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Portland Summer Session

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Portland Summer Session

of the

University of Oregon, Oregon State College

Oregon College of Education

Southern Oregon College of Education

Eastern Oregon College of Education

Eight-Week Session

June 19 - August 11

1950

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General Information

What is the Portland Summer Session?

The Portland Summer Session, now in its thirty-third year, will consist of day classes for eight weeks from June 19 to August 11. The offerings include courses from the University of Oregon, Oregon State College, and the Oregon colleges of education. A wide variety of freshman and sophomore courses, formerly offered in the Vanport Summer Session, will be available this year in the Portland Summer Session, since the two sessions have been combined.

What types of courses are offered?

Courses are offered which enable lower-division students to make up deficiencies in mathematics and English so that they can carry a full credit program in the fall term. Students without any previous college work may begin their college program. Courses are also available which enable those who have had college work to complete sequences and make up deficiencies in required fields in order that they may take sophomore work in the fall. Courses which cover a full year's credit are open to old and new students, enabling them to complete one required sequence.

Is graduate work offered?

Yes. Graduate students who are unable to attend the summer sessions of the University at Eugene or the State College at Corvallis may build satisfactory programs in a number of fields at the Portland Summer Session.

How much credit may be earned in a session?

A student may earn 12 hours of graduate or undergraduate credit in the eight-week session. Undergraduates may complete in certain fields nearly the equivalent of a full term.

Is this a state-accredited school?

Yes. In Oregon all the state institutions of higher education are operated as correlated units of the State System of Higher Education. As a part of this organization, the Portland Summer Session draws upon the resources, the curricula, and the faculties of all the institutions. Credit earned in Portland may be counted as resident credit at the University, the State College, or the colleges of education. For the work available at these institutions and the specific requirements for degrees, the student should consult the institutional catalogs.

Where is the Portland Summer Session located?

The Portland office of the Oregon State System of Higher Education is located at 207 Education Center Building, 220 S. W. Alder Street; the telephone num-

ber is ATwater 2165. All administrative details of the classes of the Portland Summer Session are handled from this office. Office hours are from 9 A.M. to 4 P.M. except on Saturday, when the office closes at noon.

Most of the classes will be held at Lincoln High School, 1620 S. W. Park Avenue. Some classes will be held in other buildings and are so listed in the course descriptions.

At what times are classes scheduled?

Classes are scheduled daily, Monday through Friday, from 8 A.M. to 5 P.M. A printed schedule of complete class listings with hours of meeting and room numbers will be available at the Portland Summer Session offices about May 1.

When will registration open?

Students may register from June 12 to June 17 at 207 Education Center Building. On Monday, Tuesday, and Wednesday, June 19-21, students may register from 8 A.M. to 4 P.M. at Lincoln High School. Undergraduates registering after Wednesday, June 21, and graduate students registering after Saturday noon, June 24, must pay a late-registration fee.

Are advisers available for individual assistance?

Yes. The administrative staff and members of the faculty will serve as advisers and will be available throughout the registration periods for conferences in regard to selection of suitable courses, requirements, credits, and the relation of the summer program to the general academic program of the student.

What are the admission and degree requirements?

The only requirement for admission to the summer session is ability to do the work. However, students who wish to become candidates for a degree from the University or the State College, or for a certificate from one of the colleges of education, must satisfy the regular entrance requirements of the State System of Higher Education and must file a complete official transcript, covering all work taken above the eighth grade, with the registrar of the institution where continued study is planned. Students who do not plan to work toward a degree need not submit transcripts of high-school or college work.

Filing of credentials is not required of students who wish to transfer undergraduate credits earned in the Portland Summer Session to a university, college, or teachers college outside the Oregon State System of Higher Education.

Further information concerning admission, advanced standing, transfer of credits, and graduation requirements may be obtained from registrars of the institutions.

Are there any exceptions to the maximum 12 hours of credit that may be earned?

Undergraduates may petition for permission to carry 13 hours, if necessary to

work out individual schedules. No exception to the 12-hour maximum is permitted for graduate students.

How much graduate-degree credit is available in Portland?

In the Portland Summer Session and the Portland Extension Center, a graduate student may complete all requirements for the degree of Master of Arts (General Studies), except for a 12-hour campus residence requirement at the University of Oregon. All work required for the Master of Education degree may be completed in Portland, except 12 term hours, which must be completed in residence on the University or State College campus. Fifteen term hours of work toward the Master of Arts (departmental), Master of Science, or Master of Science in General Studies degree may be completed in Portland.

The Master of Education (M.Ed.) is regarded as a professional teaching degree and not primarily as a research degree. No thesis is required. A well-integrated program is planned for each individual for the purpose of improving his educational service as a teacher, supervisor, or administrator. Each program embraces two major fields or areas of study: (1) a common core of required courses; (2) an area of concentration which provides a complex of courses organized to meet the special interests and needs of the student. Both the qualifying and final examinations are written. Graduate work for the degree of Master of Education may be carried on with specialization in either elementary or secondary education. The degree will be conferred by the University of Oregon or Oregon State College.

Details of the requirements for a master's degree are available at the Portland office, 207 Education Center Building. Graduate summer students who wish to apply their Oregon credits toward advanced degrees at another institution should send undergraduate transcripts in advance to the registrar of the University of Oregon at Eugene or to the registrar of Oregon State College at Corvallis, or bring copies with them.

What is the grading system used?

The grading system consists of four passing grades, A, B, C, D; failure, F; incomplete, INC; withdrawn, W. A denotes exceptional accomplishment; B, superior; C, average; D, inferior. Students may withdraw from a course by filing the proper card within the stipulated time at the summer-session office. A student who discontinues attendance in a course without official withdrawal receives a grade of F.

How are the courses numbered?

The courses in this catalog are numbered in accordance with the course-numbering system of the State System of Higher Education. Lower-division (freshman and sophomore) courses are numbered below 300. Upper-division (junior and senior) courses are numbered from 300 to 499. (G) following the name of a 400 course indicates that the course may be taken for graduate credit. Graduate courses are numbered 500-599.

Are teacher-training courses for certification in Oregon offered?

Yes. Today's shortage of elementary teachers has made rapid training an essential service. Undergraduate courses required for teachers' certification, together with graduate courses which will aid teachers to key their classwork to emergency conditions, will be offered in the Portland Summer Session. Holders of emergency teaching certificates, or certificates from other states, will be able to take the courses required for regular certification in the state of Oregon. Holders of provisional secondary certificates will find courses available which will meet certification requirements.

Will the clinical school again be offered as a special feature of the summer session?

Yes. For the past twenty-four summers, a demonstration school has been a special feature at the Portland Summer Session. This summer, in cooperation with the Oregon State Department of Education and the Portland Public Schools, a clinical school will be held at St. Helens Hall near Lincoln High School, where the regular Portland summer-session classes are scheduled. Opportunity will be offered for observation of special methods in remedial reading, speech correction, and child guidance.

What curriculum workshops will be available this year?

Workshops in primary, intermediate, and secondary education will be available. A limited number of teachers may enroll in workshops in these areas held in cooperation with the Portland Public Schools (see page 28). In addition, an eight-week curriculum workshop will be held. This workshop will provide opportunities for experienced teachers to work on curriculum problems for grades one through twelve (see page 17).

Will a physical-education workshop be given?

Yes. A workshop in elementary-school physical education will be offered from June 19 to July 14. This workshop, presented in cooperation with the Oregon State Department of Education, is designed primarily for classroom teachers, school administrators, and recreational personnel. It will carry 5 hours of credit.

Is the special course in driver education for teachers being offered again?

Yes. A one-week course for high-school teachers in driver education and highway safety will be given at Lincoln High School, July 24-28. Professor Amos E. Neyhart, administrative head of the Institute of Public Safety of Pennsylvania State College and road consultant for the American Automobile Association, will be in charge. The Traffic Safety Division, of the office of the Secretary of State, and the Oregon State Motor Association are cooperating in the offering of this course. Three hours of credit may be earned.

What special education courses are scheduled?

In cooperation with the Oregon State Department of Education and the Portland Public Schools, the Portland Summer Session has scheduled courses designed for all teachers who have handicapped pupils in their classrooms, as well as for those who desire to specialize in this field. All of the courses required for special certification of teachers of handicapped children are offered from time to time in the Portland Summer Session. Included will be courses dealing with the education of the handicapped child, with crippled and low-vitality children, with visually handicapped children, with child psychiatry and child-guidance clinics, with remedial reading and corrective speech, with clinical psychology, and with the use of social agencies by teachers.

What other General Extension Division facilities are available to supplement and augment summer-session work?

There is Correspondence Study. Summer-session students may frequently find a schedule of correspondence courses through which to continue their program of study after the close of summer session. More than three hundred correspondence courses are available through the General Extension Division. On page 36 of this catalog are listed the fields in which these courses are offered.

There are State-Wide Classes. Any community in Oregon may become an extension-class center if a satisfactory meeting place is provided and sufficient enrollment is guaranteed to cover the actual operating cost. Any group interested in forming a class should communicate with the Assistant Director, General Extension Division, Eugene, Oregon.

There is the Portland Extension Center. The General Extension Division offers evening classes during the fall, winter, and spring terms through the Portland Extension Center. Classes are taught by instructors from the University of Oregon, Oregon State College, and the colleges of education, as well as by the regular members of the Portland Center faculty and by specialists in business and the professions. The Portland Center office is at 207 Education Center Building, 220 S. W. Alder Street. The 1950 fall term will open September 18.

Fees and Fee Refunds

What are the registration fees for the Portland Summer Session?

The registration fees are as follows:

Regular students, regular fees (tuition not included).....	\$55.00
Part-time students and auditors, registering for not more than 5 hours (per credit hour).....	7.00
Short courses and workshops.....	Same as part-time students

Late-registration fee (due after third day of session).....	1.00 to 3.00
(Undergraduate students, \$1.00 for each day after 4 P.M., June 21, to a maximum of \$3.00; graduate students, the same charge after Saturday noon, June 24.)	
Examination fee for graduate students not enrolled.....	10.00
Graduate qualifying examination fee.....	1.00 to 15.00

What is the fee-refund schedule?

Students who withdraw from the summer session and who have complied with the regulations governing withdrawals are entitled to certain refunds of fees paid (including laboratory, course, and special fees), depending on the time of withdrawal. The refund schedule is as follows:

Withdrawal within first three days after beginning of classes.....	Refund of all fees over \$ 5.00
Withdrawal within first two weeks.....	Refund of all fees over \$13.75
Withdrawal after two weeks and before beginning of fifth week.....	Refund of all fees over \$27.50
Withdrawal after beginning of fifth week.....	No refund

Refunds in all cases are calculated from the date of application for the refund and not from the date the student ceased attending classes. Claims for refunds must be made in writing.

Facilities and Special Events

What are the library facilities?

The collections of the Portland Public Library of over 736,000 volumes and of the Vanport Extension Center library volumes, covering the courses offered, will be available to the students of the Portland Summer Session. For convenience, reference books covering assignments in all courses will be placed in the Lincoln High School Library (Room 217) which is open daily, except Saturday and Sunday, from 8 A.M. to 4 P.M. Dr. Jean P. Black, librarian at Vanport Extension Center, will be in charge.

What textbooks are used and where may they be obtained?

Textbooks are not listed in this catalog but will be announced by the instructors at the first meeting of their classes. The cooperative bookstore of the Vanport Extension Center will have a branch office in the Lincoln High School building and will be able to supply all textbooks assigned by the instructors.

Is there a lunchroom in the building?

Yes. The cafeteria on the ground floor of Lincoln High School will be open for breakfast and luncheon, Monday through Friday. Breakfasts will be served, beginning at 7:30 A.M.

Is there a summer-session publication?

Yes. THE SUMMER SIGNAL, a four-page weekly newspaper devoted exclusively to summer-school news, is published by the Portland Summer Session and is distributed to the faculty and students.

Are there assemblies during the summer session?

Yes. Every Wednesday from 10:15 to 11:00 A.M. there will be an assembly in the auditorium of Lincoln High School. Programs will consist of musical entertainment, plays, readings, and addresses by faculty members. The Wednesday morning schedule of class periods will be adjusted as follows to allow for the assembly hour:

8 o'clock classes	8:00 to 8:40
9 o'clock classes	8:45 to 9:25
10 o'clock classes	9:30 to 10:10
11 o'clock classes	11:15 to 11:55

Description of Courses

Anthropology

Assistant Professor: MERZ. Visiting Professor: LECHLER.

- Anth 208. Introduction to Cultural Anthropology.** (Second term.) 3 hours.
The meaning of culture; its significance among human beings; its diverse forms and degrees of elaboration among different groups of men; its processes of growth and expansion. Merz.
- Anth 314. Beginnings and Development of Civilizations.** (First term.) 3 hours.
The paleolithic world; its environment, technology, preagricultural economy, society, and art forms. Prerequisite: upper-division standing. Lechler.
- Anth 315. Beginnings and Development of Civilizations.** (Second term.) 3 hours.
The development of agriculture and sedentary life in the Near East; economy and society based on metallurgy; urban civilization; development of cultural complexes basic to Western civilization. Prerequisite: upper-division standing. Lechler.
- Anth 450. Cultural Dynamics.** (G) (First term.) 3 hours.
Evaluation of approaches to the problem of cultural changes; analysis of invention and intergroup cultural borrowing; agents and conditions promoting change; mechanics of cultural growth; application of techniques for inducing change. Prerequisite: Anth 207, 208, 209, or consent of instructor. Lechler.

Art

Assistant Professor: WASSON. Visiting Instructor: GARRISON.
Instructors: FARR, McLARTY.

- AA 178. House Planning and Architectural Drawing.** 3 hours.
Aim is to stimulate appreciation and criticism of domestic architecture. Small-house planning and drawing with particular attention to the needs of students in agriculture, engineering, forestry, and home economics. Wasson.
- A 211. Art Structure I.** 3 hours.
The elements of design, color, and representation as they are related to the needs of the student. Creative work is stressed, the student receiving actual experience in different media. Wasson.
- A 212. Art Structure II.** 3 hours.
Principles of design, structural and decorative; application through various media, foundation material for design in school work. Prerequisite: A 211. Garrison.
- A 218. Creative Crafts for Children.** 3 hours.
Creative problems developed in the course involve inexpensive materials. Discussion of types of problems suitable for children of varying degrees of mental, physical, and social maturity. Opportunities for experimenting with such media as paper, yarn, cardboard, clay, wood, and textiles. Garrison.
- AA 255. Lower-Division Ceramics.** 3 hours.
Survey of ceramic materials and processes; preparation of clays and glazes; study

of contemporary form, color, and texture; firing techniques as related to materials; stacking and drawing the kiln; observation of firing. Daily, 9 A.M.-12 M.; or 1-4 P.M. Museum Art School, West Park at Madison. Farr.

AA 257. Lower-Division Jewelry. 3 hours.

Study of metals and processes; development of jewelry design as evolved from processes; study of stones and gems; setting of stones in metal. Daily, 9 A.M.-12 M.; or 1-4 P.M. Museum Art School, West Park at Madison. Farr.

AA 290. Lower-Division Painting. 3 hours.

Instruction in the use of oil color, water color, and other media. Daily, 9 A.M.-12 M. Museum Art School, West Park at Madison. McLarty.

AA 291. Drawing. 3 hours.

Training in observation and selection of significant elements. Wasson.

A 311. Art Structure III. 3 hours.

Evaluation of the various approaches to the creative-art experiences made possible in the flexible course of study. Lectures, reading, and discussions deal with recent trends of art expression relative to the individual needs at various levels from primary through the junior high school. Prerequisite: A 211, 212. Garrison.

Biology

Assistant Professor: HELLEN.

Bi 201, 202, 203. General Zoology. 4 hours each.

A study of animal biology, beginning with the invertebrates; comparative vertebrate anatomy.

Z 324, 325. Comparative Vertebrate Anatomy. 4 hours each.

Gross dissection and comparison of organ systems in representative vertebrates. Prerequisite: Bi 201, 202, 203, or consent of instructor.

Business Administration

Instructors: HOOGSTRAAT, McCULLOCH. Visiting Professor: ELKINTON.

BA 111, 112, 113. Constructive Accounting. 3 hours each.

Technique of account construction; preparation of financial statements. Application of accounting principles to practical business problems. Required of majors; prerequisite to advanced work in business. Hoogstraat.

BA 222. Elements of Finance. 4 hours.

The financial problems of corporations. Organization of corporations; how they obtain long-term funds; management of working capital; distribution of securities. Required of business administration majors. Elkinton.

BA 223. Elements of Marketing. 4 hours.

Methods, policies, and problems. Private and cooperative channels, auctions, exchanges, middlemen; demand creation, assembly, standardization, packaging, financing, risk taking, distribution. Required of business-administration majors. Elkinton.

BA 480. Life Insurance. 3 hours.

Types of life insurance, contracts, rate making, reserves, selections of risks, life insurance and the state. Prerequisite: consent of instructor. McCulloch.

BA 482. Social and Economic Aspects of Insurance. 3 hours.

Study of the impacts of insurance upon the life of the people. Investments of insur-

ance companies; creation and preservation of estates; economic and social effects of insurance. Prerequisite: consent of instructor. McCulloch.

Chemistry

Instructor: JOHNSON.

Ch 104, 105, 106. **General Chemistry.** 4 hours each.

Required for nursing-education and medical-technician students.

Ch 234. **Quantitative Analysis.** 5 or 6 hours.

Principles of gravimetric analysis, volumetric analysis, and H-ion concentration. Designed for pharmacy and premedical students and medical technicians. Prerequisite: 106 or 206, consent of instructor.

Driver Training

Visiting Professor: NEYHART.

IA 412. **Driver Education and Training.** 3 hours.

A one-week course, July 24-28, in driver education. A basic course for preparation of teachers to conduct driver-training courses in high schools. Actual behind-the-wheel instruction in a dual-control car supplied under the sponsorship of the American Automobile Association and the State Department of Education. Prerequisite: senior or graduate standing and teaching experience. Daily, 8 A.M.-12 M. and 1-5 P.M.

Economics

Assistant Professor: MELDER. Visiting Professor: ELKINTON.
Visiting Assistant Professor: PHILLIPS.

Ec 201. **Principles of Economics.** (First term.) 3 hours.

The study of practical problems, including money, taxation, trade, labor, regulation of railways and public utilities, and monopolies. Melder.

Ec 202. **Principles of Economics.** (Second term.) 3 hours.

Elkinton.

Ec 411. **Economics of Consumption.** 3 hours.

Economic principles applied to consumer problems; wealth consumption; living standards; living costs; budgeting; consumer markets; choice in buying; conservation policies; consumption problems. Phillips.

Ec 417. **Contemporary Economic Problems.** 3 hours.

A study of contemporary business conditions and problems; the impact of World War II upon our economic system; problems of adjustment in the postwar world. Phillips.

Ec 426. **Organized Labor.** (G) 3 hours.

History of the labor movement; aims, methods, and policies of trade unions, conservative and radical. Melder.

Ec 438. **Government Control of Private Business.** (G) 3 hours.

Survey of the general movement to subject business and personal and property rights to regulation by state or federal agencies. Melder.

Ec 472. **History of Economic Thought.** (G) 3 hours.

Development of modern economic thought. Phillips.

Education

Professor: EPLER. Associate Professors: CAUGHLAN, MOORHEAD, PUTNAM, STEVENS.

Assistant Professors: ANDERSON, PHELPS.

Instructor: BATCHELDER.

Visiting Faculty: ADDICOTT, BAILEY, BAIN, BERNARD, BORTOLAZZO, DOBSON, EDGERTON, GARRISON,
HEISS, HIATT, HILL, HOFFMAN, LA CLAIR, LUDWIG, SCOTT, SEEBLY, VALENTINE.

Ed 311. Secondary Education in American Life. 3 hours.

Development and status of secondary education as an American institution; social and psychological bases; objectives, functions, programs, curricula, and courses; personnel work and other responsibilities of teachers. Bailey.

Ed 312. Educational Psychology. 3 hours.

The laws of learning and their application in the classroom; motivation in learning; transfer of learning; memory, forgetting. Prerequisite: two terms of general psychology. Valentine.

Ed 313. Principles of Teaching. 3 hours.

Study of the actual classroom teaching process, including classroom organization and management, planning teaching units, evaluating pupil learning, and similar problems. Bortolazzo.

Ed 316. Oregon School Law and System of Education. 2 hours.

Analysis of the Oregon school system and the laws on which the system is based. Problems of Oregon schools, plans proposed for their solution, and trends in educational development in the state. Eight-week session: Bailey; last four weeks (July 17-August 11): Anderson.

Ed 317s. Remedial Reading Clinic. 1 or 2 hours.

Student teachers will carry on supervised observation and instruction at the Clinical School. Where possible, children will be utilized who have types of reading difficulties of special interest to the student instructor. Prerequisite: Ed 464 (may be taken concurrently). One hour credit for four hours observation weekly; 2 hours credit for four hours observation plus four hours supervised teaching weekly. Clinic hours, 9-11 A.M. and 1-3 P.M. St. Helens Hall, 1845 S. W. 13th Avenue. Phelps.

Ed 350. Elementary-School Curriculum. 3 hours.

Study of present trends in elementary-school curriculum development. A brief historical survey is made, and the basic principles underlying modern curriculum organization are studied. Current views of the functions and objectives of the elementary school, their implications for curriculum development and educational practices, and problems in scope and sequence are considered. Cooperative experience in curriculum building is included. Hiatt.

Ed 358. Primary Education. 3 hours.

Principles and procedures of curriculum for primary grades; the young child studied in relation to the home, primary school, and other agencies in the community. Designed to acquaint students with modern teaching procedures and materials and to provide opportunity for application of sound psychological principles to advance children's learning. Class discussion and organization of teaching materials. Hiatt.

Ed 359. Intermediate and Upper-Grade Education. 3 hours.

Principles and procedures of curriculum for intermediate and upper grades. Designed to acquaint students with modern teaching procedures and materials and

to provide opportunity for application of sound psychological principles to guidance of children's learning. Class discussion, observation, and organization of teaching materials. Hiatt.

Ed 407pe. Workshop in Physical Education. 5 hours.
See HEALTH AND PHYSICAL EDUCATION.

Ed 407. Parent-Teacher Organization. 2 hours.

A one-week course, August 14-18, presenting problems, techniques, and projects of the parent-teacher movement. Emphasis placed on what the home expects of the school; what the school expects of the home; what the child needs of both; the role of the PTA in fostering close and effective home-school-community cooperation. Current source materials and parent-teacher practices and programs will be examined. Special problems facing both beginning and experienced teachers will be studied. Daily, 10 A.M.-12 M. and 1-4 P.M. Library, Lincoln High School, Room 217. Moorhead.

Ed 408s. Methods and Materials: Teaching of Elementary-School Science. 3 hours.

Study of the principles and philosophy of teaching science in the elementary school. Science materials will be considered in relation to their use in the classroom. Preparation of science units; study of classroom methods. Heiss.

Ed 408ss. The Teaching of Geography. 3 hours.

Methods and materials in the teaching of geography. Preparation of lesson materials, reports, and study of the literature. White.

Ed 409s. The Visually Handicapped Child. 3 hours.

Survey of eye conditions, leading to an understanding of schoolroom practice in conservation of vision. Adaptation of teaching methods to the needs of children with seriously defective vision. One afternoon a week will be set aside for clinical observation and field trips. Hill.

Ed 415. Supervised Teaching. (Secondary.) 3 hours.

Supervised experience in the many phases of high-school teaching. Discussion of problems confronted by the student while teaching. Bortolazzo.

Ed 415. Supervised Teaching. (Elementary.) 3 hours.

Opportunity to make actual adjustment to schoolroom situations; to make application of principles laid down; to develop skill in the technique of teaching and of classroom management. Prerequisite: consent of instructor. A limited number can be assigned to the few places available for supervised teaching. Selection will be made from applications filed in advance. Two sections will be organized: (1) for experienced elementary teachers who require credits in supervised teaching and (2) a cooperative program with the Portland Public Schools for teachers in the transition program who will be employed in Portland. Hours to be arranged. Batchelder.

Ed 418. Educational Tests and Measurements. 3 hours.

Presentation of standardized tests in various subjects taught in the elementary schools and in group intelligence tests, the general principles of classroom test making, and practice in administering, scoring, and interpreting various tests given in the elementary school. Bernard.

Ed 429s. Use of Social-Agency Resources by Teachers. 3 hours.

Designed to give a broad picture of social-agency structure and function in the community, with emphasis on Oregon agencies. How the teacher can better serve the needs of the individual child by using group-work, case-work, and child-

welfare resources of the community. Agency executives will present the philosophies, fields of service, and limits of their respective programs. By knowing these resources the teacher will be better able to cooperate in setting standards of care and establishing protective measures for children. Hoffman.

Ed 435. Audio-Visual Aids. (G) 3 hours.

The development and use of audio-visual aids in education. Historical background, psychological and educational principles, and experimental studies. Emphasis on actual learning situations in which radio, recordings, film slides, film strips, pictures, etc., are used. Sources of materials and equipment; administration of program. LaClair.

Ed 436. Education of the Handicapped Child. (G) 3 hours.

Brief discussion of the major types of handicapped children. Selection of children, organization of classes, and equipment for the various types. Modification of the curriculum and methods to meet the needs and limitations of the handicapped child. Bernard.

Ed 440. History of Education. (G) 3 hours.

A general review of the growth and development of education in relation to the civilization of the times; emphasis on the development of educational philosophies. Stevens.

Ed 460. Applied Mental Hygiene. 3 hours.

A study of the development of personality, personality conflicts, mechanisms of adjustment, and the basic principles of mental hygiene. Emphasis is placed on application of mental-hygiene principles to personality development of teachers and of children. Scott.

Ed 460. Psychology of Childhood. (G) 3 hours.

The facts and principles of child behavior and development from conception to adolescence. Prerequisite: general psychology. Garrison.

Ed 461. Adolescence: Growth and Development of the Individual. (G) 3 hours.

Processes through which the normal human being reaches maturity, acquires effective use of his bodily equipment and learning capacity, and makes satisfactory personal and social adjustments. Garrison.

Ed 464. Remedial Reading. (G) 3 hours.

Analysis of the reading process for elementary and high-school teachers; physical and psychological processes involved. Reading difficulties; cause and cure. Various diagnostic procedures and remedial methods outlined in the lectures will be demonstrated in the Clinical School where a group of children with reading difficulties will be in attendance. Students may enroll in Ed 317s in conjunction with this course. MTuWTh, 12 noon. St. Helens Hall, 1845 S. W. 13th Avenue. Phelps.

Ed 478. Improvement of Instruction in Reading. (G) 3 hours.

Intensive study of the classroom teacher's responsibility in the teaching of reading in the elementary grades. General plan developed for teaching children of a given grade as a unit. Attention directed to the smaller groups which compose the unit, such as: the mentally and scholastically accelerated; the slow learner and scholastically retarded; the neglected and unadjusted; children with physical handicaps. Stress will be placed on readiness at each level, the use of phonics, children's interest, selection of material, diagnostic and remedial procedures for classroom use. MTuWTh, 8 A.M. Library, St. Helens Hall, 1845 S. W. 13th Avenue. Phelps.

- Ed 486. Occupational and Educational Information.** (G) 3 hours.
Materials available regarding occupations; interpretations of present trends; value and usefulness to high-school and college students. Ludwig.
- Ed 487. Counseling Techniques.** (G) 3 hours.
Mental, achievement, trade, and other tests; administration of such tests; classifications; methods in educational and vocational counseling. Ludwig.
- Ed 492. Recent Trends in Language Arts.** (G) 3 hours.
Designed to provide guidance and assistance to in-service teachers and other qualified students in making a survey and organizing materials related to language arts and in developing procedures and techniques of evaluation in terms of the integrated program. Through readings, class discussions, and demonstration, students become acquainted with each of the four areas of the language arts: reading, speaking, writing, and listening. Addicott.
- Ed 501. Educational Research.** Hours to be arranged.
Supervised research by qualified graduate students. Prerequisite: graduate standing in education; consent of instructor. Staff.
- Ed 501F. Educational Research (Field Study).** Terms and hours to be arranged.
Field study for graduate students who plan to take the Master of Education degree from the University of Oregon. Staff.
- Ed 503. Thesis.** Hours to be arranged.
Staff.
- Ed 505. Reading and Conference.** Hours to be arranged.
Staff.
- Ed 507. Seminar: Secondary-School Science.** 3 hours.
Selection of areas of instruction in science; science units, techniques of instruction in secondary-school science; materials for science teaching. Heiss.
- Ed 507. Seminar: Child Guidance.** 2 hours.
Discussion of behavior, emotional, and learning problems. Analysis of case histories from the Child Guidance Clinic; opportunity to attend clinic sessions for observation and methods. Cases will show the roles of the psychiatrist, social worker, psychologist, and teacher. Dobson.
- Ed 507. Seminar: The Junior College.** 3 hours.
Objectives and theories of general and terminal education; historical development of the junior-college movement; relation to general education and to other institutions of higher education; distinctive developments. Epler.
- Ed 507. Seminar: The School Survey.** 3 hours.
Study of the school-survey movement in the United States; surveys of school buildings, finances, enrollments, achievement, and organization; procedures, evaluation of data; literature on the subject. Shelby.
- Ed 507. Seminar: Foreign School Systems.** 3 hours.
Study of historical development of school systems in various countries, with particular reference to their national history, characteristics and philosophies; study of schools in Great Britain, France, Germany, and Russia, as well as in other nations. Stevens.
- Ed 508. Curriculum Workshop.** 6 hours.
Experience in planning curricula in various fields for specific situations. Provides an opportunity for individual projects or for a staff group working cooperatively

to develop or revise plans or programs. Several staff members will be available to assist as resource people in different curricular fields. Caughlan.

Ed 508s. Guidance Workshop. 5 hours.

See description under WORKSHOPS.

Ed 512. Research Procedures in Education. 3 hours.

The nature and methods of research in the field of education; formulation of an individual educational problem; application of research techniques to the solution of the chosen problem. Bernard.

Ed 522. Problems in American Secondary Education. 3 hours.

An advanced course for experienced teachers. The school in the community; guidance activities in the school; extraclass activities; the role of the school in contemporary society; the teacher in the local community. Valentine.

Ed 523. The School Activity Program. 3 hours.

Theories involved in extraclass activities; objectives, organization, and supervision; student participation in social control; major and minor activities; problems of coordination, finance, and teacher personnel. Shelby.

Ed 524. Measurement in Education. 3 hours.

Construction and desirable uses of various standard tests and scales for measuring achievement in school subjects. Such elements of statistical method taught as are necessary for intelligent use of the tests. Bailey.

Ed 554. Supervision of Elementary Schools. 3 hours.

Special problems and techniques of supervision in the elementary schools. Intended for mature persons who are or expect to be responsible for supervision in elementary schools. Addicott.

Ed 561. Advanced Educational Psychology. 3 hours.

Review of some modern viewpoints in educational psychology; discussion of useful experimental material. Prerequisite: graduate standing in education. Garrison.

Ed 573. Basic Course in School Administration. 3 hours.

Relations of the principal to the school board; school records and accounts; school building programs, pupil accounting, the teaching staff. Prerequisite: Ed 311, 312, 313 or teaching experience. Putnam.

Ed 574. Basic Course in School Supervision. 3 hours.

Purpose and plans for supervision; use of texts, diagnosis of pupil difficulty, etc., as applied to both elementary and secondary schools. Prerequisite: Ed 311, 312, 313 or teaching experience. Bortolazzo.

Ed 575. School Finance. 3 hours.

Study of the major problems of financing education and computing the cost of education. Problems of school revenues, the capital cost of education, budget making. Prerequisite: Ed 311, 312, 313 or teaching experience. Putnam.

Ed 586. Philosophy of Education. 3 hours.

Study of the broad fundamental principles and problems of education, as evaluated by the various schools of philosophical thought. Valentine.

Ed 587. Adult Education. 3 hours.

History and philosophy of the adult-education movement; its aims, ranging from the specifically vocational to the cultural. Representative work and methods in adult education. Shelby.

Ed 589. Organization and Administration of Guidance Services. 3 hours.

Criteria for evaluating personnel services, setting up guidance committees, selec-

tion of personnel, responsibilities and duties of staff, development of program of services, and in-service training program. Prerequisite: Ed 485, 487, or consent of instructor. Ludwig.

See also the following courses, described under WORKSHOPS:

Ed 453s. Secondary-Education Workshop. (G) 5 hours.

Ed 455s. Primary-Education Workshop. (G) 5 hours.

Ed 457s. Intermediate-Education Workshop. (G) 5 hours.

Ed 508s. Guidance Workshop. 5 hours.

English

Associate Professor: FRANCHERE. Assistant Professors: DAHLSTROM, LITCHFIELD, WEISS.
Instructors: BELL, GILL. Visiting Professor: TAYLOR.

Literature

Eng 101. Survey of English Literature. 3 hours.

From *Beowulf* to Milton. Weiss.

Eng 102. Survey of English Literature. 3 hours.

From Milton to Byron. Weiss.

Eng 103. Survey of English Literature. 3 hours.

From Byron to the present. Weiss.

Eng 107. World Literature. (First term.) 3 hours.

A sequence to acquaint the student with outstanding works of ancient, medieval, and modern literature that have permanent and wide appeal outside their own country. Masterpieces from the Oriental, Greek, Roman, Italian, French, Spanish, German, Scandinavian, and Russian literature are studied, with the major emphasis on the British and American. Litchfield.

Eng 201. Shakespeare. (First term.) 3 hours.

The important historical plays, comedies and tragedies. The three terms constitute a sequence but may be taken separately. Litchfield.

Eng 202. Shakespeare. (Second term.) 3 hours.

Litchfield.

Eng 203. Shakespeare. (Third term.) 3 hours.

Franchere.

Eng 262. Survey of American Literature. (Second term.) 3 hours.

American literature from its beginning to the present day. Two consecutive terms required to satisfy the high-school teaching-field requirement in English. Dahlstrom.

Eng 263. Survey of American Literature. (Third term.) 3 hours.

Taylor.

Eng 394. Twentieth-Century Literature. (First term.) 3 hours.

British and American literature since 1900. Franchere.

Eng 428. Chaucer. (G) 3 hours.

As much of Chaucer's work read as time permits, with attention to sources, poetical forms, pronunciation, and grammar. Required for graduate students in English. Franchere.

Eng 436. **Advanced Shakespeare.** (G) 3 hours.

Intensive study of several plays, with primary emphasis on textual problems and sources. Prerequisite: year sequence in Shakespeare. Dahlstrom.

Eng 450. **Eighteenth-Century Literature.** (G) (First term.) 3 hours.

The prose and poetry of the century studied in relation to the social, political, and aesthetic ideas which gave the period its peculiar character. Taylor.

Eng 461. **The Romantic Poets.** (G) (Second term.) 3 hours.

Scott, Byron, and others. Dahlstrom.

Eng 507. **Seminar: Literary Criticism.** 3 hours.

Examination of the ways of analyzing and evaluating literary works; drama, fiction, and poetry. Readings in literary theory and the writing of original interpretations and evaluations. Taylor.

Written English

Wr K. **Corrective English.** 1 hour.

A one-term course in the mechanics of English, required of freshmen who receive low ratings in the entrance placement examination. For such students Wr K is a prerequisite for any other work in written English. Bell.

Wr 111. **English Composition.** (First term.) 3 hours.

The fundamentals of English composition and rhetoric; frequent written themes. Special attention to correctness in fundamentals and to the organization of papers. Bell.

Wr 112. **English Composition.** (Second term.) 3 hours.

Gill, Bell.

Wr 113. **English Composition.** (Third term.) 3 hours.

Gill.

Rht 117. **Good Usage in Writing.** 3 hours.

A course in mechanics and grammar, the basic principles governing the use of language for written and spoken discourse. Course includes: (1) a brief review of grammatical forms and terms, (2) practice in recognizing and eliminating the more common faults, and (3) study of the requirements for effective communication by means of language. Recommended as preparation for Wr 111 and other writing courses, for students who have not recently had formal study of rhetoric or practice in writing. Gill.

General Science

INSTRUCTORS: SHOTWELL, WINCHELL.

GS 101. **Biological-Science Survey.** (First term.) 3 hours.

Fundamental principles of plant and animal biology; man's interactions with the living world. For general students, those seeking degrees from the colleges of education, and those majoring in fields other than biology. Winchell.

GS 102. **Biological-Science Survey.** (Second term.) 3 hours.

Winchell.

GS 103. **Biological-Science Survey.** (Third term.) 3 hours.

Winchell.

*GS 104. **Physical-Science Survey.** (First term.) 3 hours.

Fundamental principles of physics, chemistry, astronomy, and geology; develop-

ment and application of the scientific method. For students majoring in fields other than the physical sciences who wish a broad view of the principles of the several physical sciences; and for those seeking degrees from the colleges of education. Shotwell.

*GS 105. **Physical-Science Survey.** (Second term.) 3 hours.
Shotwell.

*GS 106. **Physical-Science Survey.** (Third term.) 3 hours.
Shotwell.

General Social Science

Assistant Professor: MERZ.

Ssc 101. **Background of Social Science.** (First term.) 3 hours.

Orientation in each of the social sciences; study of the method of science and its application to the social studies; attempts to create in the student the urge to independent thought through wide reading.

General Studies

Portland Summer Session Adviser: CAUGHLAN. Chairman, University Committee: MOORE.
Chairman, State College Committee: YUNKER.

GSt 501. **Research in General Studies.** Hours to be arranged.

GSt 503. **Graduate Thesis.** Hours to be arranged.

GSt 505. **Reading and Conference.** Hours to be arranged.

Geography

Assistant Professor: STOVALL. Visiting Professor: WHITE.

HC 101. **Human Geography.** 3 hours.

World survey of geographic fundamentals emphasizing human adjustment to climatic conditions and physical environment; geographical regions of the world in respect to environmental conditions and human activities. White.

Geog 201. **Geography.** 3 hours.

A study of the field of geography with emphasis on human activities, interests, and welfare. Principles of geography. Stovall.

Geog 323. **Geography of Oregon.** 3 hours.

A study of the land forms, climates, population, resources, products, and lines of communication in the state of Oregon. Stovall.

Geog 325. **Geography of the Pacific Northwest.** 3 hours.

A study of the land forms, climates, population, resources, products, and lines of communication in Washington, British Columbia, and Alaska. Stovall.

Geog 430. **Geography of South America.** (G) 3 hours.

Physical, economic, and human geography of the continent. White.

See also the following course, listed under EDUCATION:

Ed 408ss. **The Teaching of Geography.** 3 hours.

* These courses may be taken concurrently.

Health and Physical Education

Assistant Professor: HOLLAND. Instructors: HUDSON, RHODA.

PE 180. Elementary and Advanced Physical Education. 1 hour.

A variety of activities for physiological and recreational values. Special sections for restricted and corrective work. A total of five terms required during the freshman and sophomore years for all women. Holland.

PE 190. Elementary and Advanced Physical Education. 1 hour.

A variety of activities taught for physiological and recreational values. Special sections for restricted and corrective work. A total of five terms required of all men during the freshman and sophomore years. Holland.

HE 250. Personal Health. 2 or 3 hours.

Exercise, nutrition, infection and resistance, special senses, mouth hygiene, sex hygiene, rest and sleep, fresh air and sunshine. Satisfies the health-education requirement. Holland.

Ed 407pe. Workshop in Physical Education. 5 hours.

A workshop for elementary-school teachers who wish to expand their background of skill in rhythms, dancing, and physical-education activities. Each teacher to be assisted in working out and organizing a program of physical education in terms of his own needs and the standards of the Oregon Physical Education Program. June 19-July 14. Hudson.

PE 506. Administration and Use of Oregon Physical-Education Tests. 3 hours.

Use of tests and measurements in the Oregon physical-education program, administration of the program in a typical school, evaluation of objectives, programs, and student achievement. Rhoda.

PE 507. Seminar: Current Movements in Physical Education. 3 hours.

A study of some of the modern trends in the teaching of physical education. Rhoda.

PE 556. Administration of Buildings and Facilities. 3 hours.

Building layout and equipment; the relationship of the various functional units—equipment service, dressing facilities, activity spaces, administrative units, permanent and dismantable equipment. Rhoda.

History

Assistant Professors: ANDERSON, HOFFMANN, SPURLOCK.
Visiting Assistant Professor: BLACKTON.

Hst 377. Oregon History. 2 hours.

Brief survey of the building of civilization in the Oregon Country. Required for teacher certification in Oregon. First section (June 19-August 11): Spurlock. Second section (June 19-August 11): Spurlock. Third section (July 17-August 11): Anderson.

Hst 378. American History and Government. 3 hours.

Development of the American nation, with emphasis on its political and social concepts based on the student's interests and experiences. Attention is given to the factual and causal elements entering into the historical growth of the country, to the form and function of its government, and to the adaptations that have been

made to changing social and economic conditions. Covers the period through the Civil War. Hoffmann.

Hst 379. American History and Government. 3 hours.

A continuation of Hst 378, covering the period since the Civil War. Hoffmann.

Hst 468. England 1815-1870. (G) 3 hours.

Social, political, economic, and intellectual history of England from 1815 to 1870. Blackton.

Hst 469. Recent England. (G) 3 hours.

Recent social, political, economic, and intellectual changes in Great Britain. Blackton.

Hst 499. Recent Japan. (G) 3 hours.

History of Japan in modern times. Blackton.

Journalism

Instructor: JUDKINS.

J 360s. General Journalism. 3 hours.

A practical elementary course in journalism, designed for prospective newspaper workers, free-lance writers, publicity writers, and teachers of high-school journalism. News gathering, news evaluation, and writing. Class members will gain practical experience by working on the *SUMMER SIGNAL*, which will be published weekly by the Portland Summer Session.

Mathematics

Assistant Professor: FLANAGAN. Instructor: BUSCHMAN.

Mth 10. Elementary Algebra. 4 hours.

For students entering with less than one year of elementary algebra. Open to others on recommendation of the department. May not be taken for credit after completion of other courses in college mathematics. Buschman.

Mth 100. Intermediate Algebra. 4 hours.

Prerequisite: one year of high-school algebra or Mth 10. Flanagan.

Mth 101. Elementary Analysis. (First term.) 4 hours.

Trigonometry, graphs, algebra, elements of calculus, and analytical geometry. Buschman.

Mth 102. Elementary Analysis. (Second term.) 4 hours.

Flanagan.

Mth 103. Elementary Analysis. (Third term.) 4 hours.

Buschman.

Mth 105. College Algebra. 4 hours.

Prerequisite: one and one-half years of high-school algebra or Mth 100. Flanagan.

Mth 201, 202, 203. Differential and Integral Calculus. 4 hours each.

First term: basic differentiation; introductory work in integration with application to mathematics. Second term: some further applications of differentiation; methods of integration, applications. Third term: series; Taylor's theorem; partial differentiation; multiple integrals with applications. Prerequisite: Elementary Analysis or equivalent. Flanagan.

Mth 211. Foundations of Mathematics. 3 hours.

Treatment of the historical aspects of mathematics, social uses and relationships, mathematical principles and relationships, grade placement of content materials, appraisal of texts, workbooks, and tests, development of problem-solving ability, and proficiency in the fundamental skills of mathematical processes. For elementary teachers. Buschman.

Music

Visiting Professor: FREEBURG.

Mus 282. Music II. Music Reading and Ear Training. 3 hours.

Acquiring more skill in reading song material; more advanced rhythmic patterns; major and minor modes; two-, three-, and four-part music; chording; ear training; dictation.

Mus 283. Music III. Music Education. 3 hours.

The close relationship between music education and other areas in education; planning a musical environment; directing the experiences of children in music; studying principles and procedures in teaching music skills.

Mus 407. Seminar: Music of the Americas. 3 hours.**Mus 507. Seminar: Music of the Americas. 3 hours.**

A study of the folk music and indigenous melodies of the peoples of North and South America; adaptation to classroom work.

Nursing Education

Instructor: ADAMS.

Nur 230. Home Nursing. 2 hours.

Home care of the sick; demonstration of ordinary nursing techniques under home conditions; improving equipment. Designed primarily for students who are not preparing for professional nursing.

Philosophy

Visiting Instructor: HAMMOND.

Phl 202. Problems of Philosophy. 3 hours.

Elementary problems of knowledge and philosophy.

Phl 204. Elementary Ethics. 3 hours.

An elementary study of the nature of value and value systems; human conduct.

Physics

Assistant Professor: COOMBS. Visiting Instructor: LA CLAIR.

Ph 201, 202, 203. General Physics. 4 hours each.

Mechanics, sound, light, heat, electricity, and magnetism. Coombs.

Ph 361. Photography. 3 hours.

The hand camera, developing, printing, toning, enlarging, slides. Prerequisite: college chemistry or physics or previous photographic experience, with consent of instructor. La Clair.

Political Science

Assistant Professor: HOFFMANN. Visiting Professor: LONG.

- PS 201. American Governments.** 3 hours.
A study of American national government. Hoffmann.
- PS 411. Introduction to Public Administration.** (G) 3 hours.
Study of the organization and activities of government in carrying out public policy, with special reference to the federal government and to the government of Oregon. Long.
- PS 414. Political Parties and Election Problems.** (G) 3 hours.
The nature, organization, and operation of political parties; election and recall of officers; proportional representation; initiative and referendum; civil service reform. Long.
- PS 507. Seminar: Social Security.** 3 hours.
Independent project work in political, economic, and social issues caused by the insecurity and hazards of modern industrial society, with particular reference to public programs, including unemployment and old age insurance, workmen's compensation, and public assistance. Long.
- PS 507. Seminar: Problems in Public Administration.** 3 hours.
An analysis of the factors involved in the formation and execution of administrative policies. Typical cases illustrative of recurring administrative problems will be examined. Long.

Psychology

Assistant Professor: WILCOX. Visiting Professors: SCOTT, STEISEL.

- Psy 201. General Psychology.** (First term.) 3 hours.
Introductory study of behavior and conscious processes. Survey of experimental studies with reference to motivation, learning, perceiving, and individual differences. Wilcox.
- Psy 202. General Psychology.** (Second term.) 3 hours.
Wilcox.
- Psy 204. Psychology of Adjustment.** 3 hours.
The nature and origins of differences in personality; means of making desired changes. Prerequisite: Psy 201, 202. Scott.
- Psy 205. Applied Psychology.** 3 hours.
A survey of the ways in which psychology is applied in advertising, salesmanship, market research, measurement of opinion, occupational placement, development of personal efficiency. Prerequisite: Psy 201, 202. Wilcox.
- Psy 208, 209, 210. General Psychology Laboratory.** 1 hour each.
Introduction to experimental methods. Laboratory work coordinated with Psy 201, 202, 204, 205. Wilcox.
- Psy 413. Abnormal Psychology.** (G) 3 hours.
Various forms of unusual behavior, including anxiety states, hysteria, hypnotic phenomena, and psychoses. Normal motives and adjustment mechanisms as they are exaggerated in the so-called neurotic person. Steisel.

Psy 421. Systematic Psychology. (G) 3 hours.

Contemporary systems: Gestalt psychology, purposive behaviorism, topological psychology, psychoanalysis, etc. Aims of psychology, nature of explanation, and functions of abstractions in psychology. Scott.

Psy 431. Clinical Psychology. (G) 3 hours.

Practice in administering, scoring, and interpreting individual and group examinations of intelligence. Special training in diagnosis of actual cases. Steisel.

Psy 432. Clinical Psychology. (G) 3 hours.

Practice in administering, scoring, and interpreting individual and group examinations in the fields of special aptitudes, education, and personality. Consideration of essential statistical procedures. Special training in diagnosis of actual cases. Prerequisite: Psy 431 (which may be taken concurrently with consent of instructor). Steisel.

Russian

Assistant Professor: STRASH.

SL 11. First-Year Russian. (First term.) 4 hours.

An intensive course in elementary Russian. Translation of modern prose, conversation, composition, grammar.

SL 14. Second-Year Russian. (First term.) 4 hours.

Structure, forms, and syntax of the Russian language, with practice in reading.

AL 331. Russian Literature in Translation. 3 hours.

A survey of Russian classical literature, with interpretative criticism of selected texts from representative authors. Prerequisite: consent of instructor.

Sociology

Assistant Professors: LEWIS, MERZ.

Soc 206. General Sociology. (Third term.) 3 hours.

The basic findings of sociology concerning the individual, culture, and group life, social institutions, and social change. Merz.

Soc 411. Social Problems. (g) 3 hours.

Current social problems; field observation. The contents of the work are varied to meet the needs of particular groups. Prerequisite: introductory sociology or general psychology. Lewis.

Soc 417. Juvenile Delinquency. (G) 3 hours.

Nature and extent of delinquent behavior; contributing factors; current preventive programs and rehabilitation agencies. Prerequisite: general sociology or general psychology. Lewis.

Soc 437. Sociology of Race Relations. (G) 3 hours.

The development of "race consciousness" and emergent problems of race-culture contacts. Prerequisite: introductory course in sociology, anthropology, or psychology. Lewis.

Spanish

Assistant Professor: GICOVATE.

RL 11, 12. First-Year Spanish. 4 hours each.

Elementary translation, composition, and oral drill. Students who complete RL 11, 12 with a grade of A or B may enter Second-Year Spanish (RL 14) in the fall.

RL 461. Advanced Spanish Composition and Conversation. (G) 2 hours.

Normally required of all Spanish majors; for teachers of Spanish.

Speech

Assistant Professor: CLIFFORD. Instructor: CHURCHILL.
Visiting Staff: CAMERON, DAWSON, PENNINGTON.

- Sp 111, 112. **Fundamentals of Speech.** 3 hours each.
Projects in extempore speaking. Primary emphasis on content and organization, with attention also to the student's adjustment to the speaking situation, effective delivery, audience motivation, and language of the speech. Clifford, Churchill.
- Sp 114. **Voice and Diction.** 3 hours.
Study and practice of the principles of tone production. Phonetic analysis of English sounds as a base for correct and effortless diction. Intended for students who have slight deviations in voice and diction. Clifford.
- Sp 251. **Workshop Theater.** 3 hours.
For participation in plays, credit is allowed on recommendation of the instructor. Prerequisite: consent of instructor. Clifford.
- Sp 251. **Technique of Acting.** 3 hours.
Principles of acting technique. Problems in the analysis and presentation of character. Cameron.
- Sp 411. **Speech for the Classroom Teacher.** 3 hours.
Instruction in speech and speech forms designed for classroom use. Required for English majors who expect to teach, but valuable for all prospective teachers. Designed for teachers who will not take specialized courses in speech correction. Dawson.
- Sp 481. **Speech Defects and Disorders. (G)** 3 hours.
Symptoms and causes of speech abnormalities; emphasis on diagnosis and basic pathology or articulatory defects and delayed speech, with discussion of methods of treatment limited to general principles. Pennington.
- Sp 483. **Clinical Methods in Speech Correction. (G)** 3 hours.
Study of specific approaches and techniques in the treatment of the major speech defects, including functional articulatory difficulties, cleft-palate speech, stuttering, and neurological speech disorders. Pennington.
- Sp 484, 485, 486. **Clinical Practice in Speech Correction. (G)** 2 hours each.
Actual case experience for student clinicians in the diagnosis and treatment of speech-defective children, under a plan of supervised practice. Students must consult instructor before enrolling. Any two hours between 9 A.M. and 12 M. for actual clinical practice, four days a week. Pennington, Dawson.

1950

Portland Summer Session

Workshops

Visiting Faculty: EDGERTON, HAAS, MORRISON.

An education workshop, with sections devoted to the problems of primary education, intermediate education, secondary education, and guidance, will be held at the Girls' Polytechnic High School, 2508 N. E. Everett Street, June 15-July 14. Fee will be \$35.00. Registration is limited to 300, and prospective students may reserve places by writing to Dr. V. D. Bain, Assistant Superintendent of Schools, 631 N. E. Clackamas Street, Portland 8, Oregon. These places will be held until 11:00 A.M. on June 15. Dr. Edgerton will be director of the entire program, Dr. C. V. Morrison will be available as consulting psychiatrist, and all of the directors and supervisors of the Portland Public Schools will be on hand as resource people.

Ed 453s. Secondary-Education Workshop. (G) 5 hours.

Theory and unit construction for social studies, language arts, and mathematics in senior high schools; correlation and integration of subject fields; lectures, discussion groups, and individual projects. Daily, June 15—July 14, 8:30 A.M.—2:30 P.M. Director: Edgerton.

Ed 455s. Primary-Education Workshop. (G) 5 hours.

Theory and unit construction for kindergarten and primary grades. Discussion, individual projects, and research problems. Daily, June 15—July 14, 8:30 A.M.—2:30 P.M. Director: Edgerton.

Ed 457s. Intermediate-Education Workshop. (G) 5 hours.

Methods of teaching social studies and language arts at the intermediate level; preparation of materials; lectures and individual projects; research problems. Daily, June 15—July 14, 8:30 A.M.—2:30 P.M. Director: Edgerton.

Ed 508s. Guidance Workshop. 5 hours.

Designed to give participants actual experience in applying the information gained concerning techniques and principles in counseling. Practice will be provided in interviewing, testing, and interpreting tests under guidance. Daily, June 15—July 14, 8:30 A.M.—2:30 P.M. Director: Edgerton.

See also the following workshop courses listed under EDUCATION:

Ed 407pe. Physical-Education Workshop. 5 hours.

Ed 508. Curriculum Workshop. 6 hours.

Portland Summer Session

1950

Faculty

- PAUL C. PACKER, Ph.D., Chancellor, Oregon State System of Higher Education.
- JOHN FRANCIS CRAMER, D.Ed., Dean and Director, General Extension Division, Director of Summer Sessions, Oregon State System of Higher Education.
- HENRY EUGENE STEVENS, D.Ed., Assistant Director, General Extension Division; Associate Professor of Education.
- STEPHEN E. EPLER, Ph.D., Director, Vanport Extension Center; Professor of Education.
- PHIL H. PUTNAM, D.Ed., Assistant Director, Vanport Extension Center; Associate Professor of Education.
- MARGARET MORRISON SHARP, Director, Portland Extension Center.
- CLIFFORD L. CONSTANCE, M.A., Registrar, University of Oregon and Portland Summer Session.
- JEAN P. BLACK, Ph.D., Librarian, General Extension Division.
- DOROTHY A. JOHNSON, B.S., Librarian.
- THELMA O. BAIRD, Secretary of Summer Sessions, Oregon State System of Higher Education.
- JOSEPH V. HOLLAND, M.Ed., Athletic and Recreational Director; Assistant Professor of Physical Education.
- RICHARD B. HALLEY, M.S., Men's Adviser; Assistant Professor of Economics.
- LESLIE B. NEWHOUSE, M.B.A., Business Manager; Instructor in Business Administration.
-
- MARGUERITE C. ADAMS, R.N., Student Health Nurse, Vanport Extension Center.
- J. ROBERT ADDICOTT, M.A., Principal, Stanford Elementary School, Stanford University.
- E. DEAN ANDERSON, M.A., Executive Secretary, High School-College Relations Committee; Assistant Professor of Education, General Extension Division.
- RALPH G. BAILEY, Ed.D., Associate Professor of Education, Linfield College.
- VERN D. BAIN, Ph.D., Assistant Superintendent, Portland Public Schools.
- BERNICE A. BATCHELDER, M.A., Assistant Professor of Education, Oregon College of Education.
- EURETTA F. BELL, M.A., Instructor in English, Vanport Extension Center.
- GRACE BENTALL, M.A., Remedial Reading Teacher, Portland Public Schools.

HAROLD W. BERNARD, Ph.D., Associate Professor of Education, Reed College.
CHARLES L. BLACKTON, Ph.D., Assistant Professor of History, Colgate University.

JULIO BORTOLAZZO, Ed.D., Principal, Jefferson High School, Portland.

WILLIAM O. BUSCHMAN, M.Ed., Instructor in Mathematics, Vanport Extension Center.

JAMES CAMERON, B.A., Director, Portland Civic Theatre.

JAMES C. CAUGHLAN, Ph.D., Associate Professor of Education, General Extension Division; Graduate Adviser.

DOROTHY CLIFFORD, M.A., Assistant Professor of English, Drama, and Speech, Vanport Extension Center.

JAMES W. COOMBS, B.S., Assistant Professor of Engineering, Vanport Extension Center.

CARL E. W. L. DAHLSTROM, Ph.D., Assistant Professor of English, General Extension Division.

MYRTLE HOLTBY DAWSON, M.A., Speech Correctionist, Portland Public Schools.

GLADYS DOBSON, M.S., Supervisor of Visiting Teacher Department and Child Guidance Clinic, Portland Public Schools.

RONALD BRYAN EDGERTON, Ph.D., Dean of Faculty, Elgin Academy.

HAROLD ELKINTON, M.B.A., Visiting Professor of Business Administration, Vanport Extension Center.

FRED FARR, Instructor, Portland Art Museum.

MILDRED FLANAGAN, M.A., Assistant Professor of Mathematics, Vanport Extension Center.

HOYT C. FRANCHERE, M.A., Associate Professor of English, Supervisor of English Studies, General Extension Division.

ROY E. FREEBURG, Ph.D., Professor of Music, San Francisco State College.

KARL C. GARRISON, Ph.D., Professor of Educational Psychology, University of Georgia.

LINNEA MALMBORG GARRISON, M.A., formerly Assistant Professor of Fine Arts, Georgia State College for Women.

BERNARDO GICOVATE, M.A., Assistant Professor of Romance Languages, University of Oregon.

JOHN GILL, M.A., Instructor in English, Vanport Extension Center.

ROBERT B. HAAS, Ph.D., Head, Education Extension, University of California at Los Angeles; Specialist in the Field, Scio-Drama and Group Dynamics.

P. MALCOLM HAMMOND, Ph.D., Pastor, Grace Methodist Church, Portland.

ELWOOD HEISS, Ph.D., Professor of Science, New Haven State Teachers College.

MARGARET HIATT, M.A., Instructor in Education, Oregon College of Education.

ROBERT V. HILL, M.D., Clinical Instructor in Ophthalmology, University of Oregon Medical School.

- JULIA K. HOFFMANN, M.S., Assistant Secretary, Oregon Mental Hygiene Society.
- GEORGE C. HOFFMAN, M.A., Assistant Professor of Political Science; Head of Social Science Department, Vanport Extension Center.
- EMERSON E. HOOGSTRAAT, B.S., Instructor in Economics, Vanport Extension Center.
- EVELYN HUDSON, M.S., Instructor in Health Education, General Extension Division.
- CLYDE R. JOHNSON, Ph.D., Instructor in Chemistry, Vanport Extension Center.
- LOUIS F. JUDKINS, B.J., Director of Information Services, General Extension Division; Instructor in Journalism.
- J. V. LA CLAIR, M.A., Director of Audio-Visual Aids, Klamath Falls Public Schools.
- GEORGE LECHLER, Ph.D., Assistant Professor, Department of History, Wayne University.
- VERL LEWIS, M.A., Assistant Professor of Sociology and Social Work, University of Oregon and General Extension Division.
- ELLA G. LITCHFIELD, M.A., Assistant Professor of English, Vanport Extension Center.
- NORTON E. LONG, Ph.D., Professor of Political Science, Western Reserve University.
- ERNEST F. LUDWIG, Ph.M., Director of Guidance, Manitowoc, Wisconsin.
- PAUL R. McCULLOCH, B.S., Instructor in Business Administration, Portland Extension Center.
- JACK McLARTY, Instructor in Drawing and Painting, Museum Art School, Portland.
- F. EUGENE MELDER, Ph.D., Assistant Professor of Economics, General Extension Division.
- ROBERT NORMAN MERZ, M.A., Assistant Professor of Sociology, Vanport Extension Center.
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The Oregon State System of Higher Education, as organized in 1932 by the State Board of Higher Education following a federal survey of higher education in Oregon, includes all the state-supported institutions of higher learning. The several institutions are now elements in an articulated system, parts of an integrated whole. The educational program is so organized as to distribute as widely as possible throughout the state the opportunities for general education and to center on a particular campus specialized, technical, and professional curricula closely related to one another.

The institutions of the State System of Higher Education are the University of Oregon at Eugene, Oregon State College at Corvallis, the Oregon College of Education at Monmouth, the Southern Oregon College of Education at Ashland, and the Eastern Oregon College of Education at La Grande. The University of Oregon Medical School and the University of Oregon Dental School are located in Portland.

Each of the five institutions provides the general studies fundamental to a well-rounded education. At the three colleges of education general and professional studies are combined in the teacher-education curriculum; students who do not plan to become elementary-school teachers may devote their time exclusively to lower-division studies in the liberal arts and sciences or (at Southern Oregon and Eastern Oregon colleges of education) to approved lower-division programs in semiprofessional fields.

At the University and the State College two years of unspecialized work in liberal arts and sciences are provided on a parallel basis in the lower division. Major curricula, both liberal and professional, are grouped on either campus in accordance with the distinctive functions of the respective institutions in the unified State System of Higher Education.

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