sketches from draped model, together with sketching problems. Designed to develop quickness and accuracy of eye and hand. Prerequisite for the course in Dress Design.

One hour, each term.

97. *Applied Design I.* Cement craft: tiles and garden pottery.

Two hours, fall term.

98. *Applied Design I.* Cardboard construction and elementary book-binding. Readings in the history and development of the book, paper making and modern industrial processes employed in book binding. Study of illustrations of fine examples, leading toward a keener appreciation of good design and sound workmanship as applied to the craft. Prerequisite, 91 and 92. Avakian.

Two hours, fall term.

99. *Applied Design I. Basketry.* Raffia, reed and pine needle basketry; the preparation and dyeing of materials; various processes used in sewing and weaving; the gathering of local materials suitable for use; readings. Prerequisite, 91 and 92. Avakian. *Two hours, spring term.*

UPPER DIVISION

191a,b,c. *Pedagogy of Art.* Comparison of the leaders of art movements and methods of art teaching of the past and present. Discussion of subject matter, material and method of presentation; observation of art classes in the city schools and University high school; working out of 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. Kerns.

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. Prerequisite, 91 and 92. Avakian. *Two hours, winter and spring terms.*

194a,b. *Applied Design II. 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. Prerequisites, 91 and 92. Avakian. *Two hours, winter and spring terms.*

195a,b,c. *Dress Design.* Line, dark and light 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. Prerequisites, 91, 92, 93, 94, 96. Avakian.

Three hours, each term.

196a,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 majors, open to upper division students of other departments.

Two hours, each term.

197a,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.

198a,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.

SCHOOL OF BUSINESS ADMINISTRATION

THE FACULTY

*PRINCE L. CAMPBELL, B.A., LL.D.	.....	President of the University
EDWIN CLYDE ROBBINS, Ph.D.	.....	Dean of the School
FRANKLIN E. FOLTS, M.B.A.	.....	Assistant Dean, Professor of Banking and Finance
KATHRYN BAILEY, B.A.	.....	Instructor and Secretary of School
CARLTON E. SPENCER, B.A., J.D.	.....	Registrar of the University
M. H. DOUGLASS, M.A.	.....	University Librarian

JAMES D. BARNETT, Ph.D.	.....	Professor of Political Science
CHARLES E. CARPENTER, LL.B.	.....	Professor of Law
PETER C. CROCKATT, Ph.D.	.....	Professor of Economics
ITALIA DALLERA, B.A.	.....	Instructor of Commercial Spanish
EDWARD H. DECKER, LL.B.	.....	Professor of Law
DAVID FAVILLE, M.A.	.....	Associate Professor of Business Administration
JAMES H. GILBERT, Ph.D.	.....	Professor of Economics
WILLIAM GREEN HALE, LL.B.	.....	Dean of the School of Law
HARRY C. HAWKINS, M.B.A.	.....	Professor of Business Administration
WALTER J. HEMPY, M.B.A., C.P.A.	.....	Instructor in Accounting
ARTHUR HIMBERT, M.S.	.....	Assistant Professor of Business Administration
J. A. JOHNSTON, M.A.	.....	Assistant Professor of Business Administration
C. L. KELLY, M.A., C.P.A.	.....	Associate Professor
†ALFRED L. LOMAX, B.B.A.	.....	Professor of Foreign Trade
WILLIAM EDMUND MILNE, Ph.D.	.....	Professor of Mathematics
C. CARL MYERS, B.B.A.	.....	Assistant Professor of Accounting
H. E. ROSSON, LL.B.	.....	Associate Professor of Law
WALTER W. SNYDER, M.A.	.....	Assistant Professor of English
A. B. STILLMAN	.....	Assistant Professor of Accounting

HAROLD ELKINTON	.....	Graduate Assistant
WILLIAM A. FOWLER	.....	Graduate Assistant
GORDON N. KELSO	.....	Graduate Assistant
JOHN R. LOWE	.....	Graduate Assistant
MARK NOLL	.....	Graduate Assistant
MARIAN A. PIKE	.....	Graduate Assistant
GIBSON F. WRIGHT	.....	Graduate Assistant

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

*Died, August, 1925.

†Leave of absence, 1925-26.

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.

GRADUATE DIVISION

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 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.

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.

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.

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.

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.

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.

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.

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.

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.

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, and either the professional management series or the professional accounting series. 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.

Bachelor of Arts. Students must meet all 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

Master of Business Administration—for those who successfully complete 45 term-hours of approved graduate work.

SCHOLARSHIPS 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. This 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.

BUREAU OF BUSINESS RESEARCH

The school of business administration maintains a bureau of business research for the purpose of studying cost systems and problems of management in various business enterprises in the state. Through the results of thorough investigations the school is able to render definite assistance to the business men of the state respecting the sound management of their enterprises. The information so accumulated can be used as the basis for original investigations by the students in the school of business administration.

The following detailed courses are not required, but merely suggestive of the kinds of work which the school offers.

SUGGESTED COURSE IN ACCOUNTING

	FRESHMAN	Fall	Winter	Spring
Constructive Accounting		5	5	5
Elective		8	8	8
Military Science (men) or Personal Hygiene (women)		1	1	1
Physical Education		1	1	1
		15	15	15
SOPHOMORE				
Elements of Business Administration		4	4	4
Business English		3	3	3
Principles of Economics		4	4	
Money and Banking				5
Elective		3	3	3
Military Science (men)		1	1	1
Physical Education		1	1	1
		16	16	17

	Fall	Winter	Spring
JUNIOR			
Personnel Administration	4		
Finance Management		4	
Sales Management			4
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 Auditing	3	3	3
Public Finance	4	4	
Conservation of National Resources			3
Elective	2	2	2
	17	17	16
SENIOR			
Advanced Accounting Theory and Auditing	3	3	3
Elective	4		
Senior Thesis		4	
Personal Efficiency Management		2	
Advanced Problems in Management			4
Income Tax	3		
Cost Accounting		3	3
Seminar	2	2	2
Elective	4	2	4
	16	16	16
GRADUATE			
C. P. A. Problems	3	3	3
Systems	5	5	5
Seminar	2	2	2
Law	5	5	5
	15	15	15

SUGGESTED COURSE IN FINANCE

	Fall	Winter	Spring
FRESHMAN			
Constructive Accounting	5	5	5
Elective	8	8	8
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	15	15	15
SOPHOMORE			
Elements of Business Administration	4	4	4
Business English	3	3	3
Principles of Economics	4	4	
Money, Banking and Crises			5
Elective	3	3	3
Military Science (men)	1	1	1
Physical Education	1	1	1
	16	16	17
JUNIOR			
Personnel Administration	4		
Finance Management		4	
Sales Management			4
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
	15	15	14
SENIOR			
Elective	6	6	10
Investments	3	3	
International Finance			3
Banking Procedure and Practice			3
Life Insurance	3		
Senior Thesis			3
Business Policies		5	
	16	14	16

SUGGESTED COURSE IN FOREIGN TRADE

	FRESHMAN	Fall	Winter	Spring
Constructive Accounting		5	5	5
Elective		4	4	4
Foreign Language		4	4	4
Military Science (men) or Personal Hygiene (women)		1	1	1
Physical Education		1	1	1
		<u>15</u>	<u>15</u>	<u>15</u>
	SOPHOMORE			
Elements of Business Administration		4	4	4
Business English		3	3	3
Principles of Economics		4	4	
Money, Banking and Crises				5
Foreign Language (continuation)		3-4	3-4	3-4
Military Science (men)		1	1	1
Physical Education		1	1	1
		<u>16</u>	<u>16</u>	<u>17</u>
	JUNIOR			
Personnel Administration		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
		<u>16</u>	<u>16</u>	<u>16</u>
	SENIOR			
Foreign Trade Marketing		3	3	3
Railroad Economics		4		
Water Transportation			4	
Control of Carriers				4
International Finance				3
Business Policies			5	
Senior Thesis		3		
Elective		6	4	6
		<u>16-17</u>	<u>16-17</u>	<u>16-17</u>

SUGGESTED SIX-YEAR ADMINISTRATION-LAW COURSE

	FRESHMAN	Fall	Winter	Spring
Constructive Accounting		5		5
Elective		3	3	3
Military Science (men)		1	1	1
Physical Education		1	1	1
		<u>15</u>	<u>15</u>	<u>15</u>
	SOPHOMORE			
Elements of Business Administration		4	4	4
Principles of Economics		4	4	
Money and Banking				5
Business English		3	3	3
Elective		3	3	3
Military Science (men)		1	1	1
Physical Education		1	1	1
		<u>16</u>	<u>16</u>	<u>17</u>
	JUNIOR			
Personnel Administration		4		
Finance Management			4	
Sales Management				4
Public Finance		4	4	
Conservation of National Resources				3
Elective		3	3	3
		<u>16</u>	<u>16</u>	<u>15</u>

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.

Description of Courses

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.

Five hours, each term.

SOPHOMORE SERIES

Constructive Accounting is prerequisite to the following sophomore courses.

21. *Elementary Business Administration.* Description and fundamental considerations in organizing and locating a business concern. A study of modern methods of production. Required of all business administration majors. Stillman and staff.

Four 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.

Four 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.

Four 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 a personnel department. Robbins.

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. Folts.

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. Himbert.

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. Decker. *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. Rosson. *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. *Four hours, one term.*

150-151. *Traffic Management.* A study of fundamental principles and the business practices which underlie the management of traffic departments. Hawkins. *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. Required of all majors. Prerequisite, senior standing and prescribed work in economics, law, and business administration. Robbins. *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. (Not given 1926-27). *Three hours, one term.*

159. *Senior Thesis.* Subject for research in some field of special interest to be chosen upon consultation with major adviser. Robbins. *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. (Not given 1926-27). Folts.

Three hours, spring term.

164-165. *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.

Three hours, fall and winter terms.

166. *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, 165. Folts.

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.

Three hours, fall term.

169. *Advanced 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.

Three hours, winter term.

170a,b, 171. *Business Advertising.* A study of the methods of advertising practiced in industrial and retail business, the principles involved in the construction of advertisements, including type arrangements, color, media and layout. The elements involved in the description of advertising campaigns and their relation to the different systems of merchandising and selling. Faville.

Three hours, each term.

175a,b. *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. Faville.

Three hours, fall and winter terms.

177. *Advanced Salesmanship.* Research work in salesmanship problems. Open to qualified students who wish to specialize in the selling phase of business. Faville.

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, fall 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, winter 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.
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. Hawkins.
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. Hawkins.
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. Myers.
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. Myers.
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. Myers.
Three hours, fall 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. Myers.
Three hours, winter and spring 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. Myers.
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. *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. *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.*

SCHOOL OF EDUCATION

THE FACULTY

*PRINCE L. CAMPBELL, B.A., LL.D.	.....	<i>President of the University</i>
HENRY D. SHELDON, Ph.D.	.....	<i>Dean of the School of Education</i>
CARLTON E. SPENCER, B.A., J.D.	.....	<i>Registrar of the University</i>
M. H. DOUGLASS, M.A.	.....	<i>University Librarian</i>
BURCHARD W. DEBUSK, Ph.D.	.....	<i>Educational Psychology</i>
FRED L. STETSON, M.A.	.....	<i>Secondary Education</i>
HOMER P. RAINEY, Ph.D.	.....	<i>School Administration</i>
HARL R. DOUGLASS, M.A.	.....	<i>Teaching Practice</i>
PETER L. SPENCER, M.A.	.....	<i>Educational Psychology</i>
R. U. MOORE, B.A.	.....	<i>Administrative Principal, University High School</i>
ANNE LANDBURY BECK, B.A.	.....	<i>Music</i>
MAUDE I. KEENS, B.S.	.....	<i>Art</i>
EDGAR R. MEANS, B.A.	.....	<i>Science</i>
MARGARET B. GOODALL, B.A.	.....	<i>English</i>
EDITH BAKER PATTEE, M.A.	.....	<i>French and Latin</i>
PETER L. SPENCER, M.A.	.....	<i>Mathematics</i>
F. C. WOOTEN, B.S.	.....	<i>History</i>
RUBY BAUGH, B.A.	.....	<i>Commerce English</i>
EDNA C. ASSENHEIMER	.....	<i>Arithmetic, Geography</i>
CORA TURNIDGE, B.S.	.....	<i>Librarian</i>
LOUIS ANDERSON	.....	<i>Physical Education</i>
JOHN F. BOVARD, Ph.D.	.....	<i>Pedagogy of Physical Education</i>
WILLIAM P. BOYNTON, Ph.D.	.....	<i>Pedagogy of Physics</i>
ROBERT C. CLARK, Ph.D.	.....	<i>Pedagogy of History</i>
EDGAR E. DECOU, M.S.	.....	<i>Pedagogy of Mathematics</i>
FREDERICK S. DUNN, M.A.	.....	<i>Pedagogy of Latin</i>
FRIEDRICH G. G. SCHMIDT, Ph.D.	.....	<i>Pedagogy of Modern Languages</i>
ALBERT R. SWETSEE, M.A.	.....	<i>Pedagogy of Botany</i>
FLORENCE D. ALDEN, B.A.	.....	<i>Pedagogy of Physical Education</i>
C. G. BLUETT, B.A.	.....	<i>Graduate Assistant</i>
CHARLES DEICH, B.S.	.....	<i>Graduate Assistant</i>
FRANCIS F. POWERS, B.A.	.....	<i>Graduate Assistant</i>

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

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 the educational efficiency in the state of Oregon. The new Education building, designed for the school of education, gives commodious and well fitted quarters for the school.

OPPORTUNITIES FOR SPECIALIZATION

The school of education, by means of the professional training of 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.

* Died August, 1925.

(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, payable but once. The bureau keeps in touch with the boards of education and superintendents desiring teachers and strives to put the right teacher in the right place. The bureau does not assist teachers who are not University of Oregon graduates, but concentrates all its energies in the service of its own graduates. The recommendation of the bureau will be limited to candidates who have taken courses as prescribed by the school of education.

THE BUREAU OF EDUCATIONAL RESEARCH

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 college 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' CERTIFICATE

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

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

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

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

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

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

Fees are as follows, payable to the state superintendent of public instruction:

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

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. Education majors and candidates for the certificate must take the first five of these courses as pre-requisites to other advanced courses in the department.

<i>Sophomore</i>	<i>Term hours</i>
Education 51-52-53	9
<i>Junior</i>	
High School Problems (105)	3
Theory and Observation (106)	3
<i>Senior</i>	
Supervised Teaching (107)	5-7
	22

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.

Group A.—For students whose major courses are included in the following list of subjects commonly taught in the high schools of the state, i. e., English, history, mathematics, Latin, French, Spanish, German, biological science (botany, zoology, 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 to either, one minor norm.

Group 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 the high school teaching which are undertaken by the University's graduates:

I. ENGLISH

<i>No. of Course—Title</i>	<i>Term Hours</i>
MAJOR NORM.	
135—Chaucer	3
40,41, or 42—Shakespeare	3
—Any upper division American literature courses	6-9
10 or 11—English Poetry	3
175a,b,c—Teaching of High School English	6
180a,b,c—English Composition for Intending Teachers	6
	27-30

In addition, 12 hours must be completed from the following subjects: 20 Wordsworth (3); 57a,b,c, Short Story Writing (6); 79 Extempore Speaking (3); 99a,b,c, Literature of the Ancient World (6-9); 110a,b,c, Playwriting (9); 120a,b,c, Criticism (6-9); 160,161,162, Living English Writers (3-9); 166a,b,c, Play Production (9); 170a,b,c, History of English Literature (9); 180a,b,c, English Drama (9); 185,186,187, English Novel (3-9).

MINOR NORM.

The first six courses designated for the major norm, totaling 27 term hours.

II. HISTORY, CIVICS, ECONOMICS

<i>No. of Course—Title</i>	<i>Term Hours</i>
MAJOR NORM.	
61,62,63—English History or	
41,42a,b—Modern European History	12
71,72,73—American History	12
1,2—American Government	8
8a,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
8a,b—Principles of Economics or	
1,2—Modern Governments	8
	28

III. MATHEMATICS

<i>No. of Course—Title</i>	<i>Term Hours</i>
MAJOR NORM.	
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
105—Theory of Equations and Determinants, or	
104—Higher Algebra	3
101—Teaching of Mathematics	3
	36
MINOR NORM.	
8a,b,c—Unified Mathematics or	
3—Advanced Algebra,	
4—Plane Trigonometry, and	
5—Analytic Geometry	4
61a,b—Differential and Integral Calculus	8
105—Theory of Equations and Determinants, or	
104—Higher Algebra	3
101—History and Teaching of Mathematics	2
	26

IV. LATIN		<i>Term Hours</i>
<i>No. of Course—Title</i>		
MAJOR NORM.		
Thirty hours above Latin 2a,b,c (second year), including:		
21a,b,c—The Augustan Age		9
22a,b,c—The Drama		9
51a,b,c—The Silver Age, or		
52a,b,c—The Elegy		9
153—Latin Pedagogy		3
		30
MINOR NORM.		
Twenty-one hours above Latin 2a,b,c, including:		
21a,b,c—The Augustan Age		9
51a,b,c—The Silver Age, or		
52a,b,c—The Elegy		9
153—Latin Pedagogy		3
		21
V. FRENCH *		<i>Term Hours</i>
<i>No. of Course—Title</i>		
MAJOR NORM.		
Twenty-four hours above French 2 (second year), including:		
108a,b,c—French Literature		9
105a,b,c—French Conversation and Composition		6
111a,b,c—French Classics, or		
113a,b,c—Modern French Drama, or		
112a,b,c—Nineteenth Century Novel and Short Story		9
		24
MINOR NORM.		
Twenty-seven hours above French 1 (first year), including:		
2a,b,c—Second Year French		12
108a,b,c—French Literature		9
105a,b,c—French Conversation and Composition		6
		27
VI. SPANISH *		<i>Term Hours</i>
<i>No. of Course—Title</i>		
MAJOR NORM.		
Twenty-four hours above Spanish 12 (second year), including:		
121a,b,c—Spanish Literature		9
124a,b,c—Spanish Composition and Conversation, or		
126a,b,c—Commercial Spanish		6
123a,b,c—Modern Spanish Drama and Lyric Poetry		9
		24
MINOR NORM.		
Twenty-seven hours above Spanish 11 (first year), including:		
12a,b,c—Second Year Spanish		12
121a,b,c—Spanish Literature		9
124a,b,c—Spanish Composition and Conversation, or		
126a,b,c—Commercial Spanish		6
		27
VII. GERMAN		<i>Term Hours</i>
<i>No. of Course—Title</i>		
MAJOR NORM.		
Twenty-five hours above German 2 (second year), including:		
101a,b,c—Classical German, or		
102,103,104—German Fiction and Contemporary Literature		9
115—Goethe's Faust		3
130—Teaching of Modern Languages		3
131a,b,c—Advanced German Composition		4-6
132a,b,c—German Conversation		6

* NOTE—Students entering with three or more years of French or Spanish who wish to make a norm in these languages may have the courses adjusted to meet their particular needs.

MINOR NORM.

Twenty-seven hours above German 1 (first year), including:

3a,b,c—Second Year German	12
101a,b,c—Classical German, or	
102,3,4—German Fiction and Contemporary Literature	9
181a,b,c—Advanced German Composition	6
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	27

VIII. BIOLOGICAL SCIENCES

<i>No. of Course—Title</i>	<i>Term Hours</i>
MAJOR NORM.	
1,2,3—General Botany	12
1a,b,c—Elementary Zoology	12
—Advanced courses in one of the above subjects, or	
1a,b—General Geology, and	
2—Historical Geology	
—Pedagogical course in one subject	3
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	39
MINOR NORM.	
1,2,3—General Botany	12
1a,b,c—Elementary Zoology	12
—Pedagogical course in one of above	3
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	27

IX. PHYSICAL SCIENCE

<i>No. of Course—Title</i>	<i>Term Hours</i>
MAJOR NORM.	
1a,b,c—Elementary Chemistry	12
4a,b,c—General Physics	12
—One (or two) year courses from the following list:	
111,112,113—Advanced General Physics (9)	
114,115,116—Electrical Measurements (9)	
1a,b,c—Descriptive Physics (9)	
50,51,52—Elements of Chemical Theory (6)	
60,61,62—Analytical Chemistry (12)	9-12
101—History and Teaching of Physics	3
195,196,197—Chemistry Instructor's Conference, or	
100—Physics Laboratory Arts	3
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	39
MINOR NORM.	
1a,b,c—Elementary Chemistry	12
4a,b,c—General Physics	12
101—History and Teaching of Physics	3
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	27

X. MUSIC

<i>No. of Course—Title</i>	<i>Term Hours</i>
MAJOR NORM.	
1a,b,c—Elements of Musical Science	9
9,10,11—History and Appreciation of Music	6
2—Contrapuntal Analysis	3
3—Formal Analysis	3
—Applied Music (piano, voice, violin, organ)	2
12a,b,c—Public School Music Methods	9
13a,b,c—Scientific Music Reading	3
31a,b—Orchestral Organization	4
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	39

XI. PHYSICAL EDUCATION

<i>No. of Course—Title</i>	<i>Term Hours</i>
MAJOR NORM.	
11a,b,c—Introduction to Physical Education	9
21a,b,c—Fundamentals of Physical Education	9
—Coaching of Sports	6
—Twelve hours from the following:	
192a,b,c—Playground and Community Recreation (7-9)	
101a,b,c—Technique of Teaching (6)	
—Principles of Physical Education (3-6)	12
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	36

MINOR NORM (WOMEN).

11a,b,c—Introduction to Physical Education	9
102a,b,c—Playground and Community Recreation	7-9
—Coaching of Sports	4-6
	20-24

MINOR NORM (MEN).

11a,b,c—Introduction to Physical Education	9
101a,b,c—Technique of Teaching	6
—Coaching of Sports	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.

COURSES IN EDUCATION FOR MAJORS IN SECONDARY EDUCATION

A. Principals and Supervisors (45 hours required).

SOPHOMORE	Fall	Winter	Spring
Education 51, 52, 53	3	3	3
JUNIOR			
High School Problems and Theory and Observation of Teaching (any two terms)	3	3	
Junior Electives; 6 to 9 hours from—			
Mental Tests and Individual Differences	3	3	3
Educational Hygiene	3	3	3
Psychology of Childhood	3	3	3
SENIOR			
*Supervised Teaching (either semester)	5	2	
Advanced Cycle; any three courses from—			
High School Administration and Supervision			
Measurement in Secondary Education			
Advanced Course in High School Teaching			
The Junior High School	3	3	3
Senior Electives; 6 hours from—			
History of American Education	2	2	2
Tests and Measurements	3	3	
Social Education	3		
School Administration			3
Research and Seminar (3 to 6 hours)	2	2	2

B. High School Teachers (36 hours required).

SOPHOMORE	Fall	Winter	Spring
Education 51, 52, 53	3	3	3
JUNIOR			
High School Problems and Theory and Observation of Teaching (any two terms)	3	3	
Hygiene of Learning or Individual Differences, or Psychology of Childhood	3	3	3
JUNIOR OR SENIOR			
Special Methods in Preferred Subject			

SENIOR			
	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
*Supervised Teaching (either semester)	5	2	
Advanced Course in High School Teaching or Measurements in Secondary Education		3	
Junior High School			3
Electives in Education; 3 to 6 hours from—			
Social Education	3		
Tests and Measurements	3	3	
History of American Education			2
*Normal graduates or teachers of considerable experience will be excused from practice teaching.			

SUGGESTED COURSES FOR MAJORS IN SCHOOL ADMINISTRATION

SOPHOMORE			
	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Education 51, 52, 53	3	3	3
JUNIOR			
Mental Tests	3	3	
High School Problems		3	
Theory and Observation of Teaching; Educational Hygiene	3	3	3
SENIOR			
Educational Tests and Measurements		3	
Organization of Common School Curricula	3		
Social Education	3		
School Administration			3
Research in School Administration	1-4	1-4	1-4
*Supervised Teaching		5	
Six hours from the following courses:			
History of American Education	2	2	2
High School Administration and Supervision	3		
The Junior High School			3

*Normal graduates and teachers with considerable experience are exempted from observation and practice teaching.

The school of education provides, also, curricula intended to give training in such groups of allied subjects as most 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.

COURSE FOR TEACHERS OF SCIENCE

This course, 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 botany, physics, zoology and geology, 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			
	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Botany (or zoology)	4	4	4
Geology	4	4	4
Group and other elective	5-7	5-7	5-7
Physical Education	1	1	1
Military Science (men) or Personal Hygiene (women)	1	1	1
	15-17	15-17	15-17
SOPHOMORE			
Physics	4	4	4
Zoology (or botany)	4	4	4
Education	3	3	3
Group and other elective	4-5	4-5	4-5
Physical Education	1	1	1
Military Science (men)	1	1	1
	16-18	16-18	16-18
JUNIOR			
Written English	8	3	8
Advanced elected science	3-4	3-4	3-4
Observation of Teaching			8
Electives	10	10	6
	16-17	16-17	15-16

SENIOR

Practice Teaching
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 the fourth 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 already begun, or courses in mathematics, chemistry, physiology, astronomy or graphics 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.

LOWER DIVISION

51. *Introduction to Education.* The interrelation of elementary, secondary, and higher education. Support of schools from district, county, state, national government; U. S. Bureau of Education; journals and other publications in the field of education. The Oregon school laws, Oregon state library. The origin of the course of study, its purpose. Our biological and social inheritances. Some changing conceptions of education; acceleration, retardation, elimination; rural school problems. Relation of school to local environment. A democratic conception of education. Open to sophomores. Rainey. *Three hours, any term.*

52. *Social Aspects of Teaching.* The work of the teacher in relation to problems of social development. Socialization through class exercises, student activities, and school government. Discipline as a social process. Personal elements in teaching. The teacher's relation to the staff, the pupils, and the community. Standards of efficiency for teachers. Open to sophomores. Stetson. *Three hours, any term.*

53. *Educational Psychology.* An introductory course dealing with topics most closely related to education such as nature of learning, learning curve, sensory-motor learning, educational learning, economical learning, retention of experience, individual differences, transfer of training. Open to students of sophomore standing. Spencer. *Three hours, any term.*

UPPER DIVISION

105. *High School Problems.* Practical problems of the high school with which the teacher should be familiar, including: the purpose of high school education; support and controls of high schools; type of schools and curricula; the high school constituency; the organization of a high school; school routine; school equipment; control and instruction, measuring results. Stetson. *Three 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 51, 52 and 53. Douglass. *Three hours, any term.*

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. Rainey. *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 Madam Montessori. Sheldon. *Two hours, each term.*

157. *Social Education*. A study of education in its social aspects, including primary social groups, the schools as a social group, psychology of leadership, etc. Students will be asked to observe, describe, and diagnose school situations arising in the field of discipline, school societies, playground, and amusement problems. Open to seniors and graduates who have met the practice teaching requirements. Prerequisite, consent of instructor. *Three hours, fall 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. *Two hours, each term.*

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. DeBusk. *Three hours, each term.*

164-165. *Mental Tests*. First term, the mental test movement. The history and technique of giving and scoring, underlying psychological 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 involved. 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 effect 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. DeBusk.
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. Rainey.

Three hours, spring term.

172. *Educational Tests and Measurements.* School achievement tests for various school subjects, and the application of quantitative measurements to the solution of school problems. Diagnostic testing for the improvement of classroom instruction. Tests for general survey purposes. Simple statistical methods applied to education. Open to juniors and seniors. Rainey.

Three hours, winter term.

173. *The Teaching Staff.* Selection and organization of the teaching staff; teacher training; teachers' salaries, promotion, salary schedules; pensions and retirement funds; organizations; rating and the improvement of teachers in service. Professional study and development; professional ethics, standards, and ideals; professional leadership. Rainey.

Three hours, one term.

174. *Organization of Common School Curricula.* Principles underlying the development of the course of study; its content. The scientific determination of what shall be taught in spelling, reading, United States history and arithmetic. Evolving curricula from the functional point of view; from other points of view. Quantitative determination of materials of instruction. Rainey.

Three hours, fall term.

175. *City School Administration.* The organization and duties of the board of education, city superintendent, and other members of the staff. Principles of city school administration. Plans of organization. Departmentalization of instruction; departments of research and efficiency. Given alternately with 171. Rainey.

Three hours, one term.

176. *School Surveys.* This course deals with the development and technique of the survey movement in education; study of the current problems in school administration as they are revealed through school surveys; analysis of the methods of studying these problems, and of the current tendencies in school administration as they are indicated through the recommendations. An intensive study of several surveys; extensive reading in this literature required. Rainey.

Three hours, one term.

181. *High School Administration and Supervision.* An analysis of the work of a high school principal. Organizing and equipping the school; teacher and pupil assignments; standardizing and administering routine; school records; supervision of instruction and of socialization; teachers' meetings; school morale; publicity and community relations; school finance; measuring school efficiency, and other significant topics. Stetson.

Three hours, one term.

182. *Measurement in Secondary Education.* A study of the construction and desirable uses of various standard tests and scales for measuring 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, one term.*

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

184. *The Junior High School.* The causes leading to the development of the junior high school; the special purposes and opportunities of this type of school; problems of organization and administration; curriculum building; provisions for individual differences; instruction; exploration and guidance; school activities. Typical junior high schools will be studied. Stetson. *Three hours, one term.*

190-191. *Education and Ethics.* A consideration of education from the view of the highest individual development. Includes a study of systems of moral instruction in France, Japan and elsewhere. The function of various social institutions in molding character. This course continues and supplements 157. Sheldon. *Three hours, winter and spring terms.*

194-195-196. *Statistical and Experimental Methods in Education.* Technique of quantitative and experimental methods; applications of statistical methods to educational problems; experimental methods in problems of teaching and the high school curriculum; advanced statistics including methods of determining relationships where data is curvilinear, categorical, or ungraduated; use of the properties of the normal probability curve; statistical methods involved in achievement and psychological tests; partial and multiple correlation methods. For graduate students and seniors. Admission after first term only by permission of the instructor. Douglass. *Two hours, each term.*

GRADUATE DIVISION

252a,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.*

261-262-263. *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, three terms.*

267-268-269. *Educational Hygiene*. The work will be based on selected topics in the hygiene of learning. Open to graduate students only. De Busk. *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. Rainey. *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. Rainey. *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.*

SCHOOL OF JOURNALISM

THE FACULTY

*PRINCE L. CAMPBELL, B.A., LL.D.	.....	President of the University
ERIC W. ALLEN, B.A.	.....	Dean of the School
CARLTON E. SPENCER, B.A., J.D.	.....	Registrar of the University
M. H. DOUGLASS, M.A.	.....	University Librarian
RALPH D. CASEY, M.A.	.....	Associate Professor of Journalism
ROBERT C. HALL	.....	Associate Professor of Journalism and Superintendent of University Press
RAYMOND LAWRENCE, B.S.	.....	Instructor in Journalism
W. F. G. THACHER, M.A.	.....	Professor of Advertising
GEORGE TURNBULL, B.A.	.....	Professor of Journalism
WILLIAM G. HALE, LL.B.	.....	Dean of the School of Law and Professor of Law of the Press
LILIAN TINGLE	.....	Professor of Home Economics Journalism

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 the editorial, reportorial, interpretative, critical, advertising, circulation and business departments of the newspaper and magazine, and for independent work in advertising and writing.

In the lower division, the student is put in touch with the technical requirements of his future profession. In the upper division 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 courses 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 lower division courses in 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.

*Died, August, 1925.

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, 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 building 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. In the college year 1925-26, the University Press went into a new concrete building, 120 feet by 50 feet. The new plant was scientifically arranged after an examination of the plans of the most modern printing establishments, including university and commercial presses. It is equipped to provide for an increase in production of at least 100 per cent over the present output.

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 for the next year 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 No. 2 Babcock Optimus 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 "newsriting" or "pre-journalism subjects" are required. The high school student is advised to devote himself to obtaining a substantial preparation in Latin or French, history, science, mathematics and other solid branches. Skill in typewriting and stenography is advantageous but not required. Advanced students are admitted from other universities and from colleges at any time in the course, and an effort is made to adjust the curriculum

to special needs. 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. At the beginning of the junior year he becomes more directly a professional student, spending a larger proportion of his hours in the school of journalism itself.

DEGREES

The degrees of bachelor of arts and bachelor of science are open to students in the school of journalism, as well as the professional degrees of bachelor of arts or science in journalism.

PRIZES AND SCHOLARSHIPS

The Advertising Club of Portland Scholarship of \$150.00 is given annually to the man in the school of journalism who is considered best qualified to profit by the training offered for entrance into the field of advertising.

The Botsford-Constantine Prizes of \$30 and \$25 are offered each year by the Botsford-Constantine Advertising Agency of Portland, for the best and the second best solutions of an advertising problem by students in the class in advertising, in the school of journalism.

The Oregon Emerald offers numerous cash prizes for excellent work in connection with the student paper.

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

	Fall	Winter	Spring
FRESHMAN			
Elementary Newswriting	2	2	2
Foreign Language	4	4	4
Political Science	4	4	4
Zoology or Geology (or other science)	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	4	4	4
Proof-reading	1	1	1
World History	4	4	4
World Literature, first year	2	2	2
Foreign Language	3-4	3-4	3-4
Short Story	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
	16-18	16-18	16-18

	Fall	Winter	Spring
JUNIOR			
Reporting	3	3	3
Copy-reading	1	1	1
Specialized Press	3	3	3
World Literature, second year	2	2	2
Economics	4	4	4
Elective	3	3	3
	16	16	16
SENIOR			
Editing (newspaper management and policy)	5	5	5
Sociology, Economics, or Philosophy	3-4	3-4	3-4
Elective	3	6	3
Interpretative News Writing	3		
Law of the Press			3
	16	16	16

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. Turnbull, Casey, and Lawrence. *Two hours, each term.*

50-51-52. *Publishing* and 53-54-55 *Printing.* To be taken together except in very special cases. This course includes 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, with laboratory in the print shop and practical management. Allen, Hall. *Four hours, each term.*

58-59. *Proofreading.* Theory and practice. Turnbull. *One hour, two terms.*

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. This course includes the subjects some schools classify as "editing." The full leased wires of the Associated Press and of the United Press are available for student use. Turnbull and Lawrence. *One hour, each term.*

107-108-109. *Advanced Copy-reading.* 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. Journals devoted to various professions and vocations. Class publications, 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. Prerequisites, courses 30-31-32 and 130-131-132, or their equivalent. Casey. *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. Hale. *Three hours, spring 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 are given and prepared with a view to probable publication in some of the available university, town and state papers, and the student developed toward professional standards. Turnbull and Casey. *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.*

160a,b,c. *Advertising.* Theory and practice. Definitions. The economic and social implications of advertising. The advertising agency. The "campaign" including a survey of methods of distribution and merchandising processes; preliminary investigations; the appropriation; the selection of media. Trade marks. Retail advertising. Mail-order advertising. The mechanics of advertising, including typography, engraving, printing and book-making. Especial attention is given to the business of advertising as carried on by the publisher of a newspaper. Study and practice in the preparation of advertising copy of all kinds. Thacher. *Three hours, each term.*

166a,b,c. *Advertising Practice.* A laboratory course which may be taken either with course 160a,b,c or following it. Thacher. *One hour, 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.*

183. *Newspaper and Shop Management.* For seniors. Allen, Hall. *Two hours, spring 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 direction; principles for maintaining morale of the staff; criticism and selection of features and departments. Editorial writing, use of exchanges, syndicates, and services. History of journalism in Europe and America. A consideration of journalistic ethics, theory of and practice in editorial writing, the analysis of news and propaganda, and of news-

paper problems. 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. Purposes to establish for the student points of permanent contact with the current intellectual life of the race. Final course, required for graduation, senior year. Allen.

Five hours, each term.

199a,b,c. *Thesis*. The school of journalism provides for thesis work in individual cases.

Two hours, each term.

For courses in short story (Thacher), advanced short story (Thacher), criticism, elements of style, and authorship (Thacher), see department of English in the College section.

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.

SCHOOL OF LAW

THE FACULTY

*PRINCE L. CAMPBELL, B.A.	.....	President of the University
WILLIAM G. HALE, B.S., LL.B.	.....	Dean of the School
CARLTON E. SPENCER, B.A., J.D.	.....	Registrar of the University
M. H. DOUGLASS, M.A.	.....	University Librarian
JAMES DUFF BARNETT, Ph.D.	.....	Professor of Political Science
CHARLES E. CARPENTER, M.A., LL.B.	.....	Professor of Law
EDWARD H. DECKER, B.A., LL.B.	.....	Professor of Law
‡JAMES A. MILLER, B.A., J.D.	.....	Professor of Law
SAM BASS WARNER, B.A., S.J.D.	.....	Professor of Law
HUGH E. ROSSON, B.S., LL.B.	.....	Associate Professor of Law
ARTHUR H. KENT, B.A., J.D.	.....	Assistant Professor of Law

HISTORICAL

The law school of the University of Oregon was originally established in the city of Portland in 1884 and was operated there as a night school until its removal to the campus of the University in Eugene in 1915. When the school was brought to the campus it was reorganized as a full-time day school and the entrance requirements were increased from a high school course to two years of college work. In December, 1919, the law school was admitted as a member of the Association of American Law Schools.

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 the late Lewis Russell, the late 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

REGULAR STUDENTS

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, American literature.

Sophomore: American history, argumentation, Latin, principles of economics, banks and banking, business finance, railways and rate regulation, trusts and industrial combinations, philosophy, psychology, sociology, written English (prescribed).

*Died, August, 1925.

‡ Leave of absence, 1925-26.

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 21 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 years of 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 the 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 aggregating 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 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.
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 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. In 1925 this prize was won by Rupert R. Bullivant.

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 in law, is ten dollars a term or \$30 a year. This fee is in addition to the University registration fee of \$18.75 a term.

Students registering late are required to pay the full registration fees for the term in which they register, and in addition, the penalty fees levied 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 105, 107, 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. Wambaugh'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. Ames and Smith, *Cases on Torts* (ed. 1909-1910). Carpenter.

Three hours, each term.

104. *Personal Property and Introduction to Real Property*. Distinction between real and personal property; acquisition of rights in personal property; gifts; bailments; liens; pledges; emblements; fixtures. Bigelow, *Cases on Personal Property*; Bigelow, *Introduction to Real Property*. Kent.

Two hours, fall and winter terms.

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 which is given during the second term. Warner.

Three 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. Beale, *Cases on Criminal Law* (2nd. ed.) Warner.

Four hours, winter term.

107. *Procedure II. Brief-Making*. During the first year all students taking law courses with a view to practicing law are required to prepare briefs on submitted statements of fact. The work consists of careful training in the analysis of questions of fact and law, the finding of application of the law to facts, and the construction, step by step, of the formal legal brief. Hale.

One hour, spring term.

108. *Real Property II.* Rights in land; easements; profits a prendre, licenses; covenants running with the land; waste; public rights; surface and percolating waters; natural watercourses; lateral support. Bigelow, Cases on Rights in Land. Kent. *Five hours, spring term.*

SECOND AND THIRD YEAR COURSES

220a,b. *Equity.* Nature of equity jurisdiction; specific performance of contracts; affirmative contracts; negative contracts; relief for and against third persons; legal consequences of the right of specific performance; partial performance with compensation; consideration; marketable title; statute of frauds; part performance; defaults and laches; fraud, misrepresentation and concealment; mistake; hardship or unfairness; mutuality of equitable relief; bills for an account. Specific prevention and reparation of torts; prohibitory and mandatory injunctions for such torts as waste, trespass, nuisance, infringement of patents and copyrights; disturbance of easements. Ames, Cases on Equity, Jurisdiction, Vol. I. Kent. *Three hours, fall and winter terms.*

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. *Three hours, winter and spring 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 (2nd. ed.) Hale. *Six hours, fall 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. Carpenter. *Three hours, fall and winter terms.*

224. *Persons and Domestic Relations.* Marriage and divorce; parent and child; guardian and ward; infants; period of infancy and privileges and disabilities of infants; persons non compos mentis, and aliens. Kales, Cases on Persons, and Vernier, Cases on Marriage and Divorce. *Three hours, spring 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 on Negotiable Instruments. Hale. *Five hours, spring term.*

226. *Real Property III.* 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. Warren, Cases on Conveyances. Kent. *Five hours, fall 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. Kent. *Four hours, spring term.*

229. *Real Property VI*. Water rights. Course includes thorough discussion of subject of riparian rights and the doctrine of prior appropriation, including the qualifications attached to the general common law rules of riparian rights by Oregon law. Treatment of riparian rights includes use for power, domestic use, irrigation, pollution use within riparian rights as confined to riparian land, need for damage as prerequisite to a cause of action, extinguishment of riparian rights, discussion of special Oregon points.

Treatment of appropriation includes extent of and titles to appropriation rights, methods of initiating appropriation rights, ditch rights and water rights, priorities of specific use, loss and transfer of rights acquired by appropriation. The course likewise includes the law of drainage.

The course is intended to meet the demand existing for a systematized discussion of the water law of the state. It is framed not only for students expecting ultimately to practice in the arid sections of the state, but for those who are likely to encounter elsewhere problems arising from riparian ownership. Bingham, Cases of Water Rights, with supplementary stencil material.

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. Kent. *Three hours, fall term.*

231a,b. *Procedure III*. (a) Code pleading. Actions; parties; the complaint; demurrers; the answer; the reply. Hinton, Cases on Code Pleading, and selected Oregon cases. (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. Oregon Codes and selected Oregon cases. Warner. *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. Hale. *Three hours, winter term.*

233a,b. *Procedure V*. (a) Criminal Procedure. (b) Office Practice. Practice exercises in drafting important legal papers, such as pleadings, contracts, conveyances, mortgages, wills, articles of incorporation; probate and administration proceedings; provisional remedies, such as attachment, arrest, etc.; special proceedings. Warner.

Two hours, fall and winter terms.

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. Hale.

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.

240. *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.

Five hours, spring 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.

245. *Corporations, Private.* Topics treated: the formation and reorganization of corporations; corporations distinguished from unincorporated associations; the problems of disregarding the corporate entity; the promotion of corporations and the liability of promoters; the problems of watered stock; the extent and exercise of corporate powers; the rights of persons to attack the legality of the formation of corporations or the de facto doctrine; the rights of persons to attack unauthorized corporate action or ultra-vires; the duties and rights of officers and stockholders, and the rights of creditors. Warren, Cases on Corporations. Carpenter.

Three hours, fall and winter terms.

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, fore-

closure; redemption; priorities; marshalling; extension of mortgages; assignment of mortgages; discharge of mortgages. Kirchway, Cases on Mortgages. Decker. *Three hours, spring term.*

251. *Insurance.* Fire, accident, life, and marine insurance. Vance, Cases on Insurance. Decker. (Not given 1926-27).

Four hours, winter term.

253a,b,c. *The Administration of Justice.* Conducted on the seminar plan, exclusively for seniors. Designed to prepare the graduate for constructive service in the legal profession. Bar associations, their forms of organization and purposes, and possible changes that might make them more effective; preparation and requirements for admission to the bar; the unified court movement; history and development of commercial arbitration and conciliation; declaratory judgments; specialized courts, such as the Court of Domestic Relations and the Small Claims Court; legal ethics. Hale. *One hour, each term.*

290. *Research in Criminology.* Open only to advanced students who have had both criminal law and at least two years of psychology. Consideration of the theories of punishment and of criminal responsibility. Thesis on the operation of some agency dealing with crime. Warner.

Three hours, winter 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.

SCHOOL OF MEDICINE

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PAUL ROCKEY, M.D.	Associate in Surgery
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DORWIN LEWIS PALMER, M.D.	Clinical Instructor in Radiology
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EDWARD F. ZIEGELMAN, M.D.	Instructor in Otolaryngology

C. ULYSSES MOORE, M.S., M.D.	Collins Research Fellow
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ALFRED BALLE, B.S.	Assistant in Pathology
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LILLIAN M. DOWNING	Technician in Bacteriology
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* Died, August, 1925.

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Representing the People's Institute

- MRS. W. B. AYER
- MRS. T. B. WILCOX
- MRS. VICTOR JOHNSON
- MRS. HELEN LADD CORBETT (ex officio)
- MISS VALENTINE PRICHARD (ex officio)

Representing the Medical School

- CLARENCE J. MCCUSKER
- T. HOMER COFFEN
- RALPH A. FENTON
- RICHARD B. DILLEHUNT
- RALF COUCH (ex officio)

ADMINISTRATIVE OFFICERS

- MISS VALENTINE PRICHARD.....*Superintendent*
- MISS CECIL SCHREYER, R.N.....*Supervising Nurse*
- MISS MARY STARKWEATHER, A.B., R.N.....*Nurse*
- MISS DOROTHY KIMBALL, R.N.....*Nurse*
- MRS. ETTA MCOMBER.....*Registrar*
- MRS. ELIZABETH DONALD.....*Social Service Secretary*
- MRS. BERTHA DAVIS.....*Social Service Visitor*
- MISS ANNA MURPHY.....*Special Secretary*
- MR. THOMAS D. WYATT.....*Advisor of Men*
- MRS. LUCY BURPEE.....*Office Assistant*
- MISS ISABELLA McMILLAN.....*Dental Assistant*

CLINICAL STAFF

- RICHARD B. DILLEHUNT, Dean of Medical School.....*Chief of Staff*
- CLARENCE J. MCCUSKER.....*Medical Director*

MEDICINE

- | | | |
|-------------------|------------------|------------------|
| T. HOMER COFFEN | M. L. MARGASON | FLOYD SOUTH |
| J. B. BELT | G. W. MILLETT | HERBERT THATCHER |
| F. H. DAMMASCH | JOHN R. MONTAGUE | B. O. WOODS |
| LEON GOLDSMITH | LUTHER NELSON | FRANK MOUNT |
| BLAIR HOLCOMB | OLIVER NISBET | J. MILTON MURPHY |
| WARREN C. HUNTER | HOMER P. RUSH | HAROLD B. MEYERS |
| NOBLE WILEY JONES | LAURENCE SELLING | |
| W. K. LIVINGSTON | E. W. SIMMONS | |

CARDIAC CLINIC
(Branch of Association of Cardiac Clinics)
T. HOMER COFFEN

ENDOCRINE CLINIC
HOMER P. RUSH

DIABETIC CLINIC
BLAIR HOLCOMB

JOHN R. MONTAGUE

GOITRE CLINIC
J. R. MIZNER M. E. WILSON

J. EARL ELSE

TUBERCULOSIS CLINIC
RAY MATSON MARR BISAILLON

RALPH MATSON

PEDIATRIC CLINIC
S. G. HENRICKE ALFRED WASHBURN
JAMES ROSENFELD IVAN WOOLLEY
L. HOWARD SMITH

J. B. BILDERBACK
HELEN DENNIS

CHILD HEALTH
J. MILTON MURPHY ALFRED WASHBURN

FRANK McCAULEY

DERMATOLOGY
LYLE B. KINGERY HARVEY G. PARKER

J. C. ELLIOTT KING

SURGERY
LOUIS P. GAMBEA JOHN R. STEAGALL
OLIVER NISBET BEN WADE
D. W. NICKELSEN KARL SWENSON
J. V. SPRINGER

J. EARL ELSE
H. E. BUNDY
R. W. CAHILL

ORTHOPEDIC SURGERY
H. C. BLAIR CHARLES R. McCLURE
MISS HELEN PHILLIPS (Physio-Therapy)

RICHARD B. DILLEHUNT

GENITO-URINARY
HAROLD L. AVERILL M. E. WILSON
E. D. DUBOIS ALVIA G. YOUNG
J. R. MIZNER

ALBERT E. MACKAY
J. GUY STROHM
H. W. HOWARD

EYE, EAR, NOSE AND THROAT

CLINTON T. COOKE HAROLD R. LUCAS
AUGUSTUS B. DYKMAN IRVING M. LUPTON
RALPH FENTON CHARLES C. PETHERAM
M. C. FOX DAVID ROEBIG
IRA A. GASTON EDWARD F. ZIEGELMAN
WILLIAM H. HUNTINGTON

J. F. DICKSON
R. D. ALTON
GUY L. BOYDEN
ANDREW J. BROWNING
HOWARD E. CARRUTH

GYNECOLOGY
ALBERT MATHIEU G. C. SCHAUFFLER
WILLIAM SAVAGE

RAYMOND E. WATKINS
V. E. DUDMAN

OBSTETRICS
V. E. DUDMAN G. C. SCHAUFFLER
OLIVER NISBET E. P. STEINMETZ

E. J. LABBE
CLARENCE J. MCCUSKER

RADIOLOGY
FRANK E. BUTLER R. WALTER JOHNSON

RALPH WALKER

DENTISTRY
L. F. SNYDER

L. M. BOIRE

LABORATORY
MIRIAM LUTEN

H. H. FOSKETT

HISTORY AND EQUIPMENT

The medical school of the University of Oregon was established at Portland in 1887 by a charter from the regents of the University.

The merger of the medical department of the Willamette University with the medical school of the University of Oregon, was effected by mutual and friendly arrangements on the first day of September, 1913. Under the terms of the merger the medical department of the Willamette University retired permanently from the field of medical education, and transferred its entire enrollment, numbering forty, to the state university in the city of Portland, and arrangements were effected so that the students of the Willamette University were graduated during the course of the following three years, and received degrees indicative of the merger of the two schools, and the alumni of both schools are consolidated under the medical school of the University of Oregon, which thus becomes the sole school of medicine in the Pacific northwest, reaching the largest territory in the United States served exclusively by one medical school.

In the spring of 1914, twenty acres of land occupying a commanding position on Marquam Hill, overlooking the city, were deeded by the Oregon-Washington Railroad and Navigation company to the regents of the University of Oregon as a site for the school of medicine and affiliated hospitals. Here the first unit of the medical group, made possible by appropriations by the state of \$110,000 and \$25,000 given by citizens of Portland, was finished and occupied in the summer of 1919. It is a three-story structure of reinforced concrete faced with brick, covering two hundred by sixty-five feet.

The second unit, a four-story building, of similar construction and twice the size of the first, was completed in the summer of 1922. It was made possible by an appropriation by the state of \$113,000 and an appropriation of an equal sum by the General Education board. Upon completion of the building the General Education board made an additional appropriation of \$50,000 for equipment and maintenance. The plant and equipment embody all the modern standards in medical school construction.

CLINICAL FACILITIES

Under the terms of the original gift, the regents of the University conveyed to the county of Multnomah seven acres upon the campus for the construction of a general charity hospital. The first unit of this hospital, which opened September 1st, 1923, provides 250 beds and exceptional accessory clinical facilities for bedside and clerkship instruction. The future plan contemplates the addition of facilities to accommodate 500 patients. The buildings which embody the most modern conceptions of hospital construction were planned with particular attention to their use for teaching purposes. A metabolic unit, pathologic institute, electrocardiographic equipment, etc., will be installed in the near future.

Extra mural clinics and ward walks are maintained for classes limited to nine students in the Good Samaritan Hospital, St. Vincent's Hospital, Portland Surgical Hospital, Emanuel Hospital, Portland Medical Hospital, The Portland Sanitarium, Waverly Baby Home, Albertina Kerr Nursery, Salvation Army Home and the State Hospital for the Insane.

The Children's hospital law provides for the care of indigent sick and crippled children of the state by the medical school.

SAM JACKSON PARK

The original Marquam Hill campus, consisting of twenty acres, given to the University by the Oregon-Washington Railroad and Navigation company, was increased during 1924 by the gift of an adjoining plot of eighty-eight acres. This scenic tract was given to the regents of the University for the use of the medical school in its expansion of clinical teaching and hospital service, by Mrs. C. S. Jackson and Mr. Phillip Jackson of Portland, in memory of the late C. S. Jackson, and is known as Sam Jackson Park.

Twenty-five acres of Sam Jackson Park were deeded to the United States government as a site for a U. S. Veterans Hospital. It is expected that this hospital will be operating by January 1, 1927.

DISPENSARY

The Portland free dispensary is conducted by the school of medicine in affiliation with the People's Institute, a private philanthropic organization which established the dispensary in 1907.

It cooperates with the Multnomah County Hospital in providing for the out-patient work of the hospital and offers a practical school of methods for students in medicine and nursing under the direction of the staff of the medical school. All departments in the medical school conduct daily clinics at the dispensary.

Other Agencies Assisting in Conducting Special Departments: The tuberculosis department is in cooperation with the Visiting Nurse Association and the Oregon Tuberculosis Association.

The venereal clinic is in cooperation with the state and city health bureaus.

The orthopedic clinic is in cooperation with the Junior League.

The dental clinic is in cooperation with the city health bureau and the Junior Red Cross.

The district obstetrical clinics are in cooperation with the Child Hygiene department of the state Board of Health and the Visiting Nurse Association.

The child health clinics are in cooperation with the Oregon Tuberculosis Association and the Visiting Nurse Association.

The health center at the Jewish Neighborhood House is in cooperation with the dispensary and the Oregon Tuberculosis Association.

THE DOERNBECHER MEMORIAL HOSPITAL FOR CHILDREN

By the beneficence of the late Frank S. Doernbecher through his daughter, Mrs. E. W. Morse, and his son, Mr. Edward M. Doernbecher, a sum of \$200,000 was given to the medical school in 1924 for the establishment and construction of the Doernbecher Memorial Hospital for Children. This hospital is now operating. It provides 70 beds for children, and materially augments the service of the medical school both in respect to the care of the sick and the teaching of pediatrics.

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.

PATHOLOGICAL MUSEUM

The pathological museum which is an essential adjunct to the study of morbid anatomy, is under the direct care of a well-trained curator. It already contains a collection of several thousand tissue specimens representing the various human disease processes. The pathology department performs at present about 400 autopsies annually, including all the coroner's cases and about an equal number of private cases. The museum is being continually augmented from this source and by material received from the various surgical clinics.

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, an annual gift of \$300 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 Ophuls, Professor of Pathology, Leland Stanford University; the third, in 1922, by Sir Thomas Lewis of London; and the fourth, in 1925, by Dr. A. J. Carlson, University of Chicago.

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. An arrangement has been made with a local supply house whereby payments can be made over an extended period of time.

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 \$5 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.

REQUIREMENTS FOR ADMISSION

Application for admission must be made before July 11. Notification of acceptance or non-acceptance will be sent to all candidates on or before July 15. On acceptance of the applicant, a \$5.00 matriculation fee becomes payable on or before August 15 and if not received by the registrar the acceptance is nullified.

Applicants for admission are required to have satisfactorily completed a four-year course in a standardized high school, or its equivalent, and college courses covering three years of work in an acceptable institution. These courses must include the following:

I. *High School Requirements.* A minimum of fifteen units is required and must be distributed as follows: English, 3 units; algebra, 1 unit; geometry, 1 unit; laboratory science, 1 unit; history, 1 unit; one foreign language, 2 units; additional in any of the above subjects, 1 unit; elective, 5 units.

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	French or German	2
Physics	1	Electives	1½
Chemistry	1		
Total			15

II. *College Requirements.* At least 135 term hours (90 semester hours), excluding military science, of college work in an accredited institution are required, of which the following are prescribed: Chemistry, 23 hours, 8 of which shall be organic; biology, 20 hours; physics, 12 hours; English, 9 hours; French or German, 20 hours (or reading knowledge).

Additional College Work Recommended. In addition to the prescribed work constituting a part of the 135 hours stated above, it is strongly advised that students take at least 36 hours in the following subjects: psychology, history, economics and literature.

Candidates who are deficient in any of the above minimum requirements will not be admitted.

Present facilities necessitate limiting each entering class to seventy. 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 seven years. Three of these are spent in the University of Oregon at Eugene or in some other accredited institution and 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 next four years are spent in the medical school at Portland and 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 4,225 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.

FIRST YEAR

	Fall Term			Winter Term			Spring Term		
	Lec. Hrs.	Lab. Hrs.	Cred-its.	Lec. Hrs.	Lab. Hrs.	Cred-its.	Lec. Hrs.	Lab. Hrs.	Cred-its.
Required:									
Anatomy—gross	4	8	6	4	8	6	4	8	6
Histology	3	9	6	.....	.....	.....	.....	.....	.....
Embryology .....	.....	.....	.....	2	6	4	.....	.....	.....
Biochemistry	3	6	5	3	9	6	.....	.....	.....
Physiology .....	.....	.....	.....	.....	.....	.....	3	6	5
Bacteriology .....	.....	.....	.....	.....	.....	.....	4	12	8
Military Science	1	.....	1	1	.....	1	1	.....	1

SECOND YEAR

	Fall Term			Winter Term			Spring Term		
	Lec. Recit. Hrs.	Disp. Hrs.	Cred-its	Lec. Recit. Hrs.	Disp. Hrs.	Cred-its	Lec. Recit. Hrs.	Disp. Hrs.	Cred-its
Required:									
Neurology	2	6	4	....	....	....	....	....	....
Physiology	3	6	5	3	6	5	....	....	....
Pathology	4	12	8	3	9	6	....	....	....
Medicine 201 .....	....	....	....	....	....	....	3	....	3
Pharmacology .....	....	....	....	5	3	6	5	3	6
Medicine 202 (Phys. Diag.)	2	....	2	2	....	2	2	....	2
Medicine 203 (Lab. Diag.) .....	....	....	....	....	....	....	3	6	5
Surgery 201 .....	....	....	....	....	....	....	3	....	3
Military Science	1	....	1	1	....	1	1	....	1

For complete list of electives see Departments of Instruction.

THIRD YEAR

	Fall Term			Winter Term			Spring Term		
	Lec. Hrs.	Lab. Hrs.	Cred-its	Lec. Hrs.	Lab. Hrs.	Cred-its	Lec. Hrs.	Lab. Hrs.	Cred-its
Medicine:									
204 (Recit.)	2	....	2	2	....	2	2	....	2
206 and 208 (Dispensary) .....	....	4	2	....	4	2	....	4	2
221 (Nerv. Dis. Disp.) .....	....	2	1	....	2	1	....	2	1
230 (Derm. Path. Lect.) .....	....	....	....	....	....	....	1	....	1
231 (Syphilis; Lect.) .....	....	....	....	1	....	1	....	....	....
Pediatrics:									
201 (An. Ph. Hy. Inf. Ch.) (Inf. Feeding) .....	....	4	2	....	4	2	....	4	2
Surgery:									
202 (Recit.)	3	....	3	....	....	....	....	....	....
203 (Dispensary) .....	....	4½	2	....	4½	*2	....	4½	*2
204 (Minor Surgery)	2	....	2	*2	....	*2	*2	....	*2
205 (Bedside Clinics) .....	....	6	3	....	*6	*3	....	*6	*3
206 (Orthopedic Surg.)	2	....	2	*2	....	*2	*2	....	*2
207 (Minor Surg. Clinic) .....	....	2	1	....	*2	*1	....	*2	*1
208 (Surg. Path.) .....	....	2	1	....	*2	*1	....	*2	*1
Genito-Urinary Diseases:									
201 (Lectures and Clinics) .....	....	....	....	....	....	....	2	....	2
Oph., Otol., Rhin., Lar.:									
201 (Oph. Lect. and Recit.)	1	....	1	....	....	....	....	....	....
202 (Oph. Dispensary) .....	....	2	1	....	*2	*1	....	*2	*1
205 (Otol., Rhin., Lar. Lect.)	1	....	1	....	....	....	....	....	....
206 (Otol., Rhin., Lar. Disp.) .....	....	2	1	....	*2	*1	....	*2	*1
Gynecology:									
201 (Lectures and Recit.)	2	2	3	....	*2	*1	2	....	2
Obstetrics:									
201 (Intro. Obs.) .....	....	4	2	....	....	....	....	....	....
202 (Demonstration) .....	....	....	....	....	4	2	....	....	....
203 (Practical Obstetrics) .....	....	....	....	....	....	....	....	4	2
Bacteriology:									
Prin. of Pub. H. .....	....	....	....	3	....	3	....	....	....
Radiology:									
201 (Elementary)	1	....	1	....	....	....	....	....	....
Anatomy:									
205 (Applied) .....	....	....	....	....	....	....	1	2	2
Pathology:									
103 (Autopsy Clinic) .....	....	....	....	....	....	....	....	2	1
104 (Attendance at Autopsies) .....	....	2	1	....	....	....	....	....	....

Table indicates when the course is offered, not the hours carried by one student each quarter.

* Indicates duplicate sections.

	FOURTH YEAR								
	Fall Term			Winter Term			Spring Term		
	Lec. Recit. Hrs.	Disp. Cl. Hrs.	Cred-its	Lec. Recit. Hrs.	Disp. Cl. Hrs.	Cred-its	Lec. Recit. Hrs.	Disp. Cl. Hrs.	Cred-its
Medicine:									
209, 210 (Clinics)	4		2	3		1½	3		1½
211 (Clerkships)	6		3	6		3	6		3
213 (Cont. Dis.)	1		½	*1		*½	*1		*½
214a,c,d (Bedside Clinics)	2		1	2		1	2		1
222 (Nerv. Dis.)	1		1	1		1	1		1
223 (Nerv. Dis.)	1		½	*1		*½	*1		*½
224 (Mental Dis.)				1		1			
228 (T. B. Clinic)	1		½	*1		*½	*1		*½
232 (Derm. and Syph.)	1		1	1		1	1		1
Radiology:									
202 (Tech. Bones, Joints)	1		1	1		1	1		1
Pediatrics:									
208 (Dis. of Inf. & Ch.)	2		2	2		2	2		2
205 (Ped. Disp.)			3	*3		*1½	*3		*1½
Surgery:									
221 (Head & Neck)	2		1	*2		*1	*2		*1
222 (Extremities)				2		1	2		1
223 (Conferences)	4		2	*4		*2	*4		*2
224 (Gen. Clinics)	4		2	*4		*2	*4		*2
225 (Gen. Clinics)	4		2	*4		*2	*4		*2
226 (Path. & Diag.)	2		1	2		1	2		1
227 (Clin. Clerkship)	2		1	*2		*1	*2		*1
Genito-Urinary Diseases:									
202 (Dis. of G.-U. Tract)	2		1	2		1			
203 (Dispensary)	3		1½	*3		*1½	*3		*1½
Oph., Otol., Rhin., Lar.:									
203 (Eye, Lect.)	1		1						
207 (Ear, Nose & Throat Lect.)	1		1						
Gynecology:									
202 (Clinical)	2		1	*2		*1	*2		*1
203 (Practical)	3		1½	*3		*1½	*3		*1½
Obstetrics:									
205 (Ante & Post-Partum Care)	2		1	*2		*1	*2		*1
206 (Out-Patient)	2		1	2		1	2		1
General:									
Oral Hyg. & Path.							½		½
Medical Jurisprudence				1		1			

Table indicates when the course is offered, not the hours carried by one student each quarter.

* Indicates duplicate sections.

SUMMARY: HOURS OF PRESCRIBED WORK BY DEPARTMENTS

Anatomy	660
Bacteriology and Hygiene	176
Biochemistry	231
Pathology	308
Pharmacology	176
Physiology	297
Military Science	66

Total hours pre-clinical subjects 1,914

Pathology, Autopsy Clinic	22
Anatomy	83
Genito-Urinary Diseases	99
Gynecology	121
Medicine	985
Obstetrics	* 154
Ophthalmology, O., R., L.	88
Pediatrics	231
Preventive Medicine	33
Radiology	44
Surgery	533
Medical Jurisprudence	11
Oral Hygiene	7

Total hours clinical subjects 2,811

Total hours prescribed work 4,225

* 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.

SCHOLARSHIPS

One major scholarship and two minor scholarships are open to students in the preliminary medical courses in the University. The tenure of each scholarship is two years.

These scholarships are awarded on the basis of high standard of work in preliminary subjects, and preferably to those students who have completed four years in the College of Literature, Science and the Arts, with the A.B. or B.S. degree; next, to those in the course who have completed

the first year at the medical school; and lastly to those of exceptional merits who have finished the three year pre-medical course.

Application for scholarships must be in the hands of the committee on medical scholarships at Eugene not later than April 10 of each year. Awards will be made by May 1.

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 1925-26 are:

Dr. Dorwin Palmer	President
Dr. R. R. Staub	First Vice President
Dr. H. W. Steelhammer	Second Vice President
Dr. H. Williamson	Third Vice President
Dr. G. E. Houck	Fourth Vice President
Dr. Ivan Woolley	Secretary
Dr. Kitty Plummer Gray	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.

DEPARTMENT OF ANATOMY

WILLIAM F. ALLEN.....	Professor of Anatomy
OLOF LARSELL.....	Professor of Anatomy
WILMOT C. FOSTER.....	Assistant Professor of Anatomy
ARTHUR JONES.....	Assistant in Anatomy
DAVID BAIRD.....	Assistant in Anatomy
WALTER NICHOL.....	Assistant in Anatomy
CHARLES PREUSS.....	Assistant in Anatomy
MARTHA WYATT.....	Technician

REQUIRED

FIRST YEAR

101. *Gross Anatomy*. Each term; lectures and quizzes, 4 hours per week; laboratory, 8 hours per week; total 396 hours; eighteen credits. Dr. Foster 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. Dr. Larsell and assistants.

103. *Embryology*. Winter term; lectures 2 hours per week; laboratory 6 hours per week; total 88 hours; four credits. Drs. Allen, Larsell, 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. Dr. Allen and Mr. Nichol.

THIRD YEAR

205. *Applied Anatomy*. Spring term; prerequisite Anatomy 101; lectures and demonstrations 1 hour per week. Laboratory 2 hours per week; total 33 hours; two credits. Dr. Foster, Mr. Baird and Mr. Jones.

ELECTIVE

105. *Microscopic Technique*. Fall and winter terms; limited to 12 students after consultation with instructor; laboratory, 3 hours per week; total 33 hours; one credit. Dr. Larsell and assistants.

202. *Advanced Histology*. Winter and spring terms; prerequisite Anatomy 102 and 105; laboratory, 6 hours a week or less; credits to be arranged. Dr. Larsell.

203. *Topographical Anatomy*. Winter term; prerequisite Anatomy 101; limited to 15 students; lectures 1 hour per week; laboratory 3 hours per week; total 44 hours; two credits. Dr. Foster and Mr. Preuss.

204. *Special Dissections*. Limited to available material; prerequisite Anatomy 101; hours and credits to be arranged. Dr. Foster.

206. *Applied Osteology*. Lectures and demonstrations 1 hour per week; laboratory 3 hours per week; total 44 hours; two credits. Dr. Foster.

207. *Mechanism of the Central Nervous System Studied from Lesions*. Spring term; prerequisite Anatomy 104; laboratory 3 to 6 hours per week; credits to be arranged. Dr. Allen.

208. *Seminar and Journal Club.* Each term; includes anatomical staff and advanced students; hours and credits to be arranged. Dr. Allen.

210. *Research,* in any branch of anatomy, is open to qualified students upon approval of any of the instructors. Hours and credits to be arranged. Drs. Allen, Larsell and Foster.

DEPARTMENT OF BACTERIOLOGY, HYGIENE AND PUBLIC HEALTH

HARRY J. SEARS.....	Professor of Bacteriology
W. K. LIVINGSTON.....	Instructor in Parasitology
M. F. GOURLY.....	Assistant in Bacteriology
J. E. BUCKLEY.....	Assistant in Parasitology
LILLIAN M. DOWNING.....	Technician

REQUIRED

FIRST YEAR

101. *Medical Bacteriology.* Spring term; lectures 4 hours per week; laboratory 12 hours per week; total 176 hours; eight credits. Dr. Sears.

THIRD YEAR

102. *Principles of Public Health.* The general principles underlying 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 per week, second term; three credits. Dr. Sears.

ELECTIVE

201. *Public Health Laboratory Methods.* Winter term; laboratory and quizzes 6 hours; total 66 hours; two credits. Dr. Sears.

202. *Advanced Histology.* Winter and spring terms; prerequisite Anatomy 102 and 105; laboratory, 6 hours a week or less; credits to be arranged. Dr. Larsell.

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. Dr. 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 technique. Fall term; laboratory 6 hours per week; lecture 1 hour; three credits. Dr. Livingston.

210. *Research in Bacteriology and Immunity.* Hours and credits to be arranged. Dr. Sears.

DEPARTMENT OF BIOCHEMISTRY

HOWARD D. HASKINS.....	Professor of Biochemistry
EDWIN E. OSGOOD.....	Associate in Biochemistry
W. P. HOLBROOK.....	Instructor in Biochemistry
MARVIN R. EBY.....	Instructor in Biochemistry

REQUIRED

FIRST YEAR

101. *Biochemistry*. Fall term, 3 lectures, 6 hours laboratory per week; winter term, 3 lectures, 9 hours laboratory per week; total 231 hours; eleven credits. Drs. Haskins, Osgood and Mr. Eby.

ELECTIVE

202. *Advanced Biochemistry*. Winter term; lecture 1 hour, laboratory 3 hours per week; two credits. Dr. Haskins.

203. *Laboratory Diagnosis*. (For special or graduate students). Required for second year students, see department of medicine, course 203.

210. *Biochemistry Research*. Dr. Haskins.

DEPARTMENT OF PATHOLOGY

ROBERT L. BENSON.....	Professor of Pathology
FRANK R. MENNE.....	Professor of Pathology
WARREN C. HUNTER.....	Associate in Pathology
MEREDITH BEAVER.....	Instructor in Pathology
ALFRED BALLE.....	Assistant in Pathology
KENNETH G. SMITH.....	Noble Wiley Jones Fellow in Pathology
R. B. ADAMS.....	Assistant in Pathology
WINIFRED DOUTHIT.....	Technician
C. LEROY HEINECK.....	Museum Technician
ADOLPH VONHUNGEN.....	Assistant in Pathology

The pathological museum is comprehensive. Gross and microscopic tissues are received from the surgical clinics of the Portland hospitals, and from the autopsies of the coroner's office and other autopsies. (See Pathology Museum in this catalogue).

REQUIRED

SECOND YEAR

101. *Pathological Histology*. General Pathology. Fall and winter terms. A course in general pathology, comprising the study of prepared slides supplemented by experiments, fresh and museum specimens. Lectures, recitations 4 hours, and laboratory 12 hours a week; 176 hours; eight credits. Drs. Benson and Hunter.

102. *Systemic Pathology*. Embraces a study of systemic pathology and tumors. Lectures 3 hours, and laboratory 9 hours per week; 132 hours, six credits. Drs. Menne 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. Drs. 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).

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. Dr. Hunter.

202. *Advanced Systemic Pathology.* Study of the detached pathology of one system. Hours and credits to be arranged. Drs. Benson, Menne, or Hunter.

203. *Research.* Open to specially qualified students. Hours to be arranged. Drs. Benson and Menne.

204. *Advanced Pathological Histology.* Systematic study of microscopic sections of autopsy tissues. Open to students who have had at least one quarter's work in pathology. Hours and credits to be arranged. Dr. Benson.

205. *Special Pathology of Heart and Circulation.* Hours and credits to be arranged. Dr. Benson.

206. *Pathology of the Endocrine Glands.* Attendance at autopsies required. Hours and credits to be arranged. Dr. Menne.

DEPARTMENT OF PHARMACOLOGY

HAROLD B. MYERS.....	Professor of Pharmacology
CLINTON H. THIENES.....	Assistant Professor of Pharmacology
RANDALL F. WHITE.....	Instructor of Pharmacology
ALOIS TEDISCH.....	Technician

REQUIRED

SECOND YEAR

101. *Systematic Pharmacology and Prescription Writing.* Winter term; lectures and quizzes 5 hours per week; laboratory, 3 hours per week; total 88 hours; six credits. Drs. Myers, Thienes and White.

102. *Systematic Pharmacology and Pharmacodynamics.* Spring term; lectures and quizzes 5 hours per week; laboratory, 3 hours per week; total 88 hours; six credits. Drs. Myers, Thienes and White.

103. *Applied Pharmacology.* Given in conjunction with Medicine 206.

ELECTIVE

201. *Toxicology.* (Second Year) Spring term; lectures and quizzes 1 hour per week; laboratory 3 hours per week; total 44 hours; two credits. Drs. Myers and Thienes.

202. *Advanced Course in Pharmacology.* Each term, 2 hours a week. Open to members of the third and fourth year classes. Drs. 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. Drs. Myers and Thienes.

DEPARTMENT OF PHYSIOLOGY

GEORGE E. BURGET.....	Professor of Physiology
IRA A. MANVILLE.....	Associate in Physiology
CARLETON P. PYNN.....	Instructor in Physiology
THOMAS WYATT.....	Assistant in Physiology
J. C. BROUGHER.....	Assistant in Physiology
A. E. LINGERT.....	Technician

REQUIRED

FIRST YEAR

101. *Physiology of Blood, Circulation and Respiration.* Spring term; prerequisite, Biochemistry 101; lectures and recitations 3 hours per week; laboratory 6 hours per week; total 99 hours; five credits. Drs. Burget, Manville, Pynn, Mr. Wyatt and Mr. Brougher.

SECOND YEAR

102. *Physiology of Digestion, Metabolism, Absorption, Secretion, Excretion, Muscle and Heat.* Fall term: prerequisite, Physiology 101; lectures and recitations 3 hours per week; laboratory 6 hours per week; total 99 hours; five credits. Drs. Burget, Manville, and Pynn, Mr. Wyatt and Mr. Brougher.

103. *Physiology of the Nervous System.* Winter term; prerequisite, Anatomy 104; lectures and recitations 3 hours per week; laboratory 6 hours per week; total 99 hours; five credits. Drs. Burget, Manville, and Pynn, Mr. Wyatt and Mr. Brougher.

ELECTIVE

201. *Lectures on the History of Physiology.* Winter term; 1 hour per week. Dr. Burget.

202. *Physiology of the Glands of Internal Secretion.* Spring term; prerequisite, Physiology 101-103; lectures 1 hour per week; laboratory 3 hours per week; total 44 hours; two credits. Dr. Burget.

203. *Studies in Metabolism.* Fall term; prerequisite, Physiology 101-103; lectures 1 hour per week; laboratory 3 hours per week; total 44 hours; two credits. Dr. Pynn.

204. *Diet and Nutrition.* Spring term. A course in dietary requirements in health and in disease with special emphasis given to the indications and contra-indications for particular food factors; the hygiene of the intestinal tract; the peculiar value of sunlight and vitamins. Prerequisite, Physiology 101-102; lectures 2 hours per week; two credits. Dr. Manville.

215. *Research.* Each term; hours and credits to be arranged. Drs. 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 the the value of the soldiers ration, amounting to over \$200.

REQUIRED

101-102. *Basic Course.* First and second years, 6 terms, 1 hour per week, six credits. This course covers military organization, 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.

DEPARTMENT OF GYNECOLOGY AND OBSTETRICS

ANDREW J. GIESY.....	<i>Emeritus Professor</i>
ERNEST F. TUCKER.....	<i>Emeritus Professor</i>

GYNECOLOGY

RAYMOND E. WATKINS.....	<i>Assistant Professor and Chairman of Department of Gynecology</i>
OTIS B. WIGHT.....	<i>Assistant Professor</i>
ALBERT MATHIEU.....	<i>Associate in Gynecology</i>
RALPH M. DODSON, EUGENE P. STEINMETZ, VIRGIL E. DUDMAN, WILLIAM E. SAVAGE.....	<i>Clinical Instructors</i>
FRANK R. MENNE.....	<i>Professor of Gynecologic Pathology</i>
GOODRICH C. SCHAUFFLER.....	<i>Instructor in Gynecologic Pathology</i>

REQUIRED

THIRD YEAR

201. *Gynecology*. Fall term; lectures and recitations; 2 hours a week; 22 hours; two credits. Drs. Watkins and associates.

201a. *Gynecologic Pathology*. Fall and winter terms, in two sections; laboratory 2 hours a week; 22 hours; one credit. Drs. Menne and Schauffler.

201b. *Gynecology*. Spring term; lectures, demonstrations and recitations; 2 hours a week; 22 hours; two credits. Dr. Watkins.

FOURTH YEAR

202. *Clinical Gynecology*. Multnomah County Hospital. One term, in sections; 2 hours a week; 22 hours; one credit. Drs. Watkins and Mathieu.

203. *Practical Gynecology*. Dispensary, throughout the year, in sections, 5½ weeks, 6 hours a week; 33 hours; one and one-half credits. Drs. Steinmetz, Dudman and Schauffler.

OBSTETRICS

EDMOND JOHN LABBE.....	<i>Professor</i>
CLARENCE J. McCUSKER.....	<i>Assistant Professor</i>
ALLAN P. NOYES, VIRGIL E. DUDMAN, E. E. GAMBEE, ALBERT MATHIEU, EUGENE P. STEINMETZ, THEODORE W. ADAMS, ALBERT W. HOLMAN, GOODRICH C. SCHAUFFLER, OLIVER M. NISBET.....	<i>Instructors</i>

PRESCRIBED

THIRD YEAR

201. *Introductory Obstetrics*. Lectures, recitations and demonstrations in obstetrics. The anatomy and physiology of the female pelvis and genitalia; 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.

202. *Lecture and Demonstration Courses in Obstetrics*. Mechanism of normal and abnormal presentation; manikin demonstration; care of the newborn child. Obstetrical technique; forceps, version, pubiotomy, cesarean section and embryotomy. 2 hours, twice a week in sections. Winter term; 44 hours; two credits.

203. *Pathology of Pregnancy, Labor and the Puerperium.* Lecture and recitation courses. Two hours, twice a week in sections. Spring term; 44 hours; two credits.

FOURTH YEAR

205. *Clinical Obstetrics.* Portland Free Dispensary and district clinics. This includes the examination of pregnant women, pelvimitry and instructions in prenatal and postpartum care. Limited to periods of six weeks, two hours, twice a week, throughout the year. Drs. McCusker, Nisbet, Steinmetz and Schauffler. 22 hours; two credits.

206. *Outpatient Service.* 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 6 cases, required. Arranged and checked by Drs. Steinmetz and Dudman. Three credits.

DEPARTMENT OF MEDICINE

Executive Committee in Charge of Department

NOBLE WILEY JONES

T. HOMER COFFEN

EDWIN E. OSGOOD, *Secretary of Committee*

JAMES FRANCIS BELL.....	<i>Emeritus Professor</i>
T. HOMER COFFEN, NOBLE WILEY JONES, WILLIAM S. KNOX, CHARLES E. SEARS, LAURENCE SELLING.....	<i>Clinicians</i>
HAROLD C. BEAN, MARR BISAILLON, I. C. BRILL, J. ALLEN GILBERT, J. C. ELLIOTT KING, RALPH MATSON, RAY MATSON, ARTHUR ROSENFELD, JOSEPH M. SHORT	<i>Assistant Clinical Professors</i>
HARVEY G. PARKER, EDWARD A. PIERCE, RALPH WALKER, A. A. WITHAM, LYLE B. KINGERY.....	<i>Associates in Medicine</i>
F. B. BELT, F. H. DAMMASCH, JOHN H. FITZGIBBON, H. H. FOSKETT, LEON GOLD- SMITH, ROBERT G. HALL, BLAIR HOLCOMB, WILLIAM K. LIVINGSTON, FRANK MC- CAULEY, MERL L. MARGASON, G. W. MILLETT, JOSEPH MIZNER, JOHN R. MONTAGUE, FRANK MOUNT, J. MILTON MURPHY, LUTHER T. NELSON, OLIVER M. NISBET, ROY A. PAYNE, HOMER P. RUSH, EDMUND W. SIMMONS, FLOYD SOUTH, FRANK M. TAYLOR, HERBERT H. V. THATCHER, B. O. WOODS.....	<i>Clinical Instructors</i>
LEWIS F. GRIFFITH.....	<i>Clinical Lecturer in Psychiatry</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; three credits. Drs. Simmons, Rush, Bundy, and Livingston.

202. *Physical Diagnosis.* Two hours a week, throughout the year; 66 hours; six credits. Dr. Livingston.

203. *Laboratory Diagnosis.* Spring term; 3 lectures and 6 laboratory hours a week; five credits. Drs. Haskins and Osgood.

THIRD YEAR

204. *Medicine.* Recitations. 2 hours a week throughout the third year. 66 hours; six credits. Drs. Simmons, Montague, Rush, Margason, and Goldsmith.

206. *Dispensary.* 4 hours a week throughout the third year; 132 hours; six credits. Drs. Coffen, Jones, Payne, Rush, Myers, Murphy, Pierce, Mount, Belt, Hunter, Nelson, Nisbet, South, Thatcher, Woods.

208. *Practical Laboratory Diagnosis.* Dispensary. Throughout the year; to class in groups of two. (See Medicine 206). Dr. Foskett.

FOURTH YEAR

209. *Medical Clinic.* Multnomah County Hospital; 1 hour a week, whole class, throughout the year; 33 hours, one and one-half credits. Fall term, Dr. Bean; winter term, Dr. Coffen; spring term, Dr. Jones.

209a. *Medical Clinic.* Multnomah County Hospital; 1 hour a week, throughout the year in sections; 11 hours, one-half credit. Dr. 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. Drs. 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. Dr. Jones.

209d. *Medical Clinic.* Multnomah County Hospital; 1 hour a week, one term, throughout the year, in sections; 11 hours, one-half credit, Dr. Bean.

209e. *Medical Clinic.* Multnomah County Hospital; 1 hour a week, one term, throughout the year, in sections; 11 hours, one-half credit. Dr. Brill.

210. *Medical Clinic.* St. Vincent's Hospital; 2 hours a week, one term, throughout the year, in sections; 22 hours, one credit. Dr. 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.

213. *Contagious Diseases.* Contagious Hospital; 1 hour a week, with the cooperation of Dr. John G. Abele, (city health officer), one term, throughout the year, in sections; 11 hours, one credit. Drs. Hall and Dammasch.

214a. *Bedside Clinic in General Medicine.* Multnomah County Hospital; 1 hour a week, one term, throughout the year, in sections; 11 hours. Dr. Bean. (Given in conjunction with course 211).

214c. *Bedside Clinic in General Medicine.* Multnomah County Hospital; 1 hour a week, one term, throughout the year, in sections; 11 hours. Dr. Bisailon. (Given in conjunction with course 211).

214d. *Bedside Clinic in General Medicine.* Multnomah County Hospital; one hour a week, throughout the year; 33 hours. Drs. Short and Jones. (Given in conjunction with course 211).

228. *Tuberculosis Clinic.* Portland Free Dispensary; fourth year; throughout the year in sections; 11 hours, one-half credit. Drs. Ray Matson and Bisailon.

ELECTIVE

215. *Gastroenterology.* Lecture and conference course, one hour a week; 11 hours; one credit. Fall and spring terms. Dr. Fitzgibbon.

216. *Diseases of Metabolism and the Ductless Glands.* Lecture and conference course; 1 hour a week; 11 hours, one credit. Fall and winter terms. Dr. Holcomb.

217. *Diseases of the Kidney.* Lecture and conference course; 1 hour a week; winter term; 11 hours; one credit. Dr. Millett.

218. *Diseases of the Circulation.* Lecture and conference course; 1 hour a week; fall and spring terms; 11 hours; one credit. Drs. Jones and Coffen.

219. *Diseases of the Respiratory System.* Lecture and conference course, one hour a week, throughout the year; 33 hours; three credits. Drs. McCauley, Murphy, and Washburn.

226. *Applied Therapeutics.* Fourth year, spring term; lectures and recitations; 11 hours; one credit. Dr. 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. Two hours a week; 22 hours; one credit. Fall, winter and spring terms. Dr. Rush.

NERVOUS AND MENTAL DISEASES

LAURENCE SELLING

LEWIS FRANKLIN GRIFFITH

J. ALLEN GILBERT

PRESCRIBED

THIRD YEAR

221. *Clinic at Dispensary.* 2 hours a week throughout the year, in sections; 22 hours. One credit. Dr. Selling.

FOURTH YEAR

222. *Clinic and Lecture on Nervous Diseases.* 1 hour a week, throughout the year; 33 hours. Three credits. Dr. Selling.

223. *Clinical.* 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.

224. *Clinic and Lectures on Mental Diseases.* 1 hour a week, spring term; 11 hours, one credit. Dr. Griffith.

ELECTIVE

225. *Psychopathology.* 1 hour a week, 11 hours; winter term; one credit. Dr. Gilbert.

DERMATOLOGY AND SYPHILOLOGY

J. C. ELLIOTT KING

HARVEY GAMALIEL PARKER

LYLE BOYLE KINGERY

PRESCRIBED

THIRD YEAR

230. *Dermatological Pathology.* Lectures, spring term; 1 hour a week; 11 hours, one credit.

231. *Syphilis Lectures*. Winter term; 1 hour a week; 11 hours, one credit. Dr. Kingery.

FOURTH YEAR

232. *Clinical Lectures and Conference Courses*. One hour a week for each section, throughout the year; 33 hours, three credits. Drs. King, Parker and Kingery.

RADIOLOGY

RALPH C. WALKER.....Associate in Medicine
 LOUIS K. POYNTZ, DORWIN L. PALMER, FRANK E. BUTLER.....Instructors
 R. W. JOHNSON.....Technical Assistant

PRESCRIBED

THIRD YEAR

201. *Elementary Radiology*. 1 hour a week, fall term. Lectures and quizzes. The fundamental principles of the medical application of X-Rays in diagnosis will be dealt with, particularly the physics and the study of radiographs of the normal, more specially the osseous system. 11 hours, one credit. Drs. Walker and Palmer.

FOURTH YEAR

202. *Advanced Radiology*. 1 hour a week throughout the year. Lectures and quizzes. This course will be a continuation of the diagnostic work of the third year, but 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. Dr. Poyntz.

Clinical Roentgenology in connection with the above courses, 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 Technique*. These lectures will be of a practical nature, and will include the principles of radiography, and actual demonstrations of technique. Fourth year. Winter term; 11 hours, one-half credit. Dr. Poyntz.

212. *Radiotherapy*. Lectures on the basic principles and physics of roentgenotherapy and radio-active substances, with particular reference to the use of radium. Fourth year, winter term; 11 hours, one-half credit. Dr. Poyntz.

213. *Physiotherapy*. Including particularly galvanism, faradism, and high-frequency currents, as well as phototherapy. Fourth year; spring term; 11 hours, one-half credit. Dr. Poyntz.

DEPARTMENT OF PEDIATRICS

J. B. BILDERBECK.....Professor
 JAMES W. ROSENFELD, L. HOWARD SMITH.....Associates in Pediatrics
 HELEN G. DENNIS, A. E. GOURDEAU, S. G. HENRICKE, ALFRED WASHBURN, I. M. WOOLLEY.....Instructors

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. 4 hours per week, entire third year; total 132 hours, six credits. Drs. Smith and Gourdeau.

FOURTH YEAR

203. *Diseases of Infancy and Childhood Lectures.* Throughout the year; 2 hours per week; total 66 hours, six credits. Drs. Bilderback and Washburn.

205. *Dispensary.* Throughout the year, in sections; 5 1-2 weeks, 3 days, 2 hours; total 33 hours; one and one-half credits. Drs. Rosenfeld, Smith, and Woolley.

ELECTIVE

211. *Infant Feeding Clinic.* Portland Free Dispensary. Throughout the year, in sections. 22 hours, one credit. Dr. Dennis.

DEPARTMENT OF SURGERY

Executive Committee in Charge of Department

WILLIAM B. HOLDEN	J. EARL ELSE, Chairman	PAUL ROCKEY
OTIS F. AKIN, ROBERT C. COFFEY, RICHARD B. DILLEHUNT, WILLIAM B. HOLDEN, THOMAS M. JOYCE, ALPHA E. ROCKEY, 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, PAUL ROCKEY, EUGENE W. ROCKEY..... <i>Associates in Surgery</i>		
ALBERT H. CANTRIL, GARRETT LEE HYNSON, KARL P. MORAN, KARL J. SWENSON, BENJAMIN N. WADE, G. BLAINE GARRISON, LOUIS GAMBEE, LEO M. LUCAS, JOHN R. STEAGALL, EDWARD W. ST. PIERRE, W. DONALD NICKELSEN, WILLIAM E. SAVAGE, BANNER R. BROOKE, HARRY E. BUNDY, C. E. BROUS, C. ELMER CARLSON, C. H. MANLOVE, J. V. SPRINGER, KARL H. MARTZLOFF, FRANK E. BUTLER, R. W. CAHILL, OLIVER M. NISBET, HARRY C. BLAIR, M. EARL WILSON..... <i>Clinical Instructors</i>		
CHARLES W. LEMERY..... <i>Assistant in Surgery</i>		

PRESCRIBED

SECOND YEAR

201. *Surgery Recitation.* Spring term; recitations 3 hours a week; total 33 hours; three credits. Drs. Wade and Bundy.

THIRD YEAR

202. *Surgery Recitation.* Fall term; recitations 3 hours a week; total 33 hours; three credits. Drs. Wade and Bundy.

203. *Surgery Dispensary.* One term; 4 1-2 hours a week; 49 hours; two credits. Drs. Steagall, Swenson, Gambee, Nickelsen, Nisbet, Springer and Cahill.

204. *Minor Surgery Recitation.* 2 hours a week; one term; total 22 hours; two credits. Drs. Nickelsen, Steagall and Swenson.

205. *Bedside Clinics.* Four periods of 2 hours each a week; total 66 hours; three credits. Drs. Baird, Bodine, Cantril, Morgan, Pease, St. Pierre, Hamilton, Swenson, Brous, Carlson, Wade, Gambee, Nisbet and Cahill.

206. *Orthopedic Surgery.* Lectures 2 hours a week; one term; total 22 hours; two credits. Dr. McClure.

207. *Minor Surgical Clinic.* Two hours a week for one term; 22 hours; one credit. Dr. Hynson.

208. *Surgical Pathology.* 2 hours a week; one term; 22 hours; one credit. Drs. Manlove and Martzloff.

FOURTH YEAR

221. *Surgery of the Head and Neck.* A bedside clinic; 2 hours a week; throughout the year in sections; 22 hours; one credit. Dr. Joyee.

222. *Surgery of the Extremities.* 2 hours a week; two terms; lectures and clinics; 44 hours; two credits. Drs. Akin and Dillehunt.

223. *Surgical Conference.* 4 hours a week; throughout the year, in sections; 44 hours; two credits. Dr. Holden.

224. *General Surgical Clinics.* 4 hours a week; throughout the year, in sections; 44 hours; two credits. Drs. A. E. Rokey, Paul Rokey, E. W. Rokey, and E. A. Sommer.

225. *General Surgical Clinics.* Four hours a week; throughout the year in sections; 44 hours; 2 credits. Dr. Coffey.

226. *General Surgical Clinic.* Two hours; two terms; total 44 hours; two credits. Dr. Else.

227. *Clinical Clerkship.* Two hours a week; throughout the year, in sections; 22 hours; one credit. Dr. Garrison.

ELECTIVE

230. *Goitre Clinic.* Third year; 1 1-2 hours a week for one term; one credit. Drs. Else and Wilson.

231. *Operative Surgery.* Fourth year; operative procedure upon the cadaver; two-hour period each week; 22 hours; one credit. Time to be arranged. Dr. Savage.

232. *Operative Surgery.* Operative work upon animals; 2 hours a week. Time to be arranged. 22 hours; one credit. Dr. Savage.

233. *Orthopedic Clinic.* Two hours a week, each term, at Portland Free Dispensary. 22 hours; one credit. Drs. Dillehunt, McClure, Lucas and Blair.

234. *Proctology.* (Senior Students). Lecture course and demonstration of diseases of rectum and colon. Methods of examination and diagnosis of the commoner conditions, with demonstrations. One hour weekly; one term; 11 hours; one credit. Dr. Banner Brooke.

235. *X-Ray Interpretation.* Plate reading. Two hours a week; 22 one term; 11 hours; one credit. Dr. Brooke.

GENITO-URINARY DISEASES

ALBERT E. MACKAY.....Professor
H. W. HOWARD, J. GUY STROHM.....Instructors

PRESCRIBED

THIRD YEAR

201. *Diseases Affecting the Genito-Urinary Tract.* Spring term; lectures and clinics 2 hours a week; total 22 hours; two credits. Dr. Mackay.

FOURTH YEAR

202. *Genito-Urinary Tract.* Continuation of 201. Fall and winter terms; lectures and clinics 2 hours a week; total 44 hours; two credits. Dr. Mackay.

203. *Dispensary.* Throughout the year, in sections; 5 1-2 weeks, 3 days, 2 hours, total 33 hours; one and one-half credits. Drs. Howard and Strohm.

OPHTHALMOLOGY, OTOTOLOGY, RHINOLOGY AND LARYNGOLOGY

JOHN F. DICKSON.....	Professor of Ophthalmology
FREDERICK H. KIEHLE.....	Assistant Professor of Ophthalmology
JOHN N. COGHLAN, RALPH A. FENTON.....	Clinicians in Otolaryngology
GUY L. BOYDEN, ANDREW J. BROWNING, HOWARD E. CARRUTH, CLINTON T. COOKE, A. B. DYKMAN, MEARLE C. FOX, IRA A. GASTON, WILLIAM H. HUNTINGTON, HAROLD R. LUCAS, IRVING M. LUPTON, DAVID N. ROBERG, R. D. ALTON, CHARLES C. PETHERAM, EDWARD F. ZIEGELMAN.....	Instructors

PRESCRIBED

THIRD YEAR

201. *Eye.* Lectures and recitations and daily quizzes. Fall term; 1 hour a week; 11 hours; one credit. Dr. Kiehle.

202. *Eye.* Dispensary, sections. Throughout the year; 6 hours a week for 4 weeks; 22 hours; one credit.

205. *Ear, Nose and Throat.* Lectures, recitations, and daily quizzes. Fall term; 1 hour a week; 11 hours; one credit. Dr. Fenton.

206. *Ear, Nose and Throat.* Dispensary, sections. Practical instruction in examination and treatment of cases. Throughout the year; 6 hours a week for 4 weeks; 22 hours; one credit.

FOURTH YEAR

203. *Eye.* Lectures, demonstrations, quizzes at each lecture and operative clinic. Fall term, 1 hour a week; 11 hours; one credit. Dr. Dickson.

207. *Ear, Nose and Throat.* Lectures, demonstrations, quizzes at each lecture and operative clinic. Fall term; 1 hour a week; 11 hours; one credit. Dr. 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. Dr. Cooke.

ADDITIONAL COURSES

PRESCRIBED

301. *Medical Jurisprudence.* Fourth year; winter term; 11 hours; one credit. District Attorney Stanley Myers, Drs. Josephi, Myers, Watkins and Benson.

302. *Oral Hygiene and Oral Pathology.* Fourth year, spring term; 7 lectures; one-half credit. Dr. 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 to present papers. Six two-hour sessions each term; 11 hours; one-half credit. Offered each term.

SCHOOL OF MUSIC

THE FACULTY

*PRINCE L. CAMPBELL, B.A., LL.D.....	President of the University
JOHN J. LANDBURY.....	Dean of the School
JOHN STARK EVANS.....	Associate Dean
CARLTON E. SPENCER.....	Registrar of the University
M. H. DOUGLASS.....	University Librarian

LOUIS ARTAU.....	Piano
ANNA LANDBURY BECK.....	Public School Music
EUGENE CARR.....	Voice
MINNIE G. DOUGLASS.....	Piano
JOHN STARK EVANS.....	Piano, Organ
GEORGE HOPKINS.....	Piano
MADAME ROSE MCGREW.....	Voice, Opera
JOHN SEIFERT.....	Voice
LORA TESHNER.....	Cello
JANE SCOTSFORD THACHER.....	Piano
AURORA POTTER UNDERWOOD.....	Piano
REX UNDERWOOD.....	Violin

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.

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.

*Died, August, 1925.

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 subjects 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:

Public School Methods	One year
Practice Teaching (minimum)	One year
History and Appreciation of Music	One year
The Elements of Musical Science	One year
Scientific Music Reading	One year
Analysis of Music	Two terms
Education	One year
Chorus or Glee Club experience.	

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.*

2. *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.*

3. *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 2. Landsbury. *Three hours, one term.*

4. *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, 2, and 3. Landsbury. *Three hours, one term.*

5. *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 1. Evans.

6. *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 5. Evans. *Two lectures, one term.*

7. *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. Beck. *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 talking machine. Beck. *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. Beck. *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.

UPPER DIVISION

101. *Strict Counterpoint*. Constructive counterpoint, including a consideration of the so-called "harmonic counterpoint." A study of such texts as Fux, Cherubini, Bellerman, 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, 2, 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 forms; developed ternary form, the art song, etc. Not more than three will be permitted in the class. Landsbury. *Two hours, each term.*
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.
- 131-132. *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.

148-149. *Piano Pedagogy*. Hopkins.

155-156. *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.

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. For the coming year it is planned to consider the nature of music; its relation to literature and science; progress toward the educational ideal in music, etc. Although intended primarily for graduates, advanced students in the upper division, showing proper preparation, will be admitted.

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 to 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

*PRINCE L. CAMPBELL, B.A., LL.D.	.....	President of the University
JOHN FREEMAN BOVARD, Ph.D.	.....	Dean of the School
CARLTON E. SPENCER, B.A., J.D.	.....	Registrar of the University
M. H. DOUGLASS, M.A.	.....	University Librarian

DEPARTMENT FOR WOMEN

FLORENCE D. ALDEN, B.A.	.....	Professor of Physical Education, and Director of Physical Education for Women
HARRIET W. THOMSON, B.A.	.....	Professor of Physical Education
LILLIAN STUPP, M.A.	.....	Instructor in Physical Education
EMMA F. WATERMAN, M.A.	.....	Assistant Professor 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 of Physical Education for Men
EDWARD F. ABERCROMBIE, B.P.E., B.S.	.....	Instructor in Physical Education
DELBERT OBERTUEFFER, M.A.	.....	Instructor in Physical Education
EARL WIDMER, B.S.	.....	Assistant Professor 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
CAPT. J. J. MCEWAN	.....	Professor of Physical Education and Football Coach
WILLIAM J. REINHART	.....	Instructor in Physical Education and Coach of Basketball and Baseball
EARL E. LESLIE, B.B.A.	.....	Instructor in Physical Education

UNIVERSITY HEALTH SERVICE

FRED N. MILLER, M.D.	.....	Director, University Health Service
WILMOTH OSBORNE, M.D.	.....	Assistant University Physician
D. C. STANARD, M.D.	.....	Consulting Physician
†BERTHA STUART, M.D.	.....	Consulting Physician for Women
O. A. WALLER, M.D.	.....	Consulting Physician
MARGARET MCGREGOR BARNES, R.N.	.....	Nurse
ALLIE HANSON, R.N.	.....	Nurse
CORA HOFFMAN, R.N.	.....	Nurse
LILLIE MOORE, R.N.	.....	Nurse
VIOLA THOMSON	.....	Technician

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.

*Died, August, 1925.

† Leave of absence, 1925-26.

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 now, 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. 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

A laboratory fee is charged every student to 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. The amount of this fee as well as the others charged by the University is given in the registration manual published at the beginning of the year.

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 MAJOR STUDENTS IN PHYSICAL EDUCATION

	Fall	Winter	Spring
FRESHMAN			
Introduction to Physical Education	2	2	2
Physical Education for freshman majors	1	1	1
Elementary Zoology	4	4	4
Elementary Chemistry	4	4	4
Survey Course in English Literature or Elective	4	4	4
Military Science (men)	1	1	1
Personal Hygiene (women)	1	1	1
	16	16	16
SOPHOMORE			
Fundamentals of Physical Education	2	2	2
Physical Education for sophomore majors	1	1	1
Zoology, Comparative and Mammalian Anatomy	4	4	
Kinesiology			4
Education 51, 52, 53	3	3	3
Beginner's Psychology	3	3	3
Sociology or Elective	3	3	3
Military Science (men)	1	1	1
	16-17	16-17	16-17
JUNIOR			
Principles and Technique of Gymnastic Teaching	2	2	2
Observation Teaching			3
Playground and Community Recreation	2-3	2-3	2-3
Physiology of Exercise	3	3	
Theory and Practice of Individual Gymnastics	2	2	2
General Botany or Geology	4	4	4
Advanced Gymnastics and Coaching of Sports (women)	1	1	1
Elementary Interpretative Dancing (women)	1	1	1
Coaching of Major Sports (men)	2	2	2
	15	15	15
SENIOR (Women)			
Principles of Physical Education		3	3
Advanced Gymnastics and Coaching of Sports	1	1	1
Theory of Dancing	3		
Thesis in Physical Education	1	1	1
Supervised Teaching	2	2	2
Written English	2	2	2
Electives, Educational Dancing, Principles of Individual Gymnastics	1-3	1-3	1-3
Other Electives	3-5	3-5	3-5
	16	16	16

SENIOR (Men)		Fall	Winter	Spring
Principles of Physical Education		2	2	2
Thesis in Physical Education		1	1	1
Supervised Teaching		2	2	2
Written English		2	2	2
Electives		9	9	9
		<u>16</u>	<u>16</u>	<u>16</u>

NORM IN PHYSICAL EDUCATION

	Fall	Winter	Spring	Total
*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.

COURSE FOR COACHING

Minimum hours for recommendation to coach one or more sports as a side line. (This is not a norm in physical education).

1. Regular Physical Education for freshmen and sophomores, courses 51-52-53, 54-55-56	6 hours
2. Principles of Physical Education (women)	3 hours
3. Principles of Physical Education (men)	6 hours
4. Theory and Practice of Coaching	
Any or all of the following courses:	
Football	2 hours
Baseball	2 hours
Basketball	2 hours
Track	2 hours

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 13a,b,c and 23a,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 freshmen in good physical condition. Postural and developmental gymnastics, physical efficiency tests for endurance, strength and agility. Two periods, fall and winter terms. Educational interpretative dancing. Self-expression by means of coordinated, rhythmical and natural bodily movement, regulated or stimulated by music. One period a week, fall and winter terms. Choice of swimming, folk or educational interpretative dancing or outdoor sports. Three periods a week, spring term. *One hour, each term.*

4-5-6. *Advanced Physical Education.* Required of sophomores. A progression of course 1-2-3, with advanced gymnastic work and more difficult physical efficiency tests. Two periods a week, fall and winter terms. A progression of dancing in course 1-2-3. One period a week, fall and winter terms. Choice of swimming, folk or educational interpretative dancing, or outdoor sports. Three periods a week, spring term. *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 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. The spring term is devoted to the technique of games of lower organization.
Two hours, each term.

13a,b,c. *Physical Education.* Required of major students in the freshman year in place of course 1-2-3. Includes gymnastics and folk dancing, fall and winter terms; and major sports and folk dancing, spring term. Four periods a week.
One hour, each term.

21a,b,c. *Fundamentals of Physical Education.* Required of all majors in their sophomore year. The fall term is devoted to the history of physical education; the winter term to general and intergroup hygiene; and the spring term to symptomatology and first aid. Two lectures a week.
Two hours, each term.

23a,b,c. *Physical Education.* Required of all sophomore majors. Takes the place of course 4-5-6. Includes practice in major sports, gymnastics and educational interpretative dancing. Four periods 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 sophomore majors. Lectures, reading and reports on the history of physical education, problems of general and intergroup hygiene, physical problems of the gymnasium, play and athletic fields. Two hours per week. Prerequisite to Principles of Physical Education, 111a,b,c. *Two hours, each term.*

83a,b,c. *Physical Education.* Required for majors in the sophomore year. Takes the place of course 54-55-56. Deals with instruction in advanced gymnastics, games, athletics, and swimming. Three periods a week. *One hour, each term.*

Courses for both Men and Women

75. *Kinesiology.* 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

Voluntary 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.*

101a,b,c. *The Principles and Technique of Teaching.* Required of all majors during the junior year. Gymnastic terminology, the use of signals, and matters of presentation, supplemented by practice in class instruction. The basic principles of selection, classification and progression of exercise are considered. *Two hours, each term.*

102a,b,c. *Playground and Community Recreation.* Required of junior majors. 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. One lecture and one laboratory period a week for one term (selected for any one term). *Two hours, each term.*

103-104-105. *Advanced Gymnastics and Coaching of Sports.* Required of all women majors in junior year. Advanced marching tactics, progression to the most difficult types of gymnastic work. Heavy apparatus. Three periods a week, fall and winter terms. Theory and practice of coaching sports. Four periods a week, spring term. *One hour, each term.*

106-107-108. *Advanced Gymnastics and Coaching of Sports.* For women majors in the senior year. Theory and practice in technique and coaching of sports. Gymnastics to music, including marching, dumb bells, wands, Indian clubs, and heavy apparatus of German type. Three periods a week, winter term. *One hour, each term.*

111. *Principles of Physical Education.* Required of all women majors in the senior year. 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. *Three hours, winter and spring terms.*

112a,b,c. *Principles of Physical Education.* Required of all men majors in the senior year. 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. *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 physical measurement. Prerequisites, kinesiology and physiology. One lecture and one laboratory period 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.* Elective for majors in the senior year. Lectures, assigned reading and clinical practice in individual gymnastics, massage, heat and light therapy, for referred cases. Prerequisite, course 121a,b,c.

Three hours, each term.

131a,b,c. *Elementary Interpretative Dancing.* Required of women majors in the junior year. Free bodily control by means of fundamentals which are an appreciation of the natural laws of locomotion and muscular coordination; expression of thoughts and feelings through natural rhythmical movements; appreciation and expression of music through movement. Three periods a week. *One hour, each term.*

132a,b,c. *Advanced Interpretative Dancing.* Elective for senior women majors. Prerequisite, 131a,b,c. Three periods a week.

One hour, each term.

133. *Theory of Dancing.* Required of women majors in the senior year. Historical analysis of the dance as an art form in the cultural development of civilization. Analysis and classification of fundamentals, 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.
Three hours, fall and winter terms.

145. *Advanced Personal Hygiene*. Elective for any upper division students. Advised for majors in physical education. Lectures and discussions on the theoretical and practical backgrounds for an individual health program. Designed for students who have had the elementary course in personal hygiene. Oberteuffer. *Three hours, fall 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.

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

*PRINCE L. CAMPBELL, B.A., LL.D.....*President of the University*
F. G. YOUNG, B.A., LL.D.....*Dean of the School of Sociology*
CARLTON E. SPENCER, B.A., J.D.....*Registrar of the University*
M. H. DOUGLASS, M.A.....*University Librarian*

P. A. PARSONS, Ph.D.....*Professor of Sociology*
KIMBALL YOUNG, Ph.D.....*Associate Professor of Sociology*

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 supervision of the Portland school of social work, a division of the school of sociology.

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 Psychology.
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 should 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.

*Died, August, 1925.

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	4
Elementary Zoology	4	4	4	4
Foreign Language	4	4	4	4
Elective	1-3	1-3	1-3	1-3
Military Science (men) or Personal Hygiene (women)	1	1	1	1
Physical Education	1	1	1	1
	15-17	15-17	15-17	15-17
	SOPHOMORE			
Social Origins, Primitive Society and Culture, and Psychological Foundation	3	3	3	3
Beginner's Psychology	4	4	4	4
Foreign Language (continuation)	3-4	3-4	3-4	3-4
Principles of Economics and Labor Problems	4	4	4	4
Military Science (men)	1	1	1	1
Physical Education	1	1	1	1
	16-17	16-17	16-17	16-17
	JUNIOR			
Principles of Sociology	3	3	3	3
Education 51, 52, 53 (for those intending to teach)	3	3	3	3
Minor, norm, or elective	8-10	8-10	8-10	8-10
	14-16	14-16	14-16	14-16
	SENIOR			
Theory of Social Progress	3	3	3	3
Community Organization and Development	3	3	3	3
Social Research and Social Psychology	3	3	3	3
Education (for those intending to teach)	3	3	3	3
Minor, norm, or elective	7-10	7-10	7-10	7-10
	17-19	17-19	17-19	17-19

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. K. Young. *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. K. Young.

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. K. Young.

Three hours, spring term.

UPPER DIVISION

140a,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. K. Young.

Three hours, each term.

105. *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. (Not offered 1926-27).

Five hours, spring 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. (Not given 1926-27).

Three hours, spring term.

134-135. *Advanced Social Psychology.* First term, crowd behavior; the problem of the crowd and the social leader with illustrative materials from historical sources and current crowd phenomena. Second term, the individual and institutions; the conventionalization of society, the rise of cults and rituals, the place of institutions in the growth of personality and the effect of individuals and groups on institutions. K. Young.

Three hours, winter and spring terms.

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. *Historic Approach to the Social Problem.* The threatened disintegration of civilization is considered in the light of history. Parsons.

Two hours, fall term.

150. *Introduction to Social Problems.* A study of the manifestations of the Social Problem in present day social problems. Parsons.

Two hours, winter term.

151. *Constructive and Preventive Social Work.* A brief consideration of the development of modern social service, public and private. Parsons.
Two hours, spring term.

152. *Social Unrest.* The nature and causes of social unrest, and its relation to social problems. Prerequisite, Sociology 50a,b,c. 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, Sociology 50a,b,c. 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, Sociology 50a,b,c. 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, 104. 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, 104. 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. Young.
Three hours, spring term.

214-215-216. *Special Problems in Sociology and Social Psychology.*
One to three hours, any term.

PORTLAND SCHOOL OF SOCIAL WORK

ADVISORY BOARD

LESLIE BUTLER.....	Hood River
MRS. S. FRANK.....	Portland
A. L. MILLS.....	Portland
WILLIAM D. WHEELWRIGHT.....	Portland

FACULTY

PHILIP A. PARSONS, Ph.D.....	Director of the School of Social Work; Professor of Sociology
MARGARET D. CREECH, B.A.....	Assistant Director; Assistant Professor of Applied Sociology
ELNORA THOMSON, R.N.....	Director of Public Health Nurse Training; Assistant Professor of Applied Sociology
GEORGE EHINGER, B.A.....	Instructor and Supervisor of Field Work in Child Welfare
ALFRED POWERS, B.A.....	Dean of the Extension Division and Professor of Journalism

ASSOCIATE FACULTY

MRS. GLENDORA BLAKELEY, R.N.....	Supervisor of Rural Field Work in Public Health Nursing
MARION G. CROWE, R.N.....	Supervisor of Field Work in Public Health Nursing
GERTRUDE DEUTSCH, R.N.....	Supervisor of Field Work in Public Health Nursing
MILDRED HALVERSON, R.N.....	Assistant Supervisor of Field Work in Public Health Nursing
LILLIE HELGELAND, R.N.....	Assistant Supervisor of Field Work in Public Health Nursing
GRACE QUIRK R.N.....	Assistant Supervisor of Field Work in Public Health Nursing

COOPERATING AGENCIES

The work of the school is strengthened and reinforced by cooperation of most of the social welfare organizations of the state and of the city of Portland. The list includes:

The Oregon Tuberculosis Association.	The Medical School of the University of Oregon.
The Visiting Nurse Association of Portland.	The State Industrial Accident Commission.
The Public Welfare Bureau of Portland and Multnomah County.	The Portland Free Dispensary.
The Court of Domestic Relations for Multnomah County.	The Playground and Recreation Division, Portland Bureau of Parks.
The Oregon Child Welfare Commission.	The Children's Hospital Service of the State of Oregon.
The Oregon State Board of Health.	The Shriners' Hospital for Crippled Children.
The City Health Bureau of Portland.	The Social Workers' Association of Oregon.
The Board of Inspectors of Child Labor of the State of Oregon.	The Oregon Social Hygiene Society.
The Industrial Welfare Commission of the State of Oregon.	The Americanization Council.
The Women's Protective Division Portland Bureau of Police.	The American Red Cross.
	The Neighborhood House.
	The Portland City Club.

The Portland school of social work is an integral part of the school of sociology. 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 underclass 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.

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. Those who complete two full years of training will be given the social work diploma. 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.

SOCIAL WORK COURSE OF STUDY

	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
FRESHMAN			
European or English History	3-4	3-4	3-4
Modern Language	4	4	4
Elementary Zoology	4	4	4
Modern Governments or Survey Course in English Literature	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	17-18	17-18	17-18
SOPHOMORE			
Social Origins, Primitive Society and Culture, and Psychological Foundations	3	3	3
Beginner's Psychology	4	4	4
Principles of Economics and Labor Problems	4	4	4
Modern Language (continuation)	3-4	3-4	3-4
Military Science (men)	1	1	1
Physical Education	1	1	1
	16-17	16-17	16-17
JUNIOR			
Principles of Sociology	3	3	3
Theory of Social Progress	3	3	
Community Organization			3
Written English	3	3	3
Psychology or Economics	3	3	3
Social Unrest	2		
Criminology		2	
Matrimonial Institutions and Divorce			2
Elective	2	2	2
	16	16	16

Description of Courses

149. *Historic Approach to the Social Problem.* The threatened disintegration of civilization is considered in the light of history. Parsons. *Two hours, fall term.*

150. *Introduction to Social Problems.* A study of the manifestations of the social problem in present day social problems. Parsons. *Two hours, winter term.*

151. *Constructive and Preventive Social Work.* A brief consideration of the development of modern social service, public and private. Parsons. *Two hours, spring term.*

153. *Problems of Dependency.* Causes, methods of treatment, and prevention of dependency. Causes of dependency such as unemployment, ill-health, and family desertion, institutional care of children, child placing in families, mother's pensions and the care of adult dependents. Ehinger. *Three hours, fall term.*

154. *Problems of the Defective and Delinquent Classes.* Extent, causes, modes of treatment and prevention of defectiveness and delinquency. The causes of juvenile crime, methods of reformation, such as institutional care and probation, juvenile courts; the adult offender. Ehinger. *Three hours, winter term.*

155. *Health Problems in Social Work.* Points regarding individual and family health conditions which should be known to social case workers. Observation of and attention to conditions deviating from the normal with reference to the case plan. *Three hours, spring term.*

156. *Advanced Case Work.* This course is designed for the second year student who is specializing in case work. Intensive study of treatment of special problem cases; original work in making outlines and studies of case records; application of case work technique to various fields. Creech. *Two hours, each term.*

158. *Special Problems in Child Welfare.* Various problems in connection with child welfare. Reading, papers and first hand studies in the field, conference and reports. Open to second year students. Ehinger. *Two hours, each term.*

161. *Methods in Social Work.* Principles and methods of family social work. The 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 conference and other methods of administration of value to case workers. Creech. *Three hours, each term.*

171. *Field Work in Family Case Work.* First term, practice work a minimum of fifteen hours per week with the Public Welfare Bureau. Second term, field work with the Public Welfare Bureau, or other agencies. Third term, work with agencies dealing with special types of work, as juvenile or adult delinquency, child placing, medical social work, etc. Creech. *Five hours, each term.*

172. *Advanced Field Work in Family Case Work.* Open to students who have completed one year of field work in case work. Opportunity to work with agencies specializing in the special forms of service, such as child welfare, adult or juvenile delinquency, recreation, medical social work. Creech, Parsons. *Five hours, each term.*

174. *Study of Social Agencies.* The agencies of the city, county, and state provided for the care of the dependent, defective, and delinquent groups. Inspection visits to institutions, class room reports, and discussions. Methods of work, objectives, accomplishments, and methods of financing. Creech. *One hour, each term.*

181. *Public Health Nursing Methods.* Principles and methods in public health nursing including pre-natal care, infant welfare, tuberculosis, and school nursing, the value of bedside care, and instructive visits, use of clinic and other community resources. *Three hours, fall and winter terms.*

182. *Public Health Nursing Case Work.* A course designed to correlate various types of work required of public health nurses in urban and rural communities and given concurrently with field work. *Two hours, spring term.*

184a,b,c. *Development and Organization of Public Health Nursing.* *Ten hours, spring term.*

(a) *Field Work in Public Health Nursing.* Care of pre-natal, maternity, medical, and chronic patients; tuberculosis nursing, clinics, with instruction and nursing home visits; the well baby clinics with home visits. Observation of industrial nursing and medical social service in cooperation with various relief and correctional agencies. Conference and field work under the direction of the Portland Visiting Nurse Association. Crowe, Halverson, Helgeland, and Quirk.

(b) *Field Work in School Nursing.* Individual and class room inspection, health instruction, and home visits. Field work in cooperation with the City Health Bureau and school principals, supervised by special demonstration nurse. Deutsch.

(c) *Rural Public Health Nursing.* Problems peculiar to rural districts. Field work under the direction of county public health associations arranged by the Bureau of Nursing of the State Board of Health. Blakeley.

187. *Administration of Public Health Nursing.* A course in principles of administration and supervision, open to advanced students.
Three hours, each term.

102. *Principles of Sociology.* An introduction to the scientific study of social life, its origin, evolution, and organization. The social mind, social organization, collective decision and procedure, social self-control, leadership, social significance, economic changes, and social progress.
One hour, each term.

140. *Community Organization.* A study of the principles and practice of effective community organization.
Two hours, fall term.

141. *Social Work Publicity.* A journalism course for social workers. Methods for securing newspaper cooperation; other ways to reach the public. Powers.
Two hours, winter term.

142. *Social Legislation.* A brief resume of the progress and content of social legislation and of the principles underlying it, with special reference to the laws of Oregon.
Two hours, spring term.

188. *School Nursing.* For nurses with experience or training in other phases of public health nursing. The modern conception of a school health program, the part the nurse plays in that program, and her relation to other health workers in the school and the home.
One hour, fall term.

189. *Senior Field Work in Public Health Nursing.* Open to advanced students for the study of individuals and families where special problems are involved.
Five hours, each term.

190. *Public Health Nursing.* For senior students in schools for nurses. Introductory presentation of public health nursing in its various phases.
One hour, fall term.

191. *Seminar in Public Health Nursing.* Problems related to public health work, open to advanced students. Readings, studies, reports, and discussions. Credit given only for the completed course.
Two hours, each term.

THE SUMMER SESSIONS

THE FACULTY, 1926 THE CAMPUS SESSION

F. L. STETSON, M.A. *Director of the Eugene Summer Session*
 GEORGE REBEC, Ph.D. *Dean of the Graduate School*
 CARLTON E. SPENCER, B.A., J.D. *Registrar of the University*
 M. H. DOUGLASS, M.A. *University Librarian*

HARRY J. BAKER, Ph.D. *Clinical Psychologist, Detroit Public Schools*
 HAROLD R. BENJAMIN, M.A. *Research Scholar, Stanford University*
 MADISON BENTLEY, Ph.D. *Head of Department of Psychology, University of Illinois*
 GEORGE VERNE BLUE, M.A. *Assistant in History, University of California*
 RAY P. BOWEN, Ph.D. *Head of Department of Romance Languages*
 C. V. BOYER, Ph.D. *Professor of English, University of Illinois*
 WALTER H. BRATTAIN, M.S. *Instructor in Physics*
 MARION BROWN, M.A. *Dean of Girls, University High School, Oakland, California*
 RALPH D. CASEY, M.A. *Associate Professor of Journalism*
 A. E. CASWELL, Ph.D. *Professor of Physics*
 ROBERT C. CLARK, Ph.D. *Head of Department of History*
 EDMUND S. CONKLIN, Ph.D. *Head of Department of Psychology*
 F. W. COZENS, M.A. *Director of Physical Education for Men, University of California, Southern Branch*

ROSALIA CUEVAS, M.A. *Instructor in Romance Languages*
 THOMAS D. CUTSFORTH, M.A. *Instructor in Psychology*
 B. W. DEBUSK, Ph.D. *Professor of Education*
 E. E. DECOU, M.S. *Head of Department of Mathematics*
 RUDOLF H. ERNST, Ph.D. *Associate Professor of English*
 EVELYN FOSTER, B.A. *School of Library Science, Western Reserve University*
 ALTON GABRIEL, B.S. *Graduate Assistant in Chemistry*
 JAMES H. GILBERT, Ph.D. *Head of Department of Economics*
 F. H. HANKINS, Ph.D. *Professor of Sociology, Smith College*
 W. L. HAYWARD. *Professor of Physical Education and Track Coach*
 RALPH R. HUESTIS, Ph.D. *Assistant Professor of Zoology*
 EDWARD M. HULME, Ph.D. *Professor of History, Stanford University*
 MABEL E. MCCLAIN, B.A. *Circulation Librarian*
 J. J. McEWAN. *Professor of Physical Education and Head Football Coach*
 WALTER E. MEANWELL, M.D. *Head Basketball Coach, University of Wisconsin*
 GUSTAV MUELLER, Ph.D. *Instructor in Philosophy*
 ELIZABETH NELSON, B.A. *County Supervisor of Music, Klamath County, Oregon*
 EARL L. PACKARD, Ph.D. *Professor of Geology*
 W. J. REINHART. *Assistant Professor of Physical Education and Head Baseball Coach*
 VLADIMIR B. ROJANSKY, M.S. *Instructor in Mathematics*
 ETHEL I. SANBORN, M.A. *Instructor in Botany*
 HENRY D. SHELDON, Ph.D. *Dean of School of Education*
 STEPHENSON SMITH, B.Litt. *Assistant Professor of English*
 WALTER W. SNYDER, M.A. *Assistant Professor of English*
 F. L. STETSON, M.A. *Professor of Education*
 H. G. TANNER, M.A. *Associate Professor of Chemistry*
 EDWARD THORSTENBERG, Ph.D. *Professor of Scandinavian Languages and Literature*
 WALTER L. WHITTLESEY, Ph.D. *Assistant Professor of Political Science, Princeton University*
 FLORENCE E. WILBUR, A.B. *Instructor in English*
 R. J. WILLIAMS, Ph.D. *Associate Professor of Chemistry*
 HARRY B. YOOM, Ph.D. *Associate Professor of Zoology*

THE PORTLAND SESSION

ALFRED POWERS, B.A. *Director of the Portland Summer Session*
 DAN E. CLARK, Ph.D. *Assistant Director of the Portland Summer Session*
 CARLTON E. SPENCER, B.A., J.D. *Registrar of the University*
 MARGARET MORRISON SHARP *Secretary of the Portland Center*

HAROLD RAYMOND BENJAMIN, M.A. *Research Scholar, Stanford University*
 WILLIAM H. BOYER *Supervisor of Music, Portland Public Schools*
 VICTOR LOVITT O. CHITTICK, Ph.D. *Professor of Contemporary and American Literature, Reed College*
 DAN E. CLARK, Ph.D. *Professor of History, University of Oregon*
 MARGARET D. CREECH, B.A. *Assistant Professor of Applied Sociology, University of Oregon*
 FRANK PARKER DAY, M.A. *Director of General Studies, Carnegie Institute of Technology, Pittsburgh*
 ROBERT H. DOWN, M.A. *Head of the History Department, Franklin High School, Portland*
 SAIDIE ORR-DUNBAR *Executive Secretary, Oregon Tuberculosis Association*
 FREDERICK W. GOODRICH *Instructor in Music, Portland Center*

MILDRED HARTER, B.A.	Auditorium Director, Gary Public Schools, Gary, Indiana
GLENN E. HOOVER, Docteur en Droit	Assistant Professor of Economics, University of Oregon
GRACE EDGINGTON JORDAN, B.A.	Instructor in English, Portland Center
ESTHER M. KRREBS	Instructor in Art, Portland Center
ROBERT KROHN	Supervisor of Physical Education, Portland Public Schools
PHILIP A. PARSONS, Ph.D.	Director of the Portland School of Social Work, University of Oregon
MORTON E. PECK, M.A.	Professor of Biology, Willamette University
ALFRED POWERS, B.A.	Dean of Extension Division, Professor of Journalism, University of Oregon
MARGARET E. RICH, B.A.	Associate Executive Secretary, American Association for Organizing Family Social Work
EDWIN JAMES SAUNDERS, M.A.	Associate Professor of Geology, University of Washington
EDWARD L. SCHAUB, Ph.D.	Professor of Philosophy, Northwestern University
FRIEDRICH GEORG G. SCHMIDT, Ph.D.	Professor of German Language and Literature, University of Oregon
DOROTHY ELIZABETH SMITH, B.A.	Head of the School Department, Portland Library Association
ALBERT R. SWEETSER, M.A.	Professor of Botany, University of Oregon
HOWARD R. TAYLOR, Ph.D.	Assistant Professor of Psychology, University of Oregon
T. L. TORGERSON, Ph.M.	Instructor in Education, University of Chicago
F. MIRON WARRINGTON, Diplome de L'Universite de Paris	Professor of Business Administration, University of Oregon
BENJAMIN H. WILLIAMS, Ph.D.	Associate Professor of Political Science, University of Pittsburgh
ESTHER W. WUEST, Chicago Art Institute	Supervisor of Art, Portland Public Schools
IRENE WUEST, Pratt Institute	Instructor in Art, Portland Center

INTRODUCTION

The twenty-second annual summer sessions of the University of Oregon will be held simultaneously on the campus at Eugene and in Portland center, beginning Monday, June 21, and ending Friday, July 30, lasting for six weeks.

Although there is necessarily a limited amount of duplication in the work offered, the two sessions are in the main complementary to each other. The assignment of work to each is determined by the special constituencies to be served and by the facilities available.

The Eugene session will be devoted largely to instruction of a specialized, advanced, or graduate nature, wherein the extensive library and laboratories of the University may be utilized fully. Elementary courses will be given in subjects for which the demand is heavy, or which necessitate the use of specialized facilities.

In the Portland center, undergraduate courses of a more general or popular appeal will be offered and advanced work will be restricted to courses in which substantial enrollment can be predicted. Reference work will be done in the Multnomah County Library. At this session will be found types of work in which the various resources of the city of Portland can be used effectively, as in applied sociology, Americanization, and various short courses for specialized workers.

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

POST SESSION

Regularly organized classes will be conducted in several departments in Eugene during a four weeks post session, from August 2 to August 27, thus enabling summer students to secure a total of ten weeks of instruction.

Courses in education, English and history are described in this catalogue. Other courses will be added, or opportunities provided for individual work in these subjects in case of sufficient demand. Instruction will also be made available, either through organized classes or through

directed individual study in chemistry, physics and zoology, if demand warrants.

The post session work is planned primarily for advanced and graduate students, although other properly qualified individuals may be admitted. For those who have been in attendance at the previous six weeks session, either in Eugene or in Portland, the registration fee will be \$5.00, for others it will be \$10.00. Credit to the extent of six hours may be earned during the four weeks.

Students who are interested in post session study in the fields mentioned above, or in other subjects should correspond with the director of the Eugene summer session as soon as possible regarding any desired additions to the courses announced.

REGISTRATION, FEES AND CREDIT

Registration for the sessions will take place in Eugene and Portland on Monday, June 21. The registration fee for the six weeks summer session is fifteen dollars (\$15.00). In most of the laboratory courses there is a moderate laboratory fee to help defray the cost of materials and upkeep of equipment. The amounts of these fees will be given in the schedule of courses distributed at the opening of the session.

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

REQUIREMENTS FOR ADMISSION AND DEGREES

The only requirement for admission to the summer session, is ability to do the work.

Admission to Work for Degree—Students who wish to become candidates for a degree from the University must satisfy the regular university entrance requirements. Credentials consisting of the transcripts of the high school or preparatory work of such students should be filed with the registrar of the University as early as possible before the opening of the session.

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

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

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

Advanced Standing—Advanced standing will be given students coming from institutions of collegiate rank, who can satisfy the committee on advanced standing that the courses offered are equivalent to those given by the University. All applicants for advanced standing must present complete official transcripts covering both their high school and college records, and a letter of honorable dismissal. The committee will meet to consider petitions for advanced standing in the first week in July.

Residence Requirements for Degrees—Persons actively engaged in the teaching profession may fulfil the residence requirements of the University for a degree by completing work at five summer sessions, aggregating at least 45 term-hours.

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

Advanced Degrees—Students seeking advanced degrees should file their credentials with the registrar of the University for the consideration of the graduate council at an early date, and should as soon as practicable draw up a tentative programme of work leading to the degree for submission to the council.

FIELD STUDY

Marine Zoology Station—The department of zoology will offer instruction in marine zoology this summer as a feature in the summer session program. The site chosen is on the coast about two miles south of the entrance to Coos Bay, and about thirteen miles from Marshfield, Oregon. The work will be conducted as a field course with the aim of giving stu-

dents a first hand acquaintance with the shallow water and shore forms in their natural surroundings.

The course will begin Thursday, June 17, and continue for five weeks, ending Wednesday, July 21. Class work will be carried on six days a week. Eight term-hours credit will be given for the work. The enrollment will be limited to the number that can be cared for properly with the equipment available.

Summer Geology Camp—The annual summer field course conducted by the department of geology for advanced students will be carried on this year in the mountains of the Ochoco national forest in Wheeler county, tributary to the John Day river, which is famous for its fossil vertebrates. The work will begin on Wednesday, June 23, and will continue for four weeks, class work occupying six days a week. Seven term-hours credit will be given.

THE GRADUATE SCHOOL

For several years, special consideration has been given to the requirements of graduate students in planning the work of the campus summer session, which is the center of graduate study in the state. Many courses are offered each summer which are open to graduate students only and numerous other advanced courses are so arranged that they may be used for graduate credit. Library and laboratory facilities for graduate and research courses have been steadily expanded. In most departments the summer courses are arranged in two or three year sequences, thus enabling the student to meet the requirements for the master's degree by attendance at consecutive sessions, and the needs of faculty members of colleges and normal schools are definitely borne in mind in arranging the offerings. Many members of the regular staff who appear on the summer session faculty have distinguished themselves in research and productive scholarship, and the visiting members of the faculty are selected for the stimulus which they can bring to the graduate work.

Some advanced courses in the Portland center may, by special arrangement, be used for graduate credit.

All students contemplating graduate work in the summer session should see the regulations concerning matriculation in the graduate school, major and minor subjects and thesis, which are published in the bulletin of the graduate school (to be had upon application to the registrar), and should correspond with Dr. George Rebec, dean of the graduate school, regarding the arrangement of their work.

THE SUMMER FACULTY

The summer session staff will be composed largely of members of the University faculty. Their scientific attainments and teaching ability and their knowledge of the problems of secondary and higher education in Oregon especially qualify them to direct the study and research of summer students. In addition, instructors from other institutions and public school administrators from other states have been invited to give special courses in fields in which they have achieved distinction.

SUMMER SESSION COURSES

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, 212 Medical Arts Building, Portland, Oregon.

THE EXTENSION DIVISION

OFFICERS OF ADMINISTRATION

*PRINCE L. CAMPBELL, B.A., LL.D. *President of the University*
 ALFRED POWERS, B.A. *Dean of Extension Division, Director of Portland Center*
 CARLTON E. SPENCER, B.A., J.D. *Registrar of the University*
 DAN E. CLARK, Ph.D. *Assistant Director of Extension Division*
 W. E. BEATTIE, B.A. *Extension Lecturer*
 MOZELLE HAIR, B.A. *Director of Organization and Administration of Correspondence Study*

MARY E. KENT, B.A. *Campus Office Manager*
 MARGARET M. SHARP. *Secretary of the Portland Center*

PORTLAND CENTER FACULTY

MARGARET D. CREECH, B.A. *Assistant Director, Portland School of Social Work; Assistant Professor of Applied Sociology*
 PHILIP W. JANNEY, B.A., C.P.A. *Assistant Professor of Business Administration*
 MABLE HOLMES PARSONS, M.A. *Professor of English*
 PHILIP A. PARSONS, Ph.D. *Director of the Portland School of Social Work; Professor of Applied Sociology*
 HELEN MILLER SENN, B.A. *Instructor in Public Speaking*
 ELNORA E. THOMSON, R.N. *Director of Public Health Nurse Training, Portland School of Social Work; Assistant Professor of Applied Sociology*
 F. MIRON WARRINGTON, Diplôme de l'Université de Paris. *Professor of Business Administration*

PERCY PAGET ADAMS, B.S. *Assistant Dean of the School of Architecture and Allied Arts; Professor of Graphics*

DONALD G. BARNES, Ph.D. *Assistant Professor of History*
 GEORGE E. BURGET, Ph.D. *Professor of Physiology, School of Medicine, Portland*
 RALPH D. CASEY, M.A. *Associate Professor of Journalism*
 DAN E. CLARK, Ph.D. *Professor of History*
 EDMOND S. CONKLIN, Ph.D. *Professor of Psychology*
 BURCHARD WOODSON DEBUSK, Ph.D. *Professor of Education*
 AVARD FAIRBANKS, B.F.A. *Assistant Professor of Fine Arts*
 ANDREW FISH, Ph.D. *Assistant Professor of History*
 FRANKLIN E. FOLTS, M.B.A. *Associate Professor of Business Administration*
 WILMOT C. FOSTER, M.A., M.D. *Assistant Professor of Anatomy, School of Medicine, Portland*

GLENN HOOVER, Docteur en Droit. *Assistant Professor of Economics*
 OLOF LARSELL, Ph.D. *Professor of Anatomy, School of Medicine, Portland*
 CECILE MCALISTER, M.A. *Instructor in Psychology*
 IRA A. MANVILLE, M.S., M.D. *Instructor in Physiology, School of Medicine, Portland*
 FRANK R. MENNE, B.S., M.D. *Professor of Pathology, School of Medicine, Portland*
 ALFRED POWERS, B.A. *Professor of Journalism*
 HOMER P. RAINEY, Ph.D. *Associate Professor of Education*
 FRIEDRICH GEORG G. SCHMIDT, Ph.D. *Professor of German Language and Literature*
 HARRY J. SEARS, Ph.D. *Professor of Bacteriology, School of Medicine, Portland*
 PETER L. SPENCER, M.A. *Instructor in Education*
 H. E. THOMSON, M.A. *Instructor in Philosophy, Portland Center*
 GEORGE TURNBULL, B.A. *Professor of Journalism*

RICHARD B. ADAMS, B.S. *Instructor in Chemistry, Portland Center*
 WILLIAM H. BOYER. *Supervisor of Music, Portland Public Schools*
 WILLIAM L. BREWSTER, B.A., LL.D. *Instructor in Sociology, Portland Center*
 BERT V. CHAPPEL. *Instructor in Banking, Portland Center*
 GEORGE EHINGER. *Instructor in Sociology, Portland Center*
 MME. GEORGE E. FROST, Diploma, State Examination in Philology, Berlin. *Instructor in French, Portland Center*

FREDERICK W. GOODRICH. *Instructor in Music, Portland Center*
 HUGH C. GRUWELL. *Instructor in Credits, Portland Center*
 J. HUNT HENDRICKSON, B.A., LL.B. *Dean of the Northwestern School of Law, Portland*
 FRANK H. HILTON, J.D. *Instructor in Business Law, Portland Center*
 RUTH C. HALVORSEN. *Instructor in Art, Portland Center*
 L. W. HUMPHREYS. *Instructor in Trust Functions, Portland Center*
 NICHOLAS JAUREGUY, B.A., LL.B. *Instructor in Business Law, Portland Center*
 GRACE EDGINGTON JORDAN, B.A. *Instructor in English, Portland Center*
 WILLIAM S. KIRKPATRICK. *Instructor in Advertising, Portland Center*
 ESTHER M. KREBS. *Assistant Instructor in Art, Portland Center*
 ROBERT KROHN. *Supervisor of Physical Education, Portland Public Schools*
 RICHARD H. MARTIN, B.A. *Instructor in Investments, Portland Center*
 I. A. MELENDY, M.A. *Instructor in Greek, Portland Center*
 HENRIETTA E. MOORE, Ph.D. *Instructor in English, Portland Center*
 HENRY F. PRICE, Ph.D. *Professor of Mathematics, Pacific University*

* Died August, 1925.

BENIAMINO RE.....	<i>Instructor in Italian, Portland Center</i>
ANNE SIMPSON, B.A.....	<i>Director for Health Education, Marion County Child Health Demonstration</i>
M. ELEANOR SLINGERLAND, B.A.....	<i>Assistant Instructor in Public Speaking, Portland Center</i>
DOROTHY E. SMITH, B.A.....	<i>Head of the School Department, Portland Library Association</i>
LAMAR TOOZE, B.A., LL.B.....	<i>Instructor in Political Economy, Portland Center</i>
HAROLD S. TUTTLE, M.A.....	<i>Professor of Education, Pacific University</i>
FRED I. WEBER.....	<i>Assistant Cashier, Hibernia Bank, Portland</i>
ESTHER W. WUEST, Chicago Art Institute.....	<i>Supervisor of Art, Portland Public Schools</i>

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) Portland extension center.
- (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 1925 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 state superintendent Churchill and has been of great value in improving school conditions.

PORTLAND EXTENSION CENTER

The extension service of the University of Oregon in Portland is carried on through the Portland center.

The office of the Portland center is at 212 Medical Arts Building. The telephone number is Beacon 4000. 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.

Registration fee in the Portland center is \$6.00 per term, irrespective of the number of courses taken, if paid during the first two weeks of the term. A delinquent fee of \$1.00 is charged in addition to the registration fee of \$6.00 if paid thereafter.

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.

COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS

CHEMISTRY

Mr. ADAMS

1a,b,c. *General Chemistry.* An elementary course in physics or chemistry is a prerequisite. Fall term: fundamental principles; elements, atomic theory, simple reaction, behavior of gasses. Winter term: Non-metals; ionic theory. Spring term: metals; electromotive chemistry; structure of matter. *Three hours, each term.*

ENGLISH

Mrs. PARSONS, Dr. MOORE, Professor WARRINGTON, Mrs. GRACE EDGINGTON JORDAN

WRITTEN ENGLISH

50. *Good 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. *Creative Writing.* Technique of writing, with some skill in the employment of language assumed. Practice in narration combined with analysis of literary masterpieces. Students are aided in developing their own style and in their appreciation of masterly technique. Moore. *One hour, each term.*

142. *Magazine Writing.* Powers. See school of journalism.

102. *Elementary Short Story Writing.* Study of the organization, structure and devices of the modern short story. Production of short stories of average magazine length. A facility in good English usage on the part of the entering student is presumed. Jordan. *Two hours, each term.*

103. *Advanced Short Story Writing.* The instructor, in the capacity of editor, will receive, revise, and discuss with the class, manuscripts of short stories, one-act plays, and poetry. Parsons. *Two hours, each term.*

LITERATURE

101. *Comparative Criticism.* A consideration of the literature of criticism in England from the sixteenth century to the present day, compared with that of France and other countries. Parsons. *Two hours, each term.*

102. *Problems in Shakespeare.* An intensive study of Shakespeare's poetry, his drama, his stage technique, the personnel of the players with whom the poet was identified, and the larger relations and values of his work. Parsons. *Two hours, each term.*

103. *Recent Development in Fiction.* Consideration in their relationship of the changes and tendencies noted in recent novels, both English and European. Parsons. *Two hours, each term.*

104. *The French Novel in the Nineteenth and Twentieth Centuries.* A brief summary of the development of French fiction, with principal writers and periods; Madame deStael, Chateaubriand, Sand, Hugo, Balzac, Flaubert, Maupassant, Zola, Daudet, Bazin, Anatole France, Barres, Loti, Proust, and Riviere. Themes, reports, and collateral reading of English translations. Warrington. *One hour, each term.*

105. *The French Romantic Period.* A study of French romanticism and its relation to similar movements in European literatures. Assigned readings of English translations. Warrington.

106. *The Classic Period of French Literature.* The influence of society, philosophy and religion on the literature of the period; the hotel de Rambouillet, French Academy, Descartes, Pascal and the moralists, followed by a study of the great classics: Boileau, Corneille, Racine, Molière, La Fontaine. Assigned readings of English translations. Warrington.

201. *English Seminar.* For graduate students majoring in English, but open to specially qualified undergraduates. Thesis needs will be cared for in this course. *Two hours, each term.*

FRENCH

(See Romance languages)

GERMAN

Dr. SCHMIDT

1. *Elementary German*. Essentials of grammar; pronunciation, composition, and translation of easy prose and poetry. *One hour, each term.*

112. *German Literature*. Reading and translation. Fall term, short stories; selections from the works of Zschokke, Heyse, Frennsen, and Keller. Winter term, Austrian poets, Grillparzer, Ebner-Eschenbach, and Lenau. Spring term, German lyrics; selections from the poems of Goethe, Schiller, Uhland and Heine. *One hour, each term.*

201a,b,c. *Middle High German*. Nibelungen-Lied, Parzival, Walther-von der Vogelweide, etc. *Two or three hours, each term.*

216a,b,c. *Seminar in German Literature*. *Two or three hours, each term.*

GREEK

Mr. MELENDY

1. *Elementary Greek*. A course preparatory to the reading of Xenophon's *Anabasis* or the *Iliad*. *One hour, each term.*

2. *The Anabasis of Xenophon*. Supplementary readings in Grecian history, or a corresponding course in Homer's *Iliad*. Prerequisite, Greek I, or its equivalent. *One hour, each term.*

HEALTH EDUCATION

Miss THOMSON, Miss SIMPSON

1. *Methods in Health Education*. General methods pertaining to health education, appropriate subject matter, and material available for different grades. An effort will be made to determine individual needs before beginning the formal presentation of material.

Two hours, each term.

HISTORY

Dr. BARNES, Dr. DAN E. CLARK, Dr. FISH

101. *Europe from 1500 to 1815*. The expansion of Europe and its intellectual results; the commercial revolution; humanism, the rise and early development of modern science; the growth of monarchial absolutism; the conflict between England and France for colonial conquest; the rise of Prussia and Russia; the American and French revolutions; and the era of Napoleon. Fish. *One hour, each term.*

102. *Great Historians*. A study of the works of the world's great historians from the times of classical Greece to the nineteenth century. *One hour, each term.*

161-162-163. *English History*. A general survey of English history covering the political and constitutional, the economic and social, the intellectual and religious lines of development. *Two hours, each term.*

173. *Recent History of the United States.* The period since 1876. Economic development, 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. Clark. *One hour, each term.*

179. *The Frontier in American History.* Exploration of the west, the fur trade, the mining booms, the westward movement of American settlers, routes and means of travel and transportation to the west, public land policy, Indian policy, and other features of the part played by the west in American history. Clark. *One hour, each term.*

ITALIAN

(See Romance languages)

LATIN

Professor WARRINGTON

1. *Elementary Latin.* Beginning Latin; the correlation of English and Latin. Main facts of grammar, and easy reading exercises. Warrington. *Two hours, each term.*

2. *Second Year 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; composition; the first book of Livy; first book of Caesar's Gallic War. *Two hours, each term.*

LIBRARY METHODS

Miss SMITH

1. *Platoon School Library Methods.* For those planning to become library teachers in platoon schools, and teachers who wish to make the best use of the school library as an aid to teaching.

One hour, winter term.

MATHEMATICS

Dr. PRICE

3. *Advanced Algebra.* Open to students who have had one year of algebra. Quadratic equations, simultaneous equations and their graphs, progression, logarithms, permutation and combinations and the theory of equations.

4. *Trigonometry.* Open to students who have taken course 3 or its equivalent. *Two hours, fall and winter terms.*

5. *Analytical Geometry.* Open to students who have had courses 3 and 4 or the equivalent thereof. *Two hours, fall and winter terms.*

6. *Differential and Integral Calculus.*

Two hours, fall and winter terms.

PHILOSOPHY

Mr. THOMPSON

1. *Ethics*. The central problems of the moral life and types of moral ideas. *One hour, each term.*

101. *Great Philosophers*. A survey of representative philosophies from Socrates to the present. *One hour, each term.*

PSYCHOLOGY

Miss McALISTER

1. *Beginning Psychology*. Principles involved in such mental phenomena as attention, sensation, memory, reasoning, instinct, emotion. A brief survey of the nervous system and its relation to consciousness.

Two hours, each term.

2. *Experimental Psychology*. Simple experiments in habit formation, sensation, perception, attention, and other phases of conscious behavior, designed to demonstrate the principles studied in course 1.

124. *Advanced Psychology*. The nervous system, reflexes, habit, sensation, and perception. Frequent demonstration of experimental methods. Course 1 or its equivalent is prerequisite.

127. *Genetic Psychology*. The mental and physical development of youth as treated in the psychology of G. Stanley Hall. The instinctive, emotional and intellectual life of adolescents.

128. *Social Psychology*. The behavior of man in the group and the mechanism underlying such behavior. Crowd phenomena and their relation to systematic psychology. Course 1 or equivalent is prerequisite.

Two hours, each term.

PUBLIC SPEAKING

Mrs. SENN, Miss SLINGERLAND

1. *Fundamentals of Public Speaking and Interpretation*. Elementary training of voice and body, development of the expression of personality, and interpretation of literature. Exercises in voice culture, articulation, enunciation, poise, and gesture. Senn. *Two hours, each term.*

2. *Cultivation of the Speaking Voice*. Theory of voice, control and development of the essential vocal muscles; correct breathing and articulation; the psychology of tone production. Senn.

One hour, each term.

3. *Extempore Speaking*. The principles and practice of effective public speaking. Senn. *One hour, each term.*

4. *Dramatic Interpretation*. Advanced course. Vocal interpretation of masterpieces from Shakespeare and others. Slingerland.

One hour, each term.

101. *Oratory*. Structure of the oration; qualities of the good oration; the preparation and delivery of speeches. Study of representative orations. An advanced course. Senn. *Two hours, each term.*

102. *Special Course for Lecturers and Public Readers.* For students interested in speech-making as well as dramatic interpretation. Emotional response of body; platform interpretation; after dinner story telling; training for pantomimic expression; the interpretation of character. Not given, 1926-27.

103. *Impersonation.* Pantomimic problems, advanced training in the development of imagination and dramatic instinct. For both speakers and readers. Senn. *Two hours, each term.*

104. *Practical Speech Making.* Preparation and delivery of speeches adapted to selected audiences and occasions. Study and analysis of speeches. Slingerland. *Two hours, fall and winter terms.*

105. *Advanced Vocal Study and Harmonic Training.* Progressive vocal exercises based on physiological and psychological principles; co-ordination of voice and body. Senn. *One hour, each term.*

106. *Short Plays.* The technique of character portrayal; management of voice and body in acting. Time and hours to be arranged. Slingerland.

ROMANCE LANGUAGES

Professor WARRINGTON, Madame FROST, Mr. RE

FRENCH

1. *First Year 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.*

ITALIAN

31. *Elementary Italian.* Grammar, pronunciation, conversation, reading. Italian will be used as much as possible. Special attention to the needs of singers. *Two hours, each term.*

32. *Second Course in Italian.* Review and continuation of the Italian grammar, syntax, etymology, conversation and reading. *One hour, each term.*

131. *Advanced Italian.* Composition, conversation, reading and discussion of texts, with occasional lectures on topics relating to Italian civilization. Conducted in Italian. Re.

133. *Italian Literature.* Dante, Petrarca, and Boccaccio will be studied. Conducted in Italian. Re. *One hour, each term.*

NOTE: Only two of the above courses, in addition to course 31, will be given.

SPANISH

11. *First Year Spanish.* Pronunciation and the fundamental rules of syntax. Reading of a simple text. Warrington.

Four hours, each term.

12. *Second Course in Spanish.* Rapid review in grammar, advanced work in syntax, writing of short essays, and reading of typical works by modern authors. Conversation based on easy narrative prose. Warrington. *Two hours, each term.*

122. *Seventeenth and Eighteenth Century Spanish Literature.* The classic school; Gongora; the school of Calderon; mysticism; decadence of Gongorism; French influence.

123. *Nineteenth Century Spanish Literature.* From classicism to romanticism; triumph of romanticism; literary transformation in Spain from 1850 to 1868. Warrington. *One hour, each term.*

124. *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.*

SOCIOLOGY

DR. PARSONS, MISS CREECH, MR. GRANT, MR. BREWSTER

1. *Biology and Social Adjustments.* The development of man and the social structure; problems involved in adjusting the individual to his sex social environment. Education in home and school. Grant. *One hour, each term.*

2. *Social Service for Volunteers.* A pre-vocational course for volunteer workers given in cooperation with Portland social agencies. Social problems and their adjustment; the work of social agencies. Creech. *Two hours, fall term.*

140. *Community Organization.* A study of the principles and practice of effective community organization. *Two hours, fall term.*

142. *Social Legislation.* A brief resume of the 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 as a whole; its historic development and 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 studied in its vague and undefined manifestations, and in its definitely articulated forms in political, economic, biological, intellectual, and religious disturbances. Parsons. *Two hours, spring term.*

218. *Graduate Seminar in Social Research.* Open to senior students in social work. Parsons. *Two hours, each term.*

SPANISH

(See Romance languages)

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

Professor ADAMS, Mr. FAIRBANKS, Miss WUEST, Mrs. KREBS

CONSTRUCTION

The two following structural courses are valuable for contractors, builders, draftsmen, machinists, and anyone interested in structural work of any kind.

1. *Graphic Statics.* Methods of finding the amount of stress in the different parts of framed structures, such as trusses, machinery, etc. Graphic constructions are used, thus requiring no previous mathematical preparation. Adams. *One hour, each term.*

2. *Elementary Structural Design.* Principles for computing sizes of objects under stress explained and applied to practical problems. Adams. *One hour, each term.*

CRAFTS

1. *Crafts.* (a) Gesso. Decoration in relief. (b) Parchment. Methods of developing transparent decoration on paper and on cloth for decorative purposes. Krebs. *One hour, fall term.*

2. *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.*

DESIGN AND REPRESENTATION

1. *Design and Composition.* General principles underlying design and composition and their relation to each other. Proportion, arrangement, and spacing of line and mass. Krebs. *One hour, fall term.*

2. *Design. Abstract elements for decoration.* Study of historic and symbolic forms; forms for modern design; line, mass, tone, and color relations. Krebs. *One hour, winter term.*

3. *Freehand Drawing.* Study of the laws governing the appearance of form. Freehand perspective. Application of principles to the drawing of objects and nature subjects. Krebs. *One hour, fall term.*

4. *Freehand Drawing.* Principles governing the appearance of form applied to structural drawing. Perspective of interiors and exteriors. Sketching and memory drawing. Krebs. *One hour, winter term.*

5. *Tempera and Show Card Colors.* The use of opaque mediums in decorative art. Color compositions and harmonies. Technique of mediums and methods of rendering. Krebs. *One hour, spring term.*

6. *Pencil, Pen and Ink.* Technique of pencil rendering in line and mass treatments. Methods of rendering with pen and ink. Pictorial and decorative compositions. Krebs. *One hour, spring term.*

METHODS

1. *Design and Composition.* A systematic study of the subject of design and standards to be attained. Principles of arrangement in line, mass and color. Wuest. *One hour, fall term.*

2. *Lettering and Poster Design.* Construction and grouping of letters. Standard alphabets. Design in relation to lettering. Fundamental principles of poster construction. Wuest. *One hour, winter term.*

3. *Related Handwork.* Practical application of art lessons to simple projects. Planning, construction, and decoration of school room problems. Wuest. *One hour, spring term.*

4-5-6. *Art Appreciation.* Consideration of pictures from the standpoint of public school teaching, and correlation of picture study with other school subjects. Civic art. Schoolroom problems. *One hour, each term.*

SCULPTURE

1. *Artistic Anatomy.* A lecture course arranged for students desiring a better conception of the human figure and its construction. Fairbanks. *One hour, each term.*

2. *Drawing. Sketch Class.* Modeling and drawing from life. Fairbanks. *One hour, each term.*

3. *History of Sculpture.* Study of the processes and methods of the sculptor's art, sculpture composition, and the ideals and aims of the art of sculpture. Fairbanks. *One hour, each term.*

4. *Sculpture.* Modeling from the human figure. Fairbanks. *One hour, each term.*

SCHOOL OF BUSINESS ADMINISTRATION

Professor FOLTS, Mr. JANNEY, Mr. KIRKPATRICK, Mr. HILTON, Mr. POWELL

ACCOUNTING

1. *Constructive Accounting.* An introduction to the field of accounting. Accounting principles, and application to practical accounting propositions and work on practice sets. Required for admission to all other accounting courses. Janney. *Two hours, each term.*

2. *Cost Accounting.* Cost accounting principles and their practical application; installation and operation of a modern cost accounting system.

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. Janney. *Two hours, each term.*

4. *Advanced Accounting Theory and Auditing.* Practical accounting theory and practice in preparation for the positions of auditor, comptroller, or executive of large corporations. Janney. *Two hours, each term.*

5. *Income Tax Procedure.* Study of the latest revenue act and the interpretations and rulings of the treasury department.

6. *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 Accountant's examinations. Janney. *Two hours, each term.*

ADVERTISING

1. *Elementary Advertising.* Theory and practice; relationship to modern business and finance; principles and fundamental factors governing application; planning and preparing the campaign. Kirkpatrick and Powell. *Two hours, each term.*

101. *Advanced Advertising.* Continuation of practical application of advertising principles. Kirkpatrick and Powell. *One hour, each term.*

BUSINESS LAW

1a. *Business Law.* 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. Hilton. *Two hours, fall term.*

b. *Sales of Goods.* Statute of frauds; the uniform sales act; bailments. Hilton. *Two hours, winter term.*

c. *Agency and Partnership.* How formed and nature of a partner's interest; mutual rights and duties of partners and their liabilities; dissolution of partnerships, etc. Hilton. *Two hours, spring term.*

COURSES OFFERED FOR THE AMERICAN INSTITUTE OF BANKING

PORTLAND CHAPTER

Mr. HENDRICKSON, Mr. HOOVER, Mr. JAUREGUY, Mr. MARTIN, Mr. JANNEY,
Mr. TOOZE, Mr. WEBER

ACCOUNTING

1. *Accounting Principles for Bankers.* A study of accounting principles and their application in financial institutions. The construction, operation, criticism, and interpretation of the double entry accounting system. Janney. *One and one-half hours, fall and winter terms.*

BANKING

1. *Elementary Banking.* An elementary practical course to meet the needs of beginners in bank experience. Weber. *One and one-half hours, fall and winter terms.*

2. *Standard Banking.* Daily practices and problems of banking, as well as the history and principles of money, credit, and banking. *One and one-half hours, fall and winter terms.*

BUSINESS LAW

1. *Negotiable Instruments.* The law of bills of exchange, notes, checks, and other negotiable paper, with special reference to the banking business. Jaureguy. *One and one-half hours, fall and winter terms.*

2. *Commercial Law for Bankers.* Based upon the text in commercial law issued by the American Institute of Banking. Contracts, agency, partnership, probate of estates, corporations, sales, mortgages, transfer of stock, bills of lading, and bankruptcy, with special attention to relations to the banking business. Hendrickson.

Two hours, fall and winter terms.

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.

One and one-half hours, fall and winter terms.

INVESTMENTS

1. *Investments*. Analysis of investments, with emphasis on making of investments under local conditions; organization of the investment bank business. Martin. *One and one-half hours, fall and winter terms.*

POLITICAL ECONOMY

1. *Principles of Political Economy*. Principles underlying production, exchange and distribution; 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.

One and one-half hours, fall and winter terms.

PUBLIC SPEAKING

1. *Public Speaking for Bankers*. Training for gathering and putting together material for short talks. Development of an easy extempore style for ordinary occasions. Hoover.

One and one-half hours, fall and winter terms.

SCHOOL OF EDUCATION

Dr. DEBUSK, Dr. RAINEY, Professor TUTTLE, Mr. SPENCER

101. *Tests and Test Work in the Public Schools*. The best tests and their application to classroom problems. Principles of test construction, with special reference to diagnostic work. DeBusk. *One hour, each term.*

102. *Psychology of Learning*. Study of psychological background of class room work. DeBusk. *One hour, each term.*

103. *Moral Education Methods*. Principles and methods of education as conditioned by moral objectives. Tuttle. *Two hours, each term.*

104. *Sociological Determination of Educational Objectives*. Sociological principles underlying education, and the organization of the curriculum in relation to these principles. Rainey. *One hour, each term.*

105. *Educational Finance*. The major problems of financing public education; relation of the problem to public finance; financial organization for the support of education; state and federal aid; taxation; city school finance budgets. The development of a sound policy of financial control and support. Rainey. *One hour, each term.*

106. *Psychology of Childhood*. How children learn; the normal child; educational implication of recent studies of childhood. Spencer.

One hour, each term.

107. *Psychology of Common Branches.* Special reference to geography, reading and arithmetic; emphasizes goals and methods of testing achievements of pupils. Spencer. *One hour, each term.*

201. *Seminar in Education.* The needs of graduate students will be taken care of in this course. Rainey. *One hour, each term.*

SCHOOL OF JOURNALISM

MR. CASEY, MR. POWERS, MR. TURNBULL

1. *Newswriting.* A beginning course; lectures, headwriting, copy-reading and proof-reading. Turnbull and Casey. *Two hours, each term.*

141. *Social Work Publicity.* For social workers. Methods for securing adequate and effective newspaper cooperation; various other media for reaching the public. Powers. *Two hours, winter term.*

142. *Magazine Writing.* Article writing for newspapers, for trade and class publications and for magazines. Articles will receive detailed criticism, and, wherever of salable quality, specific suggestions as to markets. Powers. *Two hours, fall and winter terms.*

SCHOOL OF MEDICINE

DR. BURGET, DR. FOSTER, DR. LARSELL, DR. MANVILLE, DR. MENNE, DR. SEARS

ANATOMY

1. *Histology and General Embryology.* Cell tissue and organ structure of the human body and its general embryology; the morphological basis of general practical biological problems. Foster.

One and one-half hours, fall term.

2. *Gross Anatomy of the Human Body.* A lecture course in anatomy by systems; i. e., osseous, blood vascular, etc., augmented by charts, models, and special dissections. For teachers, playground instructors, and nurses. Foster.

Two hours, winter and spring terms.

BIOLOGY

1. *General Biology.* A survey of the principal facts, theories and development of biological science, particularly as related to animal organisms. For mature students with or without previous biological training. Larsell.

One hour, each term.

2. *Elementary Neurology.* An introduction to the structure of the nervous system, and to the inter-relations of its several divisions. The course is designed to meet the needs of students of psychology, biology and physiology. Larsell.

One hour, each term.

PATHOLOGY

103. *Pathology of Tumors.* A consideration of the theories as to their causes and character covering both malignant and benign. Menne.

One hour, fall term.

PHYSIOLOGY

1a. *Physiology.* Digestion, secretion, absorption, and metabolism. The activities of the alimentary tract and the manner in which food reaches the tissues; physiology of the endocrine glands. Burget.

One hour, fall term.

b. *Nervous System and Special Senses.* Nerve conduction, reflexes, higher centers, development of the cerebrum and the process of education. Vision, common defects of vision; hearing. Burget.

One hour, winter term.

c. *Blood, Circulation and Respiration.* A study of blood; the heart and circulatory system, blood pressure; how we breathe, oxygen and carbon dioxide in the regulation of respiration. Burget.

One hour, spring term.

2. *Important Factors in Human Nutrition.* The choice of foods, quantity, quality, interrelationships. Vitamins, minerals, and other special factors of nutrition. Manville.

Two hours, fall term.

PUBLIC HEALTH

1. *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. GOODRICH, Mr. BOYER

1a,b,c. *History and Appreciation.* The development of musical forms; history and evolution of musical instruments; epochs of musical history. Goodrich.

One hour, each term.

2. *Musical Science.* Elementary harmony, counterpoint, and musical fundamentals. Goodrich.

One hour, each term.

11. *Methods in Teaching Public School Music.* Musical knowledge adapted to the needs of the public school. Ways of arousing and holding interest. Songs for the unification of voices. Development of the sense of pitch and rhythm through rote singing. Phrasing and interrelation. Staff notation. Boyer.

One hour, each term.

12. *Song Interpretation and Directing.* Class singing, directing, interpretation of song material, and baton technique. Boyer.

One hour, each term.

SCHOOL OF PHYSICAL EDUCATION

Mr. KROHN

1. *Physical Education and Recreation.* Gymnastics, games, marching at dismissals. Gymnasium floor work, and apparatus; folk dancing; volleyball, basketball, indoor ball; athletics for classes en masse; athletic efficiency test. Krohn.

One hour, each term.

CORRESPONDENCE STUDY

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 direction 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 permitted to carry 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.

GENERAL INFORMATION

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.

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.

Description of Courses

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.

Bird Study. The biology of the bird; markings, habits, and food; observation in the field. Lower division course. *Three term hours.*

BOTANY

1. *Elementary Botany.* Study of life and life processes shown in the plants; the structure, reproduction and dissemination of plants, observation of typical specimens. Lower division course. *Three term hours.*

2. *Systematic Botany.* Classification of herbaceous plants. A continuation of Course 1 or of the work of the summer sessions in plant biology. Open also to those who have had the elements of plant classification. Upper division course. *Three term hours.*

3. *Shrubs and Trees.* Description and naming, and economic uses of thirty shrubs and trees. Government forests, their care and value to the country. Upper division course. *Three term hours.*

4. *The Ferns and Fern Allies.* The life history of the ferns; description naming and pressing of ferns and fern allies; geological history of ferns. *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.; neat, plain lettering, shop drawings, tracings and isometric drawing. Lower division course. *Six term hours.*

2. *Graphic Statics.* Graphic methods of solving problems in statistical mechanics, with special reference to their application to trusses and framed structures. Working out the stress sheet; methods of designing a wooden roof truss. Influence lines for moving loads used to get the stresses in railway bridges. No training in mathematics is required except the ability to solve a formula. Upper division course. *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 vousoir arches; deflection of trusses. Upper division course. *Two term hours.*

4. *Elementary Structural Design.* Principles of computing the proper sizes used in the various parts of trusses, machines, steel frame work or other objects under stress. The course is divided into three parts as follows: Part I. Discussion of tensile, compressive and bending stresses. Use of beam and column formulas. Applications to wooden design. Part II. Steel riveting; steel truss design; plate girder design. Part III. Principles and formulas used in the design of reinforced concrete; application to simple beams, columns, floor slabs. *Two term hours, each part.*

ECONOMICS

1. *Economic History*. Primitive stages of industry, origin and growth of institutions and property, rise of the modern industrial system, development of foreign trade, epoch of the great inventions, and the chief characteristics of modern industry. Lower division course.

Six term hours.

2. *The Principles of Economics*. Lower division course.

Eight term hours.

3. *Money, Banking and Economic Crises*. The theory of money, nature and use of credit and its relation to prices, the importance of a stable standard bimetalism in theory and practice. The monetary history of the U. S., nature and function of banks, relation of banks to stock exchange, etc. Upper division course.

Five term hours.

4. *Economics of Business Organization*. The nature of business organizations, individuals in business, partnerships, joint stock companies, corporations, and the simple business trusts. Principles of economics is a prerequisite. Lower division course.

Four term hours.

5. *Railway Economics*. The scope of transportation; the beginnings and growth of American railroads; corporation and capital; construction finances; freight service; passenger service; express and mail service; competition and combination; etc. Principles of economics is prerequisite. Upper division course.

Four term hours.

6. *Principles of Ocean Transportation*. The history of the ocean carrier; present problems of the merchant marine and ocean traffic. Economic history and the principles of economics, or their equivalent are prerequisites. Upper division course.

Four term hours.

7. *Regulation of Carriers*. Railroad regulation; regulation of motor trucks and busses and of carriers by water; principles of economics prerequisite. Upper division course.

Four term hours.

EDUCATION

1. *Teaching Principles*. Fundamental factors and processes in the psychology of learning, with practical application of the principles. Lower division course.

Three term hours.

2. *Child Study*. A working knowledge of the fundamental principles of growth and development in their relation to problems of education; instincts, heredity, individuality, etc. Lower division course.

Three term hours.

3. *Educational Psychology*. Section I, general principles of learning. Section II, application of the principles of learning to elementary subjects. Section III, application of psychological principles to high school subjects. Upper division course.

Nine term hours, or three term hours for each part.

4. *History of Modern Education*. The history of those educators whose practices and philosophies function today in our educational system. Upper division course.

Three term hours.

5. *Secondary Education.* Consideration of the problems, and the principles of secondary education. Upper division course.

Three term hours.

6. *Methods of Study.* A study of the more recent investigations of the study habits of pupils and a survey of plans and methods that have been successfully applied to actual school conditions. Upper division course.

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. Upper division course.

Three term hours.

8. *School Administration and Supervision.* For superintendents and principal of schools. Part one: school organization, administration, and general business management. Part two: school supervision. Upper division course.

Six term hours.

9. *Educational Classics.* Planned with a view to developing the trends of western education from a 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.

10-11. *Teachers' Reading Circle Courses.* Each year two courses are outlined, each of which is based on two books from the current reading circle list. By the completion of either of these courses, teachers will meet all reading requirements for the professional certificate and be entitled in addition, to University credit to the extent of one and one-half term hours.

ENGLISH

WRITTEN ENGLISH

1. *English Composition.* Drill in clear and correct English, and grammatical construction. The course is outlined in three sections of sixteen lessons each. Section 1 has to do with exposition; Section 2 with argument; Section 3 with description and narration. Any section may be taken separately.

The completion of this course will clear the regular University requirement for English A. No University credit.

2. *Advanced Writing.* Study and practice of general magazine writing—sketches, essays, narratives, criticisms and so on.

The course is divided into three sections of 16 lessons each. Students may register for the entire course or for each section separately. Lower division course. Nine term hours for the entire course or three term hours for each section.

3. *Introduction to Short Story Writing.* Reading a story critically; the elements of short story; descriptions of people, places and states of mind; simple plot construction with some attention to introductions, conclusions and dialogue. Lower division course.

Three term hours.

4. *Short Story Writing.* The work is designed to enable students to try out their abilities in creative writing. Prerequisites, English Composition, Introduction to Short Story Writing, and Advanced Writing or their equivalent. Lower division course.

Three term hours.

5. *Advanced Short Story Writing.* For students who have completed the preliminary course and have shown in it a satisfactory degree of proficiency; or those who can submit the manuscript of an original short story of real merit. Upper division course. *Three term hours.*

6. *Commercial English.* Training in concise, forceful expression, in assembling and interpreting data, and in good usage in form. Lower division course. *Three term hours.*

7. *Methods in Grammar School English.* Practical methods of presenting English to classes. Upper division course. *Three term hours.*

8. *English for High School Teachers.* Methods of presentation and model assignments effective in developing in students a command of best English usage. Upper division course. *Four and one-half term hours.*

9. *Review Course in English Grammar.* The purpose is to organize and present material that will aid teachers preparing to take the state examination for a certificate. No credit is given for this course.

SPOKEN ENGLISH

1. *Debating.* An elementary study in the methods of effective argument; designed also to develop the ability to recognize sound argument. Lower division course. *Three hours.*

LITERATURE

1. *Early American Literature.* Beginning with Franklin—the course follows the development of American literature down to the contemporary period. Lower division course. *Three term hours.*

2. *Recent American Literature.* This course is a continuation of the course in Early American Literature. Lower division course. *Three term hours.*

3. *Nineteenth Century American Novel.* Some of the foremost American novelists; the historical and aesthetic forces which influenced their work. Upper division course. *Three term hours.*

4. *Contemporary American Novel.* A continuation of course 3 which is a prerequisite unless the student can show equivalent preparation. Upper division course. *Three term hours.*

5. *Contemporary English Novelists.* Reading and discussion of eight contemporary novelists. Upper division course. *Three term hours.*

6. *Shakespeare.* Sixteen plays will be read. Lower division course. *Nine term hours.*

7. *Socially Significant Literature of Today.* 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. Upper division course. *Nine term hours.*

8. *English Novel of the Nineteenth Century.* For advanced undergraduate students. The classic age of the English novel. Upper division course. *Nine term hours.*

9. *Contemporary Poetry.* A critical study of representative works of Alan Seegar, Rupert Brooks, Sara Teasdale, John Masfield, Vachel Lindsay, Arturo Giovannitti, C. E. S. Wood, Carl Sandburg, Edgar Lee Masters, Robert Frost, Amy Lowell, and other contemporary poets. Upper division course. *Nine term hours.*

10. *Methods of Teaching Literature in the Junior High School.* A 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; the problems connected with the outside reading of pupils. Upper division course. *Three term hours.*

11. *English Critics.* A course primarily for advanced students and English teachers. *Nine term hours.*

GEOLOGY

1. *Geology I.* An elementary course, dealing with some of the most common technical terms, and the general divisions of the subject. Lower division course. *Three term hours.*

2. *Historical Geology.* A course for students who have had the introductory work of general geology. Lower division course. *One and one-half term hours.*

3. *General Geography.* This course is divided into three parts.

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 course. *Nine term hours or three term hours for each part.*

4. *Physical Geography.* The principal topics of physical geography. Helpful as an outline for class work. No credit is given for this course.

HISTORY

1. *Oregon History.* The acquisition and building of a great western commonwealth; frequent references to publications both of a historic and literary nature in order that students who desire to survey the entire field may find suggestions and guidance. Opportunity is given for research. Upper division course. *Three term hours.*

2. *European History Since 1815.* The origin of the present European states and their chief lines of development during the nineteenth century; especial attention to political and constitutional problems. Lower division course. *Six term hours.*

3. *English History.* England's social, economic, political and constitutional history from earliest times to the present day is provided in this course. Upper division course. *Six term hours.*

MATHEMATICS

1. *College Algebra.* This course is the equivalent of the first term's work for freshmen. Prerequisites, elementary algebra, plane geometry, and college algebra. Lower division course. *Four term hours.*

2. *Plane Trigonometry.* This course is the equivalent of the second term's work for freshmen. Prerequisites elementary algebra, plane geometry, and college algebra. Lower division course.

Four term hours.

3. *Analytical Geometry.* This course is a necessary foundation for calculus, and is needed by students of architecture and science. The prerequisites are solid geometry, college algebra and plane trigonometry. Lower division course.

Four term hours.

4. *Differential and Integral Calculus.* Two courses. Prerequisites are plane trigonometry and analytical geometry. Lower division course. Twelve term hours are given for the completion of the whole, or six hours for each course taken separately.

5. *Teaching of High School Mathematics.* The best methods of teaching arithmetic, algebra, geometry and trigonometry and something of their history. For teachers of mathematics. Credit earned in this course may be counted as credit in education. Upper division course.

Three term hours.

6. *The Mathematics of Investment.* 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 course.

Three term hours.

7. *Review Course in Arithmetic.* A rapid review, primarily for persons who are planning to take the state examination for a teacher's certificate; based upon the adopted text-book. No credit is given for this course.

MODERN LANGUAGES

FRENCH

Commercial French. The work is elementary, no previous knowledge of the language is necessary. Lower division course. *Three term hours.*

GERMAN

1a. *First Year, First term.* Lower division course. Text: Vos, Essentials of German, fifth edition.

Four term hours.

1b. *First year, second term.* Lower division course. Texts: Vos, Essentials of German; Super, Elementary German Reader.

Four term hours.

1c. *First year, third term.* Lower division course. Texts: Heyse's L'Arrabbiata; Storm's Immensee.

Four term hours.

2. *Second Year German.* Part one. Lower division course.

Six term hours.

3. *Second Year German.* Part two. Lower division course.

Six term hours.

4. *Third Year Course.* Reading with exercises, either in classics (selected works of Lessing, Goethe, Schiller) or in modern fiction, such as Hauptmann, Sudermann, Frenssen, and an outline of the history of German literature. Upper division course.

Three term hours.

SPANISH

Commercial Spanish. Lower division course. *Three 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 course.

Nine term hours.

2. *Sound and Music.* An introduction to the theory of sound with application to such musical problems as harmony and discord, typical musical instruments and true and tempered intervals as used in tuning musical instruments. Upper division course.

Three term hours.

3. *History and Teaching of Physics.* This course is for teachers, primarily, and presupposes a reasonable familiarity with the more elementary facts and ideas of general physics. Credit earned in this course may be counted as credit in education. Upper division course.

Three term hours.

PHYSIOLOGY

1. *Elementary Physiology.* An introduction to human physiology. Lower division course.

Three term hours.

2. *Experiments in Physiology.* A series of practical experiments in physiology, accompanied by the necessary materials, for students doing satisfactory work in elementary physiology, or otherwise qualified for the work. Lower division course.

One term hour.

PSYCHOLOGY

1. *Elementary General Psychology.* The lessons cover so far as possible, the same material given at the University in the first year course in elementary psychology. Lower division course.

Six term hours.

2. *Elementary Psychology, Short Course.* Designed for the teacher who intends to take the state examination in psychology. No college credit.

3. *Abnormal and Borderline Psychology.* A course covering the psychology of sleep, dreams, hypnosis, aphasia, amnesia, hysteria, dual personality, trance states, telepathy, theories of the sub-conscious, fixed ideas, and insanity. Elementary psychology is a prerequisite. Upper division course.

Four and one-half 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 course.

Seven and one-half term hours.

ENTRANCE COURSES

ENGLISH

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. *One entrance unit.*

Entrance Grammar and Usage. A simple outline of English grammar with such questions of usage as may come under each part of speech. *One-fourth entrance unit.*

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.

- | | |
|---------------------------------|--------------------------------|
| 1. <i>Entrance English I.</i> | <i>One-half entrance unit.</i> |
| 2. <i>Entrance English II.</i> | <i>One-half entrance unit.</i> |
| 3. <i>Entrance English III.</i> | <i>One-half entrance unit.</i> |
| 4. <i>Entrance English IV.</i> | <i>One-half entrance unit.</i> |
| 5. <i>Entrance English V.</i> | <i>One-half entrance unit.</i> |
| 6. <i>Entrance English VI.</i> | <i>One-half entrance unit.</i> |

7. *Literature VII.* Texts: Payne, Literary Readings; Hawthorne, The House of Seven Gables; Howells, The Rise of Silas Lapham. *One-half entrance unit.*

8. *Literature VIII.* Texts: Long, English Literature poems from Wordsworth, Keats, and Shelley; Tennyson; Browning; Austen, Pride and Prejudice; Thackeray, Vanity Fair. *One-half entrance unit.*

HISTORY

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. *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. *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. *One entrance unit.*

General European History. The most significant facts in the history of Europe from earliest times to the present. Designed to meet the needs of teachers preparing for state examinations in general history, and to fulfill the history requirement for college entrance. *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. Course A1 covers pages 1-153 of the text.

One-half entrance unit.

2. *Elementary Algebra, Course A2.* This course is a continuation of A1 and covers pages 154-296 of the text.

One-half entrance unit.

3. *Elementary Algebra, Course A3.* A continuation of course A2 and covers pages 297-420 of the text.

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.

One-half entrance unit.

5. *Plane Geometry, Course G2.* This is a continuation of Course G1.

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.

One-half entrance unit.

DEGREES CONFERRED DURING YEAR 1924-1925

College of Literature, Science and the Arts

BACHELOR OF ARTS

- Abby Harris Adams, Ft. Collins, Colo.
 Alva Burton Adkisson, The Dalles
 M. Alicia Agnew, Eugene
 Dorothy Elverne Akin, St. Helens
 Camilla May Anderson, Eugene
 Helen Armstrong, Halsey
 James Bagan, Stanfield
 Marian Baker, Portland
 Katherine H. Bald, Portland
 Shirley Harold Baron, Portland
 Mary A. Bartholomew, Echo
 Cleo Base, Portland
 Evelyn Bennett, Forest Grove
 Ruth E. Benson, Ashland, Wis.
 Florence V. Blake, Salem
 Erma Lillian Boushey, Eugene
 Claudia M. Broders, Eugene
 Gerda S. Brown, Eugene
 R. Kee Buchanan, Eugene
 Florence Dorothy Buck, Eugene
 James Everett Buckley, Portland
 Emelia Burrell, Los Angeles, Cal.
 Gertrude M. Butler, Bandon
 Flora E. Campbell, Sherwood
 Alberta M. Carson, Hood River
 Cassius C. Carter, Everett, Wn.
 Margaret Eddings Carter, Eugene
 Helen A. Chambreau, Portland
 Mary Douglass Chisholm, Pendleton
 Esther Marie Christensen, Portland
 Kam Ling Chung, Astoria
 Kathleen MacNeal Clarke, Grants Pass
 Gladys Fisher Collins, Eugene
 Clifford Llewellyn Constance, Eugene
 M. Leola Craig, Portland
 Florence Crandall, Corvallis
 Ralph Huff Crandall, San Diego, Cal.
 Frank Nesmith Davis, Roseburg
 Elsie Frances Dennis, Portland
 Dorothy Elizabeth Dixon, Portland
 Margaret C. Duerner, Hillsboro
 Milton Vrouer Duncan, McMinnville
 Ralph W. Ezkstaff, Eugene
 Ethelva R. Elkins, Eugene
 Aage Alexander Andreas Enna, Portland
 Josephine Matlen Evans, Portland
 Arthur Wilson Everett, Eugene
 Donald M. Fraser, Ashland
 Louise Gidley, Marshfield
 Herbert E. Goldsmith, Portland
 Jean M. Goodrich, Yamhill
 Winifred Graham, North Bend
 Mary P. Griffin, Portland
 Ralph S. Hamilton, Salem
 Maryann Hanson, Portland
 Lloyd Jasper Harbaugh, Portland
 Oril S. Harbaugh, Portland
 Florence Margaret Hards, Eugene
 Luella Henriette Hausler, Portland
 Mildred Vera Hayden, Eugene
 Marian G. Hayes, Eugene
 Ernest H. Henrikson, Portland
 Ruth Higgins, Corvallis
 Dorothy E. Hill, Bellingham, Wn.
 Harold J. Hoffich, Albany
 Edith Edna Howe, Eugene
 Terva G. Hubbard, Los Angeles, Cal.
- Clayton Earl Hughes, Hood River
 Helen M. Humphrey, Corvallis
 Thomas Roland Humphreys, Heppner
 Mildred Marsh Irelan, Portland
 Phillip Brooks Irelan, Portland
 Georgia Helen Johnson, Portland
 Hazel Alice Johnson, McMinnville
 Joy Janet Johnson, Portland
 Mildred Lucile Johnson, Portland
 Elizabeth Bushnell Kerr, Portland
 Portia Ladean Kidwell, Pilot Rock
 Gwendolyn Leah Kohns, Portland
 Edward Anthony LeCocq, Portland
 Louise Minona Leonard, Portland
 Alice G. Lindell, Portland
 Willa C. Loomis, Eugene
 Ernest Jacob Losli, Portland
 Joseph R. McCready, Forest Grove
 Florence McDonald, Oreco
 Margaret McGowan, Portland
 Raymond Meril McKeown, Marshfield
 Mary Usona McMahon, Portland
 Marie Hull Malmgren, Phoenix
 Wilna Almada Manly, Portland
 Laverne M. Moore, Portland
 Pat V. Morrisette, Yakima, Wn.
 Marie Myers, Medford
 Ann Malloch Mylne, McMinnville
 Charlotte Anne Newhouse, The Dalles
 Merle Oliver, Hollywood, Cal.
 Archie O. Pitman, Beaverton
 Ethel Prather, Los Angeles, Cal.
 Lexro Bernard Prillaman, Eugene
 Helen L. Purdum, Portland
 Carleton Parish Pynn, Portland
 August W. Quinby, Eugene
 L. Lynetta Quinlan, Grants Pass
 V. Vernetta Quinlan, Grants Pass
 Edwina Helen Richen, Portland
 Thelma Levens Riley, Baker
 Margaret Rodeside, Redmond
 Theran B. Sausser, Oakland
 Roy E. Sawyer, Eugene
 Helen Louise Schuppel, Portland
 Dorothy Frances Scotton, Portland
 Alladeen Scroggin, La Grande
 Henry Sheldon, Jr., Eugene
 Martha A. Shull, Portland
 Cecil Starr Smith, Portland
 Mearl R. Snyder, McMinnville
 Samuel Soble, Portland
 Ruby Speer, Stayton
 Esther M. Stricker, Portland
 Jens Terjeson, Pendleton
 Elizabeth Tillson, Portland
 Alice Ann Tutthill, Baker
 Warren John Ulrich, Portland
 Lucy C. Vander Sterre, Portland
 Mary Enid Veatch, Halsey
 Sylvia Addie Veatch, Cottage Grove
 Ralph W. Watters, Portland
 Helen E. Whitcomb, Portland
 Stephen R. Williams, Eugene
 Ronald H. Williamson, Des Moines, Iowa
 Reese Winard, Klamath Falls
 Winifred McKeen Winnard, Portland
 Oscar Osburn Winther, Eugene

BACHELOR OF SCIENCE

Theodore Elam Amstutz, Silverton	Ivan Donald Houston, Eugene
Rosella Mae Bothwell, Gold Beach	Reginald A. Hunt, Portland
Arnold S. Chainov, Portland	Florence Minerva Jenks, Tangent
William Harold Chapman, Portland	Kenneth P. Lancefield, Portland
Alfred William Christopherson, Portland	Joseph Langer, Portland
Edith Clifford, Portland	W. Norman Larabee, St. Helens
Agnes Belle Coates, Tillamook	Marguerite C. McCabe, Wauna
Ephraim Davis Conway, Eugene	Mary Alice Manny, Portland
Richard Dixon, Eugene	Charles Harold Newell, Jr., Portland
Priscilla Grace Eakin, Astoria	Hope Brown Plymate, Marshfield
Jamie R. Farmer, Carlton	William R. Poulson, Portland
Alton Gabriel, Milwaukie	Eva Lucille Randall, Pendleton
Ewen Gillis, Seattle, Wn.	John Alvin Rhodes, McMinnville
Maurice F. Gourley, Portland	Floyd L. Ruch, Eugene
Robert A. Hawkins, Portland	Alex C. Shipe, The Dalles
George Bertram Hayden, Tacoma, Wn.	William A. Sorsby, Wauna
William Stephen Hopkins, Portland	Arthur Charles Sutton, Portland
	Cora Elizabeth Ten Eyck, Sandy

School of Architecture and Allied Arts

BACHELOR OF SCIENCE IN ARCHITECTURE

Arnold Ralph Southwell, Tacoma, Wn.

BACHELOR OF ARTS

Hazel Borders, Portland	Lena D. Eastwood, Eugene
Emmy Lou Douglas, Marshfield	Penelope Mary Gehr, Portland
	Elizabeth Hunzicker, Eugene

BACHELOR OF SCIENCE

Katherine Ashmead, Fullerton, Cal.	Jean Millican, Springfield
Helen Danforth Ball, Portland	Kathryn Esther Nicholson, Marshfield
	Dorothy Mae Wagner, Portland

School of Business Administration

BACHELOR OF BUSINESS ADMINISTRATION

Manuel V. Alcid, Vigan, P. I.	Carl M. Knudsen, Portland
Ralph M. Austin, Columbia Falls, Mont.	S. D. Loomba, India
Elmer Norton Calef, Portland	Collis P. Moore, Moro
Shelby Henry Carter, Eugene	Charles T. Murrey, Salt Lake City, Utah
J. Ross Eggstaff, Eugene	Dewey Scarbrough, Eugene
Russell Gowans, Portland	Max Donald Stearns, Eugene
James Wesley Haines, Jr., Eugene	C. A. A. Sumption, Portland
George Clifford Knodell, Enterprise	Gordon Edward Wilson, Oregon City

BACHELOR OF ARTS

Lowell Everett Angell, Portland	Irene L. Kendall, Redmond
Mabel Sarah Armitage, Eugene	Willard C. Marshall, Salem
Lyall R. Bolton, Twin Falls, Idaho	John W. Richau, Portland
Russell A. Boner, Bandon	Margaret F. Sagaberd, Gardiner
Robert W. Frankson, Portland	Stephen Serel Selak, Cove
Norman E. Goudy, Portland	A. Truman Sether, Glendale
Harry Frank Hulac, McMinnville	Norman W. Wood, Portland
Robert Dowse Huntress, Portland	F. Gibson Wright, Portland

BACHELOR OF SCIENCE

Estel N. Akers, Portland	John Beresford Rogers, Baker
Charles Barnhart Buchanan, Jr., Hillsboro	Myron Emmitt Shannon, Helix
Donald Randolph Cook, Helix	Wallace Wilson Strane, Ontario
Harold L. McEwen, Portland	Henry E. Tetz, Ridgefield, Wn.
Louis Sloman Metzelaar, Portland	Spencer R. Trowbridge, Bandon
Lawrence DeWitt Robertson, Canada	Carl Vreeland, Portland

MASTER OF BUSINESS ADMINISTRATION

- Victor E. Storli, B.A., St. Olaf College, 1921
Thesis: "A critical study of the plans of operation of domestic building and loan associations of Oregon, and of the laws under which they are organized."
- Kenneth H. Hunter, B.A., University of Idaho, 1923.
Thesis: "A study of the history and efficacy of the Federal Agricultural Credits Act of 1923, with especial application to Oregon."
- Henry J. Rehn, B.S., Oregon Agricultural College, 1924.
Thesis: "Accounting for returnable containers."
- Herbert G. Smith, B.S., New Mexico Agricultural College, 1913.
Thesis: "Merchandise turnover—its significance in conducting a retail store business."
- Harwood Leon Marshall, B.A., Pomona College, 1922.
Thesis: "Credit insurance as an aid to the export trade of the United States."
- Walter J. Hempy, B.B.A., 1924, University of Oregon.
Thesis: "Accounting for surplus."

School of Education

BACHELOR OF SCIENCE IN EDUCATION

- Lucile Ward Stone, Bend Marie Vaughan, Vancouver, Wn.

BACHELOR OF ARTS

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| Florence E. Anderson, Portland | Frances Devane McGill, Portland |
| Edna Biles, Portland | Hazel Ray Mills, Aurora |
| Edith Elizabeth Bragg, Salem | Jean Moffatt, West Linn |
| Grace M. Breck, China | Doris E. Neptune, Salem |
| Julia Catherine Geoghegan, Eugene | Helen Sherwood, Coquille |
| Pearl Hall, Lakeview | Mary E. Skinner, Portland |
| Mary Hardy, San Diego, Cal. | Marjorie Schoeneck Spearow, Cottage Grove |
| Lloyd Creg Hatfield, Portland | Marjorie Speed, Eugene |
| Elizabeth Honkanen, Seaside | C. G. Springer, Marcola |
| Rebecca Ireland, Portland | Elizabeth Strowbridge, Portland |
| Marian Jenkins, Portland | Evelyn Hope Underwood, Portland |
| Ruth Jenkins, Portland | Jessie Wagener, Portland |
| James R. Kinney, San Francisco, Cal. | Harriet Lorraine Wright, Pasadena, Cal. |
- J. S. Wright, Tacoma, Wn.

BACHELOR OF SCIENCE

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| Harriette Wave Anderson, Sandpoint, Ida. | Jessie Maud Hartwig, Eugene |
| Claude Ansel Arehart, Portland | Julia May Kimball, Portland |
| Thomas T. Babbitt, Troutdale | Edwin Mills Kirtley, Eugene |
| Harry B. Blough, Portland | Marian Edith Nicolai, Portland |
| Elsie Kreig Bolt, Lebanon | Mildred Jane Orr, Eugene |
| Bessie Christensen, Ada | Flossie Perce, Clackamas |
| Charles K. Dawson, Eugene | Alma Scott Propst, Vale |
| Frances Violet Degerstedt, Portland | Muriel Thoen, Portland |
| Mary A. Donaldson, Coquille | Clara E. Wheelhouse, Arlington |
| Anne Isabel Gorrie, Springfield | Oneita Bernice Wirtz, Portland |
| Dorothy Gurley, La Habra, Cal. | Henrietta Wolfer, Hubbard |

School of Journalism

BACHELOR OF ARTS IN JOURNALISM

- Frances H. Simpson, Portland

BACHELOR OF SCIENCE IN JOURNALISM

- Eugene Francis Short, Long Beach, Cal.

BACHELOR OF ARTS

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|---------------------------------------|---------------------------------------|
| Mary M. Clerin, Portland | Eunice Roberta Jonsrud, Boring |
| Mildred Cecelia Dunlap, Portland | Chi Sung Pil, Korea |
| Mary Jane Dustin, Baker | Frances Sanford, Pasadena, Cal. |
| Geneva Elizabeth Foss, Mullan, Ida. | Margaret Skavlan, Eugene |
| Gertrude Helen Houk, Portland | Kathleen Eugenia Strickland, Memphis, |
| Clinton Newton Howard, Berkeley, Cal. | Tenn. |
| Anna F. Jerzyk, Rainier | Josephine Ulrich, Portland |
| | Norma Jean Wilson, Portland |

BACHELOR OF SCIENCE

- | | |
|----------------------------------|-------------------------------|
| Augusta Perkins DeWitt, Portland | Raymond D. Lawrence, Portland |
| | Ben Maxwell, Salem |

School of Law

DOCTOR OF JURISPRUDENCE

Marion Eugene Dickey, Portland Carlton E. Spencer, Eugene

BACHELOR OF LAWS

Harley Woodford Covalt, Eugene Tetsuichi Kurashige, Hawaii
Armand H. Fuchs, Baker James Hale Ross, Toledo

BACHELOR OF ARTS

Randall S. Jones, Eugene Robert Shepherd, Portland
Paul A. Sayre, La Grande Carl H. Skoog, Portland

BACHELOR OF SCIENCE

Walter M. Backstrom, Eugene Frank Peter Keenan, Portland
Grant J. Williams, Fruitland, Ida.

School of Music

BACHELOR OF MUSIC

Bernice Yeo, Ashland

BACHELOR OF ARTS

Beulah Lorraine Clark, Portland	Sherman E. Rees, Portland
Ethlyn B. Forrest, Eugene	Alberta V. Potter, Eugene
Camilla Lorenz, Coquille	Katie Marguerite Potter, Eugene
Lois R. Parker, Eugene	Cecilia Rosser Richards, Eugene
John F. LeCocq, Lynden, Wn.	Verner Ernest Ruedy, Portland
Laurie Paul Lind, B.S., Portland	Leo Harry Schatz, B.S., Portland
Grace Darling Linklater, B.A., Portland	James Loudon Sears, B.A., Albany
Ellsworth F. Lucas, Spokane, Wn.	Harley Rex Shields, Ph.G., Amity
Joseph Bernard McCarthy, Portland	Paul W. Spickard, Seattle, Wn.
Nelson Wallace Mercier, Livingston, Mont.	William West Sutherland, B.S., Portland
Mildred Mumby, Olympia, Wn.	John Waldemar Unis, B.A., Gresham
George Pasto, Portland	Roswell S. Waltz, Monroe
Barton Edward Peden, B.S., Seattle, Wn.	Adolph Weinzirl, B.S., Seattle, Wn.
Leslie Trusten Peery, Portland	Alvia Gordon Young, Vancouver, Wn.

Military Science

The following students completed work in the Department of Military Science and Tactics qualifying them for commissions in the Officers Reserve Corps, United States Army:

SECOND LIEUTENANTS, INFANTRY

Walter M. Backstrom	Charles E. Jost
William R. Burton	Wilber N. Larabee
Elmer N. Calef	William R. Poulson
Frederick H. Clayton	Carl H. Skoog
Donald R. Cook	Earl W. Smith
Harmon F. Crites	Lee A. Withrow
Ted R. Gillenwaters	Levi Ankeny
Boyd C. Homewood	Louis H. Ankeny
Clayton E. Hughes	Herschel E. Kidwell

FIRST LIEUTENANTS, MEDICAL SECTION

Roland Allen, Portland	John F. LeCocq, Lynden, Wash.
Harold L. Averill, Portland	Laurie P. Lind, Portland
Hobart D. Belknap, Prineville	Joseph B. McCarthy, Portland
Squire S. Bozorth, Woodlawn, Wash.	Nelson W. Mercier, Livingston, Mont.
Frank H. Douglass, Sedro Woolley, Wash.	Barton E. Peden, Seattle, Wash.
Earl D. DuBois, Portland	Verner E. Ruedy, Portland
Robbin E. Fisher, Salem	James L. Sears, Albany
J. Julius Frahm, Richland	Paul W. Spickard, Seattle, Wash.
Walter W. Gilbert, Portland	William W. Sutherland, Portland
L. Dow Inskeep, Jr., Berkeley, Calif.	Roswell S. Waltz, Monroe
Walter Lawrence, Petaluma, Calif.	Adolph Weinzirl, Seattle, Wash.
David J. Lawson, Blanchard, Wash.	Alvia G. Young, Vancouver, Wash.

Four of these officers, Mr. Belknap, Mr. Inskeep, Mr. Lind, and Mr. Ruedy, will be placed on active duty at Letterman General Hospital, San Francisco, California, for the coming year, where they will serve as interns.

Roswell S. Waltz was the winner of the award given by the Surgeon General to the student receiving the highest average in the course of Military Science and Tactics in the Medical School.

Graduate School

MASTER OF ARTS

- Beatrice Butler Beebe, B.A., Illinois; LL.B., Oregon.
Major, German. Minor, Drama and the Speech Arts.
Thesis: A comparison of the chief women characters in the dramatic works of Gerhart Hauptmann and Shakespeare.
- H. Omer Bennett, B.A., Valparaiso.
Major, Education. Minor, History.
Thesis: Progress in secondary education in relation to certain criteria.
- Walther Otto Benthin, B.A., Buena Vista College.
Major, Sociology. Minor, Education.
Thesis: The sociological possibilities of the rural church.
- Jessie Laird Brodie, B.A., Reed.
Major, Zoology and Experimental Biology. Minor, Pathology.
Thesis: Studies in the comparative action of thyroxin and desiccated thyroid upon the division rate of paramecium.
- Walter Henry Buxton, B.A., Nebraska.
Major, Education. Minor, Mathematics.
Thesis: The present status of instruction in religion in American colleges and universities.
- Leo Herbert Cossmann, B.A., Oregon.
Major, Education. Minor, Psychology.
Thesis: The relative efficiency of different I. Q. groups in arithmetic and language from grades 3-A to 8-B.
- Meryl W. Deming, B.A., Oregon.
Major, Chemistry. Minor, Physics.
Thesis: Ostwald's law of coupled reactions and the energy relationship of endothermic compounds.
- Rollien S. Dickerson, B.A., Oregon.
Major, Education. Minor, History.
Thesis: Justification of "composite" social science in the junior high school and some criteria for choosing materials.
- Elmer Beal Gardner, LL.B., Arkansas; B.A., Oklahoma.
Major, Education. Minor, Political Science.
Thesis: A study of the educational system of Clackamas County, Oregon.
- Bertha Alice Hays, B.A., Oregon.
Major, Zoology. Minor, Chemistry.
Thesis: The effects of the intraperitoneal injection of thyroxin upon the body weight and upon certain organs, especially the gonads and the hypophysis, of the albino rat.
- Alfred Renault Hedrick, B.A., Chicago.
Major, English. Minor, Psychology.
Thesis: England—the presentation of the Elizabethan's world: a study of sixteenth century English Chauvinism and patriotism.
- Arthur Carhart Jones, B.A., Pacific University.
Major, Anatomy. Minor, Pathology.
Thesis: Nerve endings in the reptilian lung.
- David John Jones, B.A. in Ed., Washington; B.M., Montana Wesleyan.
Major, Education. Minor, History.
Thesis: Welsh education from 1840 to 1881.
- Percy A. Lasselle, B.A., Oregon.
Major, Chemistry. Minor, Physics.
Thesis: A study of the highly reducing substances occurring in pyrolygneous acid.
- Lois Allen Laughlin, B.A., Oregon.
Major, English. Minor, History.
Thesis: The revolt against Main Street—a study in contemporary American literature.
- Edward Dorris McAlister, B.A., Oregon.
Major, Physics. Minor, Mathematics.
Thesis: An analysis of the causes of variation in thermal electromotive force.
- Rose A. Schoenberg-McGrew, B.A., Oregon.
Major, German. Minor, French.
Thesis: E. T. A. Hoffmann und sein Verhaeltnis zur Romantik als Dichter, Musiker und Mensch.
- Luceil Morrow Osvold, B.A., Oregon.
Major, English. Minor, Philosophy.
Thesis: A statistical study of pauses in English blank verse.

Oscar White Richards, B.A., Oregon.

Major, Zoology. Minor, Psychology.

Thesis: The growth of the yeast *S. Cerevisiae*: a mathematical analysis of its growth curve and the effect of temperature on its growth as shown by the Arrhenius temperature equation.

William Sherman Savage, B.A., Howard University.

Major, History. Minor, Education.

Thesis: Abolitionist literature in the mails, 1835-1836.

R. W. Tavenner, B.S., California.

Major, Education. Minor, Psychology.

Thesis: Student activities in high schools with special reference to Oregon.

Frank H. Vonder Ahe, B.A., Oregon.

Major, Chemistry. Minor, Physics.

Thesis: An investigation of the nature of bios particularly with reference to the crystalline substance isolated by Eddy, Kerr and Williams.

MASTER OF SCIENCE

Edwin K. Harkness, B.S., Oregon.

Major, Education. Minor, Fine Arts.

Thesis: Some inequalities in "educational opportunity" in the public schools of Oregon.

Thomas Daniel Wyatt, B.S., Oregon.

Major, Physiology. Minor, Pharmacology.

Thesis: Salmon poisoning in dogs.

MASTER OF SCIENCE IN ARCHITECTURE

Lau Fook Tai, B.S. in Arch., Oregon.

Thesis: Notes on the geography, history, social, economic, government and aesthetic factors involved in the planning of the city Bou Onn, China.

DOCTOR OF LETTERS

The University of Oregon confers the degree of
Doctor of Letters, Honoris Causa, upon

JOHN HENRY NASH

STATISTICAL SUMMARY

ENROLLMENT IN THE UNIVERSITY, 1924-25

	<i>Men</i>	<i>Women</i>	<i>Total</i>	
GRADUATE				
Portland	23	37	60	
Eugene	77	44	121*	
	100	81	181	181
UNDERGRADUATE STUDENTS, EUGENE				
Seniors	210	244	454	
Juniors	275	244	519	
Sophomores	354	297	651	
Freshmen	462	415	877	
Specials	32	21	53	
Veterans' Bureau Students	0	1	1	
E. B. U. Students	23	11	34	
1st Year Law	25	2	27	
2nd Year Law	28	0	28	
3rd Year Law	7	0	7	
Law Specials	2	1	3	
	1,418	1,236	2,654	2,654
TOTAL STUDENTS, CAMPUS, EUGENE	1,483	1,274	2,757	2,757
SCHOOL OF MEDICINE, PORTLAND	200	18	218	218
	1,683	1,292	2,975	2,975
SUMMER SESSIONS, 1925				
Portland	99	525	624	
Eugene	137	251	388	
	286	776	1,012	1,012
	1,954	2,111	4,065	4,065
Deduct duplicates	103	139	242	242
TOTAL REGISTRATION OF REGULAR STUDENTS	1,851	1,972	3,823	3,823
EXTENSION				
Portland Extension	941	1,347	2,288	
Correspondence	853	1,632	2,485	
	1,794	2,979	4,773	4,773
	3,645	4,951	8,596	8,596
Deduct duplicates	23	37	60	60
TOTAL REGISTRATION, YEAR 1924-25	3,622	4,914	8,536	8,536
REGISTRATION, YEAR 1925-26, UP TO AND INCLUDING MARCH 10, 1926				
Graduate Students	63	46	109	
Seniors	216	209	425	
Juniors	288	232	520	
Sophomores	403	367	770	
Freshmen	543	454	997	
Special Students	23	21	44	
Veterans' Bureau Students	0	1	1	
Eugene Bible University Students	15	4	19	
1st Year Law	24	1	25	
2nd Year Law	20	2	22	
3rd Year Law	18	0	18	
Law Specials	2	0	2	
School of Medicine, Portland	219	12	231	
	1,834	1,849	3,183	

* Includes students working for master's degree in School of Medicine, Portland.

INDEX

A	
Academic Requirements Committee	21
Accounting	135, 137-138
Accredited High Schools	33
Administration of Honors Committee	21
Administration, Officers of	7
Admission	33
Admission	33
Admission to	
Advanced Standing	34
Freshman Standing	33
Graduate Standing	36, 50
School of Architecture	119
School of Business Administration	34
School of Law	164
School of Medicine	180
School of Music	200
Special Student Standing	35
Advanced Standing	34
Advisory Council	21
Albert Cup	45
Alumni Association	48
Alumni Association (Medical School)	185
Anatomy (Department of Zoology)	117
Department in Medical School	186
Application for Loans	43
Application for Rooms	39
Applied Design	132
Appointment Bureau	146
Appointment Bureau, Committee on	21
Architecture and Allied Arts,	
School of	23, 37, 119-133
Building Group	24
Faculty of	119
Organization and Degrees	23, 119
Architecture	
Course of Study	121-123
Description of Courses	125-130
Architecture Studio	31
Art, Normal	
Course of Study	124-125
Description of Courses	132-133
Arts, Bachelor of	23, 38, 54, 119, 136, 146, 160, 165, 180, 200, 206, 217
Arts, Bachelor of, Given in 1924-25	250
Arts, Fine	
Course of Study	123-124
Description of Courses	130-132
Master's Degree	51
Arts, Household, Building	24
Arts, Master of	23, 51, 119, 134, 206, 213
Arts, Master of, Given in 1924-25	254
Assistants, Graduate	20, 53
Associated Students	48
Association, Alumni	48
Astronomy, Mechanics and	
Description of Courses	98
Athletic Field	25
Athletics	48, 203
Athletics, Committee on	21
Awards, Committee on	21
B	
Bachelor of Architecture	23, 119
Bachelor of Arts	23, 38, 54, 119, 136, 146, 160, 165, 180, 200, 206, 217
Bachelor of Business Administration	23, 136
Bachelor of Laws	23, 160
Bachelor of Music	23, 200
Bachelor of Science	23, 38, 54, 119, 136, 146, 160, 165, 180, 200, 206, 217
In Education	23, 146
Bacteriology (Department of Botany)	56
Department in Medical School	187
Beekman Prize	45
Bernard Daly Scholarships	44
Bennett Prize	45
Biochemistry, Department in	
Medical School	188
Biology (Departments of Botany and Zoology)	54-55, 115
Board of Regents	7
Board and Room	39
Botanical Laboratory	29
Botanical Museum	29
Botany, Department of	
Course of Study	54-55
Description of Courses	55-56
Buildings and Grounds	23-27
Bungalow, Y. W. C. A.	27
Business Administration	
School of	23, 37, 134-144
Courses of Study	137-140
Degrees	23, 137
Description of Courses	140-144
Faculty	134
Graduate Division	135
Organization	134
Scholarships and Prizes	134
Business Administration and Law	139
Business Research, Bureau of	137
C	
Calendar, University of	5
Campus, Map of	6
Catalogue Committee	21
Certificates, Teachers	147, 207
Chemical Laboratory	30
Chemistry, Department of	
Course of Study	56
Description of Courses	57
Christian Associations	27, 46
Climate, Location and	22
College of Literature, Science, and the Arts, Departments of	23, 37, 54-118
Colloquium Committee	21
Commencement and Assembly Committee	21
Commerce (Business Administration)	23
Commerce Hall	25
Committees of the Faculty	21
Condon Geological Museum	29
Co-op, University	27, 48
Council, Graduate	21
Council, Student	48
Courses Required	38
Craftsmen's Club	46
Credentials, Admission	38
Credits, Excess High School	35
Cytology	117, 118
D	
Daly Scholarships	44
Deady Hall	24
Deans of Schools	7
Degrees Conferred by University	
23, 51, 119, 135, 137, 146, 160, 166, 184, 206, 213, 217, 223	
Degrees Conferred by University in 1924-25	250-255
Degrees, Graduate	23, 50-52, 119, 135, 137, 146, 166, 184, 206, 213, 217, 223
Degrees, Masters	23, 51, 119, 135, 137, 184, 206, 213, 217
Degrees, Requirements for	37
In Architecture	119
In Business Administration	136
In Education	146
In Journalism	160
In Law	166
In Medicine	180
In Music	200
In Physical Education	206
In Sociology	213, 217
In Summer Session	223
Departments of College of Literature, Science and the Arts	37, 54

Departments, Major	37, 54
Deposits	
Gymnasium Suit	41
Military	41
Room	40
Dermatology and Syphilology,	
Department in Medical School	195
Design, Applied	132
Design, Interior	122
Diploma Fee	41
Dispensary Service	38
Division, Extension	23, 225
Doctor of Philosophy Degree	23, 52
Dormitories	26, 39
Drama and Play Production Course	74

E

Economics, Department of	
Course of Study	60
Course of Training for Public Service	
Description of Courses	61
Edison Marshall Prize	45
Education Building	26
Educational Research, Bureau of	146
Education, School of	23, 37, 145-157
Courses of Study	151-153
Degrees	23, 50-51, 146
Description of Courses	153-157
Faculty	145
Norms	147
Organization	145
Emerald	49
Employment	40
Endowment of University	22
English, Department of	
Courses of Study	65-69
Description of Courses	69-75
Written English Requirement	38
Entrance Requirements	33
Examination	
Credit by	35
English Entrance	36
Physical	36, 208
Psychological	36
Expenses, Student	42
Extension Division	
Description of Courses	227
Faculty	225
Organization	226
Extension Monitor	49

F

Faculty	
Committees	21
Extension Division	225
Eugene Summer Session	221
Portland Summer Session	221-222
School of Architecture	119
School of Business Administration	134
School of Education	145
School of Journalism	158
School of Law	164
School of Medicine	172-174
School of Music	200
School of Physical Education	203
School of Social Work, Portland	217
School of Sociology	213
University	3-20
Failing Prize	45
Fees	
Diploma	41
Graduate	41
Gymnasium Suit	41
Laboratory, locker, syllabus	41
Law School	41
Military	41
Non-resident	41
Penalty	42

Professional Schools	41
Registration	41
Tuition	41
Fellows, Research	20, 53
Fellows, Teaching	20, 53
Fine Arts	
Course of Study	123-124
Description of Courses	130-132
Faculty	119
Master of Fine Arts Degree	119
Studio	32
Foreign Scholarships Committee	21
Free Intellectual Activities Committee	21
French	112-113, 114
Friendly Hall	25

G

Genito-Urinary Diseases, Department	
in Medical School	198
Geography (See Geology)	
Geological Laboratories	30
Geological Museum	29
Geology, Department of	
Courses of Study	76
Description of Courses	76-79
General Literature Course	73
Gerlinger Cup	45
Gerlinger Cup Committee	21
Germanic Languages and Literature,	
Department of	
Course of Study	80
Description of Courses	80-83
Government of University	23
Grading System	37
Graduate Assistants	20, 53
Graduate Bulletin	53
Graduate Council	21
Graduate Degrees	23, 50-52, 119, 135, 137, 146, 166, 184, 206, 213, 217, 223
Graduate Degrees Conferred in 1924-25	254
Graduate School	
Admission to	50
Bulletin	53
Degrees Granted	23, 50-52
Departments of	50
Summer Session	52
Graduation Requirements	37
Greek, Department of	
Description of Courses	83-84
Grounds, Buildings and	23-27
Group Requirements	27
Gymnasiums	25, 26
Gynecology, Department in	
Medical School	192

H

Halls of Residence	
Friendly Hall (men)	25, 39
Hendricks Hall (women)	26, 39
Mary Spiller Hall (women)	26, 39
Susan Campbell Hall (women)	26, 39
Thacher Cottage (women)	26
Hayward Field	25
Health Service	24, 38, 205-206
Hendricks Hall	26, 39
High Schools, Accredited	33
High School, School of Education	146
History, Department of	
Course of Study	85
Description of Courses	85-89
History of the University	22
Honorary Societies	47
Household Arts, Department of	
Building	24
Description of Courses	90-91
Laboratory	80
Service Groups	89-90
Houses, Invitational	40
Hut, Y. M. C. A.	27
Hygiene, Personal, Requirement	85

I	
Incompletes	37
Infirmiry Service	38
Intra-mural Sports Committee	21
Italian	114
J	
Jakway, John Bernard Scholarship	44
Jewett Prizes	46
Johnson Hall	25
Jones Lectureship in Medicine	179
Journalism, School of	23, 37, 158-163
Building and Equipment	24, 158-159
Courses of Study	160-161
Degrees	160
Description of Courses	161-163
Faculty	158
Organization and Purpose	158
Prizes and Scholarships	160
Jurisprudence, Doctor of	166
K	
Koyl Cup	45
L	
Laboratory	29
Botany	29
Chemistry	30
Geology	30
Household Arts	30
Physical	30
Psychology	31
Zoology	31
Laboratory and Locker Fees	41
Language Requirement for Degree	38
Latin, Department of	91
Course of Study	92-93
Description of Courses	92-93
Late Registration Fees	42
Law Library	28, 164
Law, School of	23, 37, 164-171
Admission	164
Combined Courses	165
Degrees	166
Description of Courses	167-171
Faculty	164
Fees	41, 166
Library	28
Six-year Combined Course	165
Library Committee	21
Library Hall	25
Library, University	27-28
Pre-library training	67
Staff	27
Literature, Science, and the Arts, College of	23, 37, 54-118
Living Expenses	42
Loan Fund, Student	42
Loans, Application for	43
Location of University	22
M	
Major Requirements	33
Major in Schools and Departments	36
Marks, Schedule of	37
Marshall, Edison, Prizes	45
Mary Spiller Hall	26, 39
Masters' Degrees	23, 51, 119, 135, 137, 184, 206, 213, 217
Masters' Degrees Given in 1924-25	254
Mathematics, Department of	94
Course of Study	94-97
Description of Courses	94-97
McClure Hall	25
Mechanics and Astronomy, Department	97-98
Description of Courses	97-98
Medical Alumni Association	185
Medical School Scholarships Committee	21
Medicine, Department in Medical School	194-196
Medicine, School of	23-50, 51, 172-199
Admission	180-181
Alumni Association	185
Committees	175-176
Curriculum	181-183
Degrees Offered	184
Departments of Instruction	186-199
Doernbecher Memorial Hospital	178
Executive Faculty	175
Faculty	172-174
Fees and Deposits	179-180
Fellowships and Scholarships	184
History	177
Library	178
Special Students	181
Men's Dormitory	25, 89
Men's Gymnasium	25
Military Credits Committee	21
Military Science, Department of (In College)	98
Course of Study	99
Description of Courses	99
Military Science, Department in Medical School	191
Military Training Requirement	38
Monitor, Extension	49
Murray Warner Museum	28
Museums	28
Art	28
Botanical	29
Condon	29
Murray Waraer	28
Oregon, of Fine Arts	28
Zoological	29
Music Building	27
Music, School of	23, 37, 200-204
Degrees Given	23, 200
Description of Courses	202-204
Faculty	230
Fees	201
Organization	200
Requirement for Graduation	261
Scholarships	201
N	
Nervous and Mental Diseases, Department in Medical School	195
Newman Club	46
Non-resident Fee	41
Normal Art	124-125
Course of Study	124-125
Studio	32
Description of Courses	132-133
Norms for Teaching	147-151
Norwegian	82
O	
Obstetrics, Gynecology and, Department in Medical School	192
Officers of Administration	7
Officers, Board of Regents	7
Old Oregon	49
Ophthalmology, Otolg, Rhinology and Laryngology, Department in Medical School	199
Oregana	49
Organization of the University	23
Organizations, Student	46
Oregon Exchanges	49
Oregon Hall	25
P	
Painting	180
Paleontology	78, 79
Pathology, Department in Medical School	188
Pediatrics, Department in Medical School	196
Penalty Fees	42
Personal Hygiene Requirement	38

T	
Teacher's Certificate	147, 207
Teachers' Reading Circle	248
Teaching Fellows	20, 58
Term Hours Required for Graduation	37
Term Hours Required in Major Subject	38
Thacher Cottage	28
Thesis, Graduate	51-52
U	
Uniform Admission Requirements for Oregon Colleges	33
University	
Calendar	4
Degrees Granted, 1924-25	250-255
Fees	41-42
Laboratories	30-31
Library	27-28
Museums	28-29
Organization	28
Procedure	32-38
Publications	49
Studios	31-32
V	
Villard Hall	24
Visual Instruction, Extension Division	226
W	
Warner Prizes	45
Welfare, Social, Department of Extension Division	226
Woman's Building	26
Women's Dormitories	26, 39
Women's League	46
Work, Opportunities for	40
Z	
Zoological Laboratories	31
Zoological Museum	29
Zoology, Department of Description of Courses	115-118

APPLICATION FOR HALLS OF RESIDENCE

University of Oregon

Date

Application for room in

Name

Address

.....

Preparatory school

Class in University Age

Proposed major subject

Experience (teaching, business, travel, special training)

.....

.....

Is outside work necessary while in University?

Name and address of parents or guardian

.....

This blank, accompanied by a ten dollar (\$10.00) room deposit, should be filled out and returned to the dean of men for Friendly Hall, or to the dean of women for Hendricks Hall, Susan Campbell Hall, or Thacher cottage. If there is no space available, or if the student is prevented from attending the University, the deposit will be returned.



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