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THE UNIVERSITY OF OREGON

EUGENE

OREGON



CATALOGUE 1924-1925

ANNOUNCEMENTS 1925-1926

PUBLISHED BY THE UNIVERSITY, APRIL, 1925

THE UNIVERSITY OF
O R E G O N

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UNIVERSITY PRESS
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CALENDAR 1925

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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7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
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SEPTEMBER							OCTOBER							NOVEMBER							
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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	24	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	
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DECEMBER							
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CALENDAR 1926

JANUARY							FEBRUARY							MARCH							
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17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27	
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31																					

APRIL							MAY							JUNE						
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11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
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JULY							
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25	26	27	28	29	30	31	

UNIVERSITY CALENDAR, 1925-26

SUMMER SESSION, 1925

June 22, Monday Summer session opens, Eugene and Portland.
 July 31, Friday Summer session closes.

FALL TERM

September 21, Monday Physical examinations for entering students.
 September 22, Tuesday Freshman English examinations. Other
 entrance examinations.
 September 23, Wednesday Registration material released.
 September 23, Wednesday Faculty meeting.
 September 24, 25, Thursday, Friday Registration days.
 September 28, Monday University classes begin. Late filing fees
 begin.
 October 9, Friday Last day for filing graduate cards.
 November 4, Wednesday Faculty meeting.
 November 11, Wednesday Armistice Day, a holiday.
 November 18, 14, Friday, Saturday Homecoming.
 November 26 to 29, Thursday to Sunday Thanksgiving vacation.
 December 2, Wednesday Faculty meeting.
 December 16, 17, 18, Wednesday, Thursday
 and Friday Examinations.

WINTER TERM

January 4, Monday Registration day for new students.
 Attendance cards filed.
 January 5, Tuesday University classes begin.
 January 6, Wednesday Faculty meeting.
 February 3, Wednesday Faculty meeting.
 February 22, Monday Washington's birthday, a holiday.
 March 3, Wednesday Faculty meeting.
 March 17, 18, 19, Wednesday, Thursday
 and Friday Term examinations.

SPRING TERM

March 29, Monday Registration day for new students.
 Attendance cards filed.
 March 30, Tuesday University classes begin.
 April 7, Wednesday Faculty meeting.
 May 5, Wednesday Faculty meeting.
 May 31, Monday Holiday for Memorial Day.
 June 2, Wednesday Faculty meeting.
 June 9, 10, 11, Wednesday, Thursday
 and Friday Term examinations.
 June 10, Thursday Felling and Beekman orations.
 June 11, Friday Flower and Fern procession .
 June 12, Saturday Alumni Day, Commencement Play.
 June 13, Sunday Baccalaureate Sermon, School of Music
 Concert.
 June 14, Monday Commencement exercises.

SUMMER SESSION, 1926

June 21, Monday Summer session opens, Eugene and Portland.
 July 30, Friday Summer session closes.

THE UNIVERSITY FACULTY

(Names are arranged alphabetically with the exception of the president)

- PRINCE LUCIAN CAMPBELL, LL.D.**.....*President of the University*
A.B., Harvard, 1886; LL.D., Pacific University, 1911; University of Colorado, 1913. President, Oregon, from 1902.
- 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.
- J. W. ALBIG, M.A.**.....*Instructor in Sociology*
B.A., Gettysburg, 1921; M.A., 1922; faculty, Gettysburg, 1922-23; teaching fellow, Washington, 1923-24; faculty, Oregon, from 1924.
- FLORENCE D. ALDEN, A.B.**.....*Professor of Physical Education*
A.B., Smith, 1904; graduate student, Wellesley, 1905-06; Missouri, 1906-08; Teachers' College, 1919-21; director of physical education for women, Missouri; faculty, Central School of Physical Education, New York City; Oregon, from 1921.
- ERIC W. ALLEN, B.A.**.....*Dean of the School of Journalism and Professor of Journalism*
B.A., Wisconsin, 1901; editorial staff, Milwaukee Free Press, 1901-02; Seattle Post-Intelligencer, 1904-06; Printing, Photoengraving, Electrotyping, etc., 1906-09; Post-Intelligencer, 1909-12; correspondent, eastern papers, 1905-12; faculty, Oregon, from 1912.
- 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.
- ELIJAH G. ARNOLD**.....*Assistant Professor of Military Science and Tactics*
U. S. Naval Academy, 1911-12; commissioned U. S. Army, 1917; world war, 1917-18; commissioned captain, 1921; faculty, Oregon, from 1922.
- 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.
- CHARLOTTE BANFIELD, B.A.**.....*Instructor in Drama and the Speech Arts*
Professional diploma, Gillespie School of Expression; B.A., Oregon, 1919; faculty, Oregon, from 1918.
- 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; Harrison Fellowship in History, Pennsylvania, 1917-18; Bayard Cutting Traveling Fellowship, Harvard, 1920-21, Parker Traveling Fellowship, 1921-22; London School of Economics, 1920-21; 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.
- † **ERNEST SUTHERLAND BATES, Ph.D.**.....*Professor of Philosophy*
A.B., Michigan, 1902; A.M., 1903; university fellow, Columbia, 1905-06; Ph.D., 1908; faculty, Oberlin, 1903-05; Columbia, 1907-08; Arizona, 1908-15; professor and head of department of rhetoric and American literature, Oregon, 1915-22; present position from 1922.

† Leave of absence, 1924-25.

- ANNA LANDSBURY BECK, B.A.**.....*Professor of Public School Music*
Student, Simpson College, Colorado Normal, California; B.A., Oregon, 1919;
faculty, Oregon, from 1918.
- JAMES FRANCIS BELL, M.B., L.R.C.P.**.....*Emeritus Professor of Medicine*
M.B., Toronto, 1882; L.R.C.P., Royal College Physicians, London, England;
faculty, Oregon, from 1887.
- HAROLD RAYMOND BENJAMIN, M.A.**.....*Assistant Professor of Education*
B.A., Oregon, 1920; M.A., 1924; faculty, Oregon, from 1922.
- 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.
- WILLIAM PINGREY 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, 1901-08;
Oregon, from 1903; head of department from 1906.
- EYLER BROWN, M.Arch.**.....*Instructor in Architecture*
B.A., Oregon, 1916; B.Arch., 1917; M.Arch., Massachusetts Technical Institute,
1922; faculty, Oregon, from 1922.
- OSCAR A. BROWN LL.B.**.....*Instructor in English*
B.A., Michigan, 1921; LL.B., 1924; faculty, Michigan, 1922-24; Oregon, from
1924.
- 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, 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.
- 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.**.....*Chairman of the Department of Pre-Engineering,*
and Professor of Physics
A.B., Stanford, 1908; Ph.D., 1911; national research fellow, Princeton, 1919-20;
faculty, Purdue, 1911-13; Oregon, from 1913.
- DAN E. CLARK, Ph.D.**.....*Associate Professor of History; Director of*
Instruction by Correspondence, Extension Division
B.A., Iowa, 1907; Ph.D., 1910; faculty, Iowa, 1909-1918; 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, 1893-97;
Idaho, 1899-1900; Vanderbilt, 1900-04; Oregon, from 1906; head of department
from 1907.

- 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, A.M. *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; 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.
- ITALIA DALLERA, B.A. *Instructor in Romance Languages*
B.A., University of Chile; faculty, Winthrop College, 1920-21; Illinois, 1921-24; Oregon, from 1924.
- MARY ALLEN DAVIS, M.A. *Instructor in Household Arts*
B.S., Washington, 1922; M.A., 1923; faculty, Oregon, from 1923.
- ELMER E. DAVISON, B.B.A. *Instructor in Business Administration*
B.B.A., Washington, 1922; faculty, Oregon, from 1924.
- 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, 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.
- ROLLEN DICKERSON, M.A. *Instructor in Education*
B.A., Oregon, 1923; M.A., 1925; faculty, Oregon, from 1920.
- 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; assistant professor, Stanford, 1923-24.

- 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.
- BERTHA S. STUART DYMENT, A.B., M.D.*Medical Consultant for Women*
A.B., Michigan, 1903; M.D., 1908; faculty, Michigan, 1901-09; Oregon, 1909-15; Reed College, 1915-20; Oregon, from 1920; pediatrician with Children's Bureau, American Red Cross, Blois, France, 1918.
- VIRGIL D. EARL, B.A.*Professor of Physical Education; Director of Athletics*
B.A., Oregon, 1906; faculty, Oregon, from 1923.
- ALICE HENSON ERNST, M.A.*Instructor in English*
B.A., Washington, 1912; M.A., 1913; 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, Wanwatosa, 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; faculty, Oregon, from 1921.
- VIRGINIA JUDY ESTERLY, B.A.*Dean of Women*
B.A., California, 1923; dean of women of intersession, 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 Organ and Piano*
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.
- RUDOLPH FAHL, M.A.*Instructor in Physical Education*
B.P.E., Springfield College, Mass., 1921; M.A., Clark, 1923; assistant director, physical education, Bradley Polytechnic Institute, Illinois, 1921-22; faculty, Oregon, from 1923.
- † AVARD FAIRBANKS.*Assistant Professor of Fine Arts*
A. S. L., Board of Control Scholarship, Art Students' League, New York, 1911-13; winner, S. A. F. Scholarship, 1912; 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.
- ANDREW FISH, Ph.D.*Assistant Professor of History*
B.D., Pacific Unitarian School, 1917; A.B., Oregon, 1920; M.A., 1921; Clark, 1922-23; Ph.D., 1923; faculty, Oregon, from 1920.
- 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 College, 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.*Professor of Economics*
B.A., Oregon, 1903; Ph.D., Columbia, 1907; faculty, Oregon, from 1907; head of department from 1920.

† Leave of absence, 1924-25.

- 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; B.A., Colorado College, 1920;
M.A., Oregon, 1924; faculty, Oregon, from 1920.
- LOIS GRAY, B.A. *Instructor in Romance Languages*
B.A., Oregon, 1916; Sorbonne, Paris, 1921; faculty, Oregon, from 1918.
- DOROTHY GURLEY, B.A. *Instructor in Household Arts*
B.A., State Teachers' College, Santa Barbara, California, 1923; graduate
assistant, Oregon, 1923-24; faculty, Oregon, from 1924.
- VIRGIL O. HAFEN. *Instructor 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; faculty, Oregon, from 1908.
- WILLIAM GREEN HALE, 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. HALL. *Associate Professor of Journalism and Superintendent, University Press*
Faculty, Oregon, from 1918.
- HELEN S. HARTLEY, B.S., R.N. *Director of Public Health Nurse Training*
Superintendent of the Nursing Department, Ottawa Tuberculosis Colony,
Ottawa, Illinois, 1910-15; state supervisor of public health nursing, Iowa
Tuberculosis Association, 1916-20; chairman of the State Board of Nurse
Examiners, Iowa, 1917-20; acting director of the Bureau of Public Health
Nursing, State Board of Health, Portland, Oregon, 1920-21; faculty, Oregon,
from 1922.
- 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.
- BENJAMIN JAMES HAWTHORNE, Lit.D. *Emeritus Professor of Psychology*
A.M., Randolph-Macon, 1861; Lit.D., Oregon, 1910; faculty, Oregon, 1884-1910.
- BERTHA HAYS, B.A. *Instructor in Zoology*
B.A., Oregon, 1922; faculty, Oregon State Normal, 1922-23; graduate assistant,
Oregon, 1923-24; present position, from 1924.
- WILLIAM L. HAYWARD. *Professor of Physical Education*
Faculty, Oregon, from 1904.
- 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.
- RALPH C. HOEBER, M.A. *Instructor in Economics and English*
B.A., Oregon, 1921; graduate assistant, Oregon, 1921-22; teaching fellow,
1922-23; student, Harvard, 1923-24; faculty Oregon, from 1924.
- VESTA HOLT, B.A. *Instructor in Zoology*
B.A., Oregon, 1913; assistant, Friday Harbor Biological Station, 1924; faculty,
Oregon, from 1924.
- ALTA COONEY HOOVER, B.Ed. *Instructor in English*
B.Ed., Washington, 1923; student, University of Strasbourg, 1922-24; faculty,
Oregon, from 1924.
- GLENN E. HOOVER, Docteur en Droit *Assistant Professor of Economics*
and Political Science
LL.B., Washington, 1912; B.A., 1919; M.A., 1922; Docteur en Droit, University
of Strasbourg, 1924; faculty, Oregon, from 1924.

- 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, from 1906.
- 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.
- J. E. AINSWORTH JOHNSTONE, B.A. (Oxon)**.....*Instructor in Greek and Latin*
Toronto, 1914-15, 1919-21; B.A. (Oxon), Oxford, 1924; traveling fellow, American
University, Washington, D. C., 1921-24; faculty, Oregon, from 1924.
- SIMEON EDWARD JOSEPHI, M.D., LL.D.**.....*Dean Emeritus and Professor of Nervous and*
Mental Diseases, School of Medicine, Portland
Faculty, Oregon, from 1887.
- 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.
- WILLIAM KUYKENDALL, M.D.**.....*Director, University Health Service*
M.D., Cooper-Lane Medical College, San Francisco; present position, from
1924.
- C. LYLE KELLY, Ph.B., C.P.A.**.....*Associate Professor of Accounting*
Ph.B., Chicago, 1911; graduate student, Ohio, 1919-20; director, Northwestern
Nebraska Wesleyan, 1921-22; Oregon, from 1922; associate member, American
Institute of Accountants.
- MAUDE I. KERNS**.....*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.
- 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.**.....*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.
- 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.
- ALFRED L. LOMAX, B.B.A.**.....*Professor of Foreign Trade*
B.B.A., Oregon, 1923; formerly with George Wills & Sons, Ltd. (export mer-
chants); United States Shipping Board; McCarger, Bates & Lively; faculty,
Oregon, from 1919.
- EDWARD HIRAM McALISTER, M.A.**.....*Professor of Mechanics and Astronomy*
B.A., Oregon, 1890; M.A., 1893. Faculty, Oregon, from 1891; dean, College of
Engineering, 1902-15; head of department from 1915; certified member
American Association Engineers.
- ROSE MCGREW**.....*Professor of Voice*
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.
- GERTRUDE MANCHESTER, B.A.**.....*Instructor in Physical Education*
Student, Wellesley, 1911-13; faculty, Wellesley, 1913-15; Rhode Island College, 1915-19; Central School of Physical Education, New York City, 1919-21; B.A., Oregon, 1924; faculty, Oregon, from 1921.
- FRIEZ MARTI, Ph.D.**.....*Instructor in Philosophy*
Eidgenossische Technische Hochschule, Zurich, 1915-18; University of Zurich, 1918-20; Ph.D., University of Bern, 1922; faculty, Oregon, from 1923.
- 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.
- WILBUR BERRY MIKESSELL, M.A.**.....*Associate Professor of Business Administration*
B.A., Ohio State, 1911; M.A., California, 1923; State High School Supervisor, Texas, 1919-22; faculty, Oklahoma State College 1922-23; faculty, Oregon, from 1923.
- JAMES A. MILLER, J.D.**.....*Professor of Law*
A.B., Beloit, 1913; J.D., Chicago, 1920; practicing attorney, 1920-21; faculty, Oregon, from 1921.
- KERRY S. MILLER, M.A.**.....*Instructor in Philosophy*
B.A., Oregon, 1920; M.A., Columbia, 1921; Oxford University, England, 1921-24; faculty, Oregon from 1924.
- 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 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; assistant dean from 1917.
- FRANK A. NAGLEY, B.A.**.....*Assistant Professor of Business Administration*
A.B., Northwestern, 1907; graduate student, University of Chicago, 1910; faculty, Oregon, from 1922.
- DELBERT OBERTEUFFER, M.A.**.....*Instructor in Physical Education*
B.A., Oregon, 1923; M.A., Columbia, 1924; faculty, Oregon, from 1924.
- EARL L. PACKARD, Ph.D.**.....*Professor of Geology*
A.B., Washington, 1911; M.A., 1912; fellow in paleontology, California, 1912-14; Ph.D., 1915; faculty, Washington, 1915-16; Oregon, 1916-17; Mississippi A. & M. College, 1917-18; Oregon, from 1919; acting head of department, 1920-21.
- BARBARA A. PAGE, B.S.**.....*Instructor in Physical Education*
Graduate, Kellogg School of Physical Education, Battle Creek, Mich., 1923; B.S., Oregon, 1925; faculty, Oregon, from 1923.
- † **MABEL 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, Portland Extension Center*
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 center school of social work, from 1920.

† Leave of absence, 1924-25.

- 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*
Brevet Supérieur, Normal School, Le Mans, France; B.A., Oregon, 1924; faculty, Oregon, from 1924.
- MARY HALLOWELL PERKINS, M.A. *Professor of English*
B.A., Bates, 1898; M.A., Radcliffe, 1908; graduate student, Columbia, 1916-17; faculty, Oregon, from 1908.
- ALFRED POWERS, B.A. *Associate Professor of Journalism; Director of Social Welfare and Visual Instruction, Extension Division*
B.A., Oregon, 1910; faculty, Oregon, from 1917.
- JOHN J. PUTNAM, Ph.D. *Assistant Professor of Bacteriology, School of Medicine, Portland*
B.S., M.A., University of Denver; Ph.D., Nebraska; graduate student, Chicago; faculty, Oregon, from 1921.
- 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, 1897; 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.
- FERGUS REDDIE *Professor of Drama and the Speech Arts*
B.A., Valparaiso, (Hon.); Pennsylvania Museum School of Industrial Art; Emerson College of Oratory; director of plays for 20th Century Club, Boston; playwright; professional stage; head of department from 1911.
- WILLIAM J. REINHART. *Instructor in Physical Education*
Oregon, three years; present position, from 1923.
- EDWIN CLYDE ROBBINS, Ph.D. *Dean 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.
- KATE SCHAEFER, B.A. *Instructor in Fine Arts*
B.A., Oregon, 1918; graduate assistant, Oregon, 1923-24; faculty, Oregon, from 1924.
- FRIEDRICH GEORG G. SCHMIDT, Ph.D. *Professor of German Language and Literature*
Student, University of Erlanger, Bavaria, 1888-90; Johns Hopkins, 1890-93; 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. *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; faculty, Oregon, from 1916.
- ETHEL WAKEFIELD SCOTT. *Instructor in Education*
B.A., Oregon, 1920; faculty, Oregon, from 1920.
- 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.*
- HELEN MILLER SENN, B.A.**.....*Instructor in Public Speaking, Portland Extension Center Faculty, Oregon, from 1920.*
- 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.*
- 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, 1891-95, University of Michigan, 1896-98; U. S. Army, since 1898; faculty, Oregon, from 1922.*
- WELLINGTON SLOANE, Mus.B.**.....*Instructor in Music Student under Horatio Parker, David Stanley Smith, H. S. Knight, Bruce Simmonds, Yale School of Music, Mus.B., 1922; Kellogg prize in Strict Composition, 1920; soloist, New Haven Symphony Orchestra, 1922; scholarship under Ernest Bloch, Cleveland Institute of Music, 1922; pupil, Tobias Matthay and York Bowen, London, 1923-24; faculty, Oregon, from 1924.*
- LLOYD L. SMAIL, Ph.D.***Assistant Professor of Mathematics A.B., Washington, 1911; A. M., 1912; Ph.D., Columbia, 1913; faculty, Washington, 1913-23; Oregon, from 1923.*
- 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.**.....*Instructor in 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.*
- A. B. STILLMAN**.....*Assistant Professor of Business Administration Student, Oregon, 1909-11; faculty, Oregon, from 1922.*
- JOHN STRAUB, Lit.D.***Professor of Greek Language and Literature B.A., Mercersburg, 1876; M.A., 1879; Lit.D., Franklin and Marshall, 1913; faculty, Oregon, from 1879; dean of the College of Literature, Science, and the Arts, 1899-1920; dean of men, 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 SWETSER, M.A.***Professor of Botany B.A., Wesleyan, 1884; M.A., 1887; graduate student, Massachusetts Institute of Technology, 1884-85; Harvard, 1893-97; faculty, Pacific University, 1897-1902; Oregon, from 1902; head of department, from 1909.*
- H. G. TANNER, M.A.**.....*Assistant Professor of Chemistry B.S., Ottawa University (Kan.), 1915; A.M., Nebraska, 1916; graduate student, Cornell, 1916-17; research chemist, U. S. Government; faculty, Oregon, from 1921.*
- LOURENE E. TAYLOR, B.A.**.....*Instructor in Botany B.A., Oregon, 1918; faculty, Oregon, from 1922.*

- JANE SCOTSFORD THACHER.....*Professor of Pianoforte*
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.
- 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, Insti-
tute 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.
- HARRIET W. THOMPSON, B.A.*Professor of Physical Education*
A.B., Michigan, 1904; graduate student, 1904-05; faculty, Oregon, from 1911.
- † CLARENCE DEWITT THORPE, M.A.*Associate Professor of English*
A.B., Ellsworth College, 1911; A.M., Arizona, 1912; Michigan, 1915; faculty,
Arizona, 1919-21; Oregon, from 1921.
- 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, 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.
- HARRY BEAL TORREY, Ph.D.*Professor of Zoology, Chairman, Department of Medicine*
B.S., California, 1895; M.S., 1898; fellow in zoology, Columbia, 1900-01; Ph.D.,
1903; faculty, California, 1898-1912; Reed College, 1912-20; Oregon, from 1920.
- 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.
- AURORA POTTER UNDERWOOD, B.M.*Assistant Professor of Pianoforte*
B.M., Oregon, 1921; pupil of Ethel Newcombe and Edwin Hughes, New York,
1921-22; faculty, Oregon, from 1922.
- REX UNDERWOOD.....*Professor of Violin; 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.
- GERTRUDE BASS WARNER.....*Curator of Murray Warner Memorial Museum*
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.....*Professor of Business Administration, Portland Extension Center*
Diplome de l'Universite de Paris, 1922; faculty, Oregon, from 1919.
- † EMMA WATERMAN, B.A.*Instructor in Physical Education*
B.A., Minnesota, 1918; graduate student, Wellesley, 1918-19; faculty, Oregon,
from 1919.
- RAYMOND HOLDER WHEELER, Ph.D.*Professor of Psychology*
A.B., Clark, 1912; scholar and fellow in experimental psychology, Clark, 1912-15;
A.M., 1913; Ph.D., 1915; faculty, Oregon, from 1915; director of laboratory.
- EARL WIDMER, B.S.*Assistant Professor of Physical Education*
B.S., Columbia, 1921; faculty, Kansas State Teachers' College, 1915-17;
Columbia, 1920-22; Oregon, from 1922.
- 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.

† Leave of absence, 1924-25.

- ROGER JOHN WILLIAMS, Ph.D. *Associate Professor of Chemistry*
B.S., Redlands, 1914; M.S., Chicago, 1918; Ph.D., 1919; faculty, Oregon, from 1920.
- GEORGE FLANDERS WILSON, M.D. *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.
- HARRY BARCLAY YOCOM, Ph.D. *Assistant 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. *Assistant Professor of Psychology*
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; 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.

COMMITTEES OF THE FACULTY

- Advisory Council (elective)*—President Campbell, Deans Allen, Hale, Robbins, 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, R. C. Clark, Bovard, Tingle.
- Athletics*—Howe, Bovard, Earl.
- Awards*—Turnbull, Caswell, Cameron, Landsbury, Thacher.
- Catalogue and Schedule*—Boynton, Hall, Onthank, Stillman, Stetson. Mrs. Fitch, secretary.
- Colloquium*—Decker, Smith, Onthank.
- Commencement and Assembly*—Campbell, Straub, Gilbert, Dunn, Evans, Kerns.
- Foreign Scholarships*—Rebec, Donald Barnes, Smith. Mrs. Fitch, secretary.
- Free Intellectual Activities*—Smith, Rebec, Allen, Kimball Young, 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, Torrey. Mr. Spencer, secretary.
- Intra-Mural Sports*—DeCou, Scott, Alden, Decker, Ernst, Donald Barnes, Yocom.
- Library*—Douglass, Campbell, Sheldon, Allen, Rebec, Yocom, Wheeler.
- Medical School Scholarship*—Torrey, Shinn, Crosland.
- Military Credits*—Howe, Allen, Boynton.
- Pre-Engineering*—Caswell, McAlister, Milne, Stafford, Hodge.
- Publications*—Allen, Young, Sheldon, Kilpatrick, Hale, Casey, Packard, Douglass, Robbins.
- Religious and Moral Activities*—Douglass, DeCou, Sweetser, Perkins, Evans, Williams, Carleton.
- Research*—Packard, Torrey, Milne, Stafford, Sheldon, Barnett, Donald Barnes.
- Scholarship*—Dyment, Bovard, Mary Barnes, Gilbert, Sheldon. Mr. Spencer, secretary.
- Student Advisory*—Straub, Esterly, Dyment, Folts, Walker, Earl. Mr. Onthank, secretary.
- Student Affairs*—Esterly, Straub, Walker, Stupp, DeBusk, Lomax.
- Student Living and Health*—Walker, Bovard, University Physician, Sweetser, Decker, Kelly. Advisory members, Deans Straub and Esterly.

TEACHING FELLOWS

GRADUATE SCHOOL

- Thomas D. Cutsforth, B.A. 1918, M.A. 1923, Psychology, Riddle.
 Margery Gilbert, B.A. 1922, M.A. 1923, Psychology, Salem.
 Rose A. McGrew, B.A. 1924, German, Eugene.
 Luciel Morrow, B.A. 1920, English, Portland.
 Robert G. Raymer, B.A. Albion College, Mich., 1917, M.A. Northwestern 1919, History, Eugene.
 Oscar W. Richards, B.A. 1923, Zoology, Eugene.
 Lawrence K. Shumaker, B.A. Iowa 1922, English, McMinville.

SCHOOL OF BUSINESS ADMINISTRATION

- Walter J. Hempy, B.B.A. 1923, Business Administration, Eugene.
 Harwood L. Marshall, B.A. Pomona College, California, 1922, Business Administration, Everett, Wash.

GRADUATE ASSISTANTS

GRADUATE SCHOOL

- Charles G. Bluett, B.A. Arizona 1923, Education, Portland.
 May A. Borquist, B.A. Reed 1923, Zoology, Portland.
 Walter H. Brattain, B.S. Whitman 1924, Physics, Tonasket, Wash.
 Meryl W. Deming, B.A. 1923, Chemistry, Eugene.
 Randolph T. Kuhn, B.A. 1923, Journalism, Lebanon.
 Darrell D. Larsen, B.A. 1924, Drama, Imbler.
 Percy A. Lasselle, B.A. 1923, Chemistry, Eugene.
 Cecile McAlister, B.A. 1924, Psychology, Eugene.
 Edward D. McAlister, B.A. 1923, Physics, Eugene.
 Leonard J. Neuman, B.S. in E. E. Montana State College 1923, Physics, Pomona, Cal.
 Seward E. Owen, B.S. South Dakota State College 1924, Chemistry, Eugene.
 Frank J. Palmer, B.A. 1921, English, Philomath.
 Paul Patterson, B.A. 1923, English, (Law), Seattle, Wash.
 George W. Riddle, B.A. Reed 1924, Mathematics, Grants Pass.
 Helen Crouch Snyder, B.S. Syracuse 1923, English, Eugene.
 Irene Whitfield, B.A. 1922, English, Eugene.
 Nancy Wilson, B.A. 1924, English, Olympia, Wash.
 Don Zimmerman, B.A. 1924, Geology, Eugene.

SCHOOL OF BUSINESS ADMINISTRATION

- Frank N. Fassett, B.B.A. 1922, Business Administration, Eugene.
 Edward C. Godwin, B.S. Beloit, Wisconsin, 1921, Business Administration, Eugene.
 G. N. Kelso, B.A. Willamette University 1924, Business Administration, Yakima, Wash.
 Mark Daniel Noll, B.B.A. Washington 1923, Business Administration, Seattle, Wash.
 Henry J. Rehn, B.S. Oregon Agricultural College 1923, Business Administration, Ritzville, Wash.
 Herbert G. Smith, B.S. in Agriculture, New Mexico Agricultural College 1913, Business Administration, Eugene.
 Victor E. Storli, B.A. St. Olaf College, Minnesota, 1921, Business Administration, Eugene.
 John H. Westover, B.S. in E. E. South Dakota School of Mines 1924, Business Administration, Fairburn, South Dakota.
 Oak D. Wood, B.B.A. Washington 1922, Business Administration, Hood River.

RESEARCH FELLOWS

- Edwin P. Cox, B.S. 1920, M.S. California Institute of Technology 1921, Geology.
 Chester A. Jones, B.A. Penn College, Iowa, 1920, Chemistry, Oskaloosa, Iowa.
 Robert H. Kirkwood, B.A. Montana 1924, Mechanics, Missoula, Montana.
 Sinforoso Padilla, B.A. Willamette 1924, Psychology, Salem.
 Vladimir B. Rojansky, B.S. Whitman 1924, Mathematics, Eugene.

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. This, 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. The mean annual temperature is about 52, that for January being 40.1 and for July and August 65.7 and 65.3 respectively. The mean minimum temperature for January, the coldest month, is 34.1. The mean maximum temperatures for July and August are 79.5 and 73.3 respectively. 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 professors.

ENDOWMENT AND SUPPORT

The University of Oregon is one of the three state-supported institutions which derive their income from the millage taxes. The millage income of the University for the year 1925 is approximately \$850,000, in

addition to which certain fees are charged, especially to non-resident students.

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 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 22 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.
- 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 University campus is situated about one mile southeast of the center of Eugene. Electric cars pass through the campus, giving communication with the business section and other parts of the city. The campus contains about 100 acres of land, divided into two sections by the Pacific highway.

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, and the school of business administration, 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 description 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.

Across University street from the architecture group is the new *power house and university depot*, a brick building which contains the heating plant, the postoffice and express office, and headquarters for the superintendent of grounds.

The Household Arts Building, next the power house 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 *Infirmiry* is a frame building, near the Household Arts building, in which students receive hospital care and attention when necessary.

The Journalism Building is adjacent to the Architecture group on University street. It is annexed to McClure hall and houses the school of journalism. The basement contains offices, library, copy-room, and seminar rooms, and is connected with the University press in the adjoining building. The floor above supplies class, assembly, and laboratory rooms. The entire top floor is occupied by the department of chemistry.

McClure Hall, which looks 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. It provides quarters for the department of chemistry and the University press.

Friendly Hall, the men's hall of residence, situated south of McClure, 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. The north end of the main floor is occupied by the University health service, including the dispensary.

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.

The University athletic field, Hayward field, laid out in a 35-acre tract southeast of the main campus, is surrounded by a grandstand and bleachers capable of seating 13,000 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 is the reference department and reading rooms.

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.

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 work of the department of drama and the speech arts. The dean of the graduate school, the dean of men and the dean of women also have offices on this floor, as well as the departments of mathematics and Greek, which have in addition classrooms in the basement.

An additional building for sciences, now in process of construction across Thirteenth avenue from Oregon hall will house the departments of geology and psychology, and, temporarily afford some relief from the overcrowded conditions in the library.

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 ample facilities for the department of physical education for women, and has four gymnasium floors. The large indoor gymnasium is equipped with all modern apparatus and laid out for indoor sports. A smaller one is artistically decorated and used mostly 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 the pleasant weather. Another feature is the large swimming pool purified by constant filtration. Connected with this are ample dressing rooms and lockers and seventy-eight shower baths. 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 alumnae 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 building represents the most 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
MARIAN P. WATTS, B.A. ....	.....	Reference Librarian
MABEL EATON McCLAIN, B.A., B.S. ....	.....	Circulation Librarian
MARTHA E. SPAFFORD, B.A. ....	.....	Continuation Cataloguer
DORA FRANCIS FORD ....	.....	Reserve Book Librarian
CAMILLA LEACH ....	.....	Art Librarian
EMMA STEPHENSON, B.A. ....	.....	Head, Order Department
CORWIN V. SEITZ, B.A. ....	.....	Order Clerk
HARRIET HUDSON, B.A. ....	.....	Cataloguer
GLADYS PLATT, B.A. ....	.....	Cataloguer
ELLEN M. PENNELL ....	.....	Assistant
*EVELYN FOSTER ....	.....	Reference Assistant
ALICE GARDINER ....	.....	Periodicals Clerk
BERNICE RISE, B.A. ....	.....	Circulation Assistant
DOROTHY L. HUMPHREY, B.B.A. ....	.....	Assistant Reserve Department
CECILIA R. RICHARDS ....	.....	Assistant Reserve Department

The University Library is a well selected and rapidly growing collection of books numbering 145,000 volumes. Available from various sources annually, there is from \$18,000 to \$20,000 for books and periodicals and for binding. This is occasionally supplemented by special appropriations to secure particular collections.

The library is supplied with the best general and special reference books; with the files of the principal American and foreign periodicals of general interest, and with many of the most useful sets of periodicals of special and scientific interest, both American and foreign. Periodicals currently received, number 1250, besides many of the daily and weekly newspapers of the state. Bound files of about 90 Oregon newspapers are on hand.

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 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.

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.

Temporary quarters for the reserve department are being provided in the new science building, across the street, the entire main floor of

*On leave 1924-25.

which will be available for the purpose until more suitable space can be secured. A branch of the reserve department is maintained in the school of business administration building; the law library, including the Fenton memorial collection, is in the law building; and an architectural reading room is provided in the architecture building.

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 Igorot of Luzon.

The Murray Warner collection of oriental art given to the University in 1920 by Mrs. Gertrude Bass Warner, was gathered by Major Warner during his fifteen years in China in the service of the United States government. 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, he had unexcelled opportunities to assemble rare and priceless examples of the finest periods of oriental art. 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 art of the orient, and to stimulate trade and travel between the trans-Pacific countries.

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 group of rare Chinese wall paintings, paintings on silk, and tapestries; fine examples of cinnabar lacquer, and carvings of wood, ivory, jades, and turquoise; Chinese porcelains including specimens of old blue of the Ming period, rare peach blow, oxblood, and other varieties; and ancient brass and bronzes dating from the Han, Sung, and Ming dynasties. Especially interesting is the display of robes on typical figures, and in cases, among which are four rare antique ancestral robes, heavily embossed with gold and silver thread, and various robes from the Manchu and Ming dynasties, including several imperial coats rich in Chinese symbolism.

An interesting feature of the collection is the Helen Hyde room in which is grouped a number of prints, etchings and paintings by the well known American delineator of Japanese life, as well as her furniture and personal memorabilia.

A well selected library on oriental art, loaned by Mrs. Warner, adjoins the museum, 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 exhibition hall connected with the architecture and allied arts building, constructed since the fire in the summer of 1922, is used for special art exhibitions and loan collections

of paintings, sculpture, architecture, and many of the minor arts. It is a fireproof structure.

Until the University museum is built, this building will specially honor the sculpture of the late Roswell Dosch, an instructor in the school of architecture who died in service during the war, and will be the home of the Dorland Robinson memorial collection, the paintings of the daughter of Dr. J. W. Robinson of Jacksonville, Oregon.

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 Leiberger collection, presented to the University by John B. Leiberger 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 Seio, Oregon.

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

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. Well equipped store-rooms provide all of the necessary apparatus and materials. A working library is kept in the departmental office to which the students in the department have free access.

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. In Quartz Hall is found the mineralogy and petrographic laboratory for elementary courses.

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.

Journalism. The University Press is the technical laboratory of the School of Journalism. Its equipment includes a large Optimus cylinder press, two smaller presses, two modern linotype machines, folding machines, stitchers, saws, trimmers, a power cutter, casters, a complete book and job bindery, and everything requisite to the publication either of a weekly or a small town daily newspaper. In this laboratory, training is offered in all the arts allied with journalism insofar as the journalism students can profit by them.

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 new Psychology Laboratory. By the opening of the fall term, 1925, the psychology department will have moved into its new quarters, occupying the third floor of the new science building. The laboratories will be equipped for large beginning courses, advanced laboratory, and research along experimental lines in general and applied psychology. Fifteen cubicles will be 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, will be 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 A. C. and D. C., 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 animal biology, comparative anatomy, physiology and genetics. Besides several research rooms for advanced students, the department possesses a new 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 Raguenet'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, dying, 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.

Drama and the Speech Arts. The department of drama and the speech arts occupies Guild theatre in the Administration building (Johnson hall), with an additional stage laboratory in another building. The Guild theatre includes not only an auditorium and small but well equipped stage, but also complete dressing rooms, wardrobe, property and rehearsal rooms, box office, and property stacks. Public performances are regularly given.

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 of six weeks, 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 two weeks before the opening day 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 requirements for admission were adopted by all of the higher educational institutions of Oregon in 1921-22 and 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 history (including civics).

(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 sub-

ject 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, one unit | |

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 Deficiencies. A student entering without any foreign language must take in the University one year (12 hours) of foreign language, and a student entering with only one year in any one language, must take two terms of the language presented, in addition to what he would otherwise be required to take.

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.

No credit is granted for drill, spelling, penmanship, physical training, or for work which may be classed as largely or purely a student activity.

Preparation for Special Curricula. Students planning for major work in mathematics, physics, architecture, geology, or pre-engineering 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 accept-

4. A late filing fee must be paid by any student who files his study program on Monday, September 23, with accumulative 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 of the spring term, each student is required to file an attendance card in the office of the registrar.

Change of Registration. A fee of \$1.00 must be paid for each course dropped and for each course added to the year study program. These changes may be made only by the consent of the adviser.

Entering New Courses. New courses may be entered only during the first two weeks of each term.

SCHOOLS AND DEPARTMENTS

The schools and departments of the University in which students may major are as follows:

COLLEGE OF LITERATURE, SCIENCE AND THE ARTS

Botany	Mathematics
Chemistry	Mechanics and Astronomy
Drama and the Speech Arts	Medicine
Economics	Military Science
English	Philosophy
Geology	Physics
Germanic Languages	Political Science
Greek	Pre-engineering
History	Psychology
*Household Arts	Romance Languages
Latin	Zoology

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: 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 percent of the class.

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

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

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 any 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.* Drama and the speech arts, fine arts, normal art and household arts, each including not less than one credit hour a week of laboratory or practice time. 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 Requirements. Two year-courses (or 24 term-hours) in a foreign language, in addition to that offered for entrance, are required for the degree of B.A., and 36 term-hours in mathematics, science or social sciences for the B.S.

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 (except in the department of pre-engineering), 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 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 in addition a half time physician acts as medical consultant for women and maintains regular office hours daily in the woman's gymnasium. Five 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. The dispensary is located in the north end of Friendly hall, the men's hall of residence, with an entrance on the north side of the building.

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. As far as possible these examinations should be arranged for during the registration week before classes begin. Appointments should be made through the office of the dean of the school of physical education.

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 women students is under the supervision of the dean of women. At the time of registration, all women report to her office in Johnson hall, where a record of their Eugene residence and other needed information is filed. Changes in residence may be made only with the approval of the dean.

HALLS OF RESIDENCE

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

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

Room	\$2.00 a week
Board	\$6.00 a 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 should be made to the dean of women, Mrs. Virginia Judy Esterly, on a special blank furnished by her office. Applications for rooms in the men's hall should be made to the student adviser, Mr. Dean Walker.

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 accommodation 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 about \$35.00 a month, while board alone runs from \$25 to \$30.00 a month.

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

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.

These 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 \$13.25 registration fee per term, making a total of registration fees for non-resident students of \$63.25 per term, or \$189.75 a year.

Registration Fee. All undergraduate students pay a registration fee of \$13.25 each term. This fee covers the membership in the Associated Students, and entitles the student to a ticket which admits him free to all concerts, games, etc., given on the campus during the term.

Graduate School Fee. Graduate students pay a registration fee of \$8.00 a term in lieu of the regular registration fee. Members of the instructional staff registering for graduate work pay a registration fee of \$4.00 a term. Graduate students are exempt from the non-resident tuition fee.

Law School Fee. In the Law School there is a tuition fee of \$10.00 a term in addition to the regular registration fee.

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.

Departmental Fees. Departmental fees will be paid by students majoring in certain schools and departments instead of the various course fees in those schools or departments. Details will be found in the sched-

ule of courses for the year in the registration manual issued at the beginning of the academic year in September.

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 September 29 and thereafter, or after certain stated periods at the beginning of each term. Details can be found in the registration manual.

A change of registration fee of \$1 will be charged for each course dropped or added after the year study program is filed in the office of the registrar.

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	\$290.00	\$340.00	\$390.00
Fixed Fees at Registration	39.75	39.75	39.75
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
	\$458.75	\$598.75	\$758.75

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, Sena-

tor 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 McCornaek, and Mr. Ben Selling, of Portland, made substantial donations. The University now has the following funds, amounting to \$27,642.84.

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, amounts to \$3,389.81.

The Oscar Brun Fund, bequeathed to the University by the late Oscar Brun, now amounts to \$1,103.14.

The Ainsworth Loan Fund of \$1000, established by Mr. J. C. Ainsworth of Portland, now amounts to \$1,723.91.

The Booth Loan Fund of \$1500, established by Senator R. A. Booth of Eugene, now amounts to \$1,939.68.

The Class of 1911 Loan Fund, established by the class of 1911, now amounts to \$446.68.

The Class of 1922 Loan Fund, established by the senior class of that year, now amounts to \$234.38.

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, now amounts to \$1,497.14.

The Kelly Loan Fund of \$100 established by Mr. John F. Kelly, of Eugene, now amounts to \$180.90.

The Fortnightly Loan Fund, established by the Fortnightly club, one of the pioneer women's clubs of Eugene, now amounts to \$1,557.19.

The Roberts Loan Fund, established by Mr. A. S. Roberts, of The Dalles, now amounts to \$1,016.49.

The Selling Loan Fund, established by Mr. Ben Selling, of Portland, now amounts to \$2,390.08.

The D. P. Thompson Loan Fund of \$1000, established by the estate of the late D. P. Thompson of Portland, now amounts to \$1,899.85.

The Class of 1896 Loan Fund, established in 1921 at the 25th reunion of the class now amounts to \$3,264.08, available for student loans.

The Alice Wheeler Wrisley Loan Fund of \$10,000, recently bequeathed to the University by Mrs. Wrisley, is now available for use.

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

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. Information concerning these funds as well as all of the strictly university loan funds may be obtained from the director of loan funds, Mr. Dean Walker.

Applications for loans are made on blanks which may be procured from the director of loan funds, and are considered by a committee consisting of the president of the University, the director of loan funds, the comptroller and the registrar. At present loans are not made before the beginning of the sophomore year except from the Women's League loan fund for freshmen women. The total amount which is loaned to any one student is limited, and in general every precaution is taken to safeguard against loss. These loans are made at a moderate rate of interest, and the funds available have grown to a point where many deserving applicants have been able to secure loans.

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 1925-26. 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, Osburn Apts., 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.

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 1924-25 are Nellie E. Carroll, Juanita L. Dietze, Ralph A. Edmisten, Austa Graves, Inez Vivian Harper, Thomas D. Holder, Everett H. Ogle, Eric Peterson, Mable Peterson, Vera Irene Piteher, Cornelia Robertson, Joyeelin Robertson, Delbert Robinette, Loye C. Smith, Golde Irene Walter, Beatrice A. Wilder, 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 approval of the medical faculty. In 1924 four half scholarships were awarded to Walter Nichol, John Findlater, E. E. Evans, and Maurice Gourley.

FOREIGN SCHOLARSHIPS

Students of the University who have completed the work of the sophomore year may enter the competition for the Rhodes Scholarship of Oxford. In 1924 the Rhodes scholarship for the state of Oregon was won by Clinton Howard.

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 1924 the Failing prize was awarded to Claude E. Robinson.

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 1924 the Beekman prize was awarded to Lawrence Cook.

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 \$20,00.

In 1924 the Bennett prize was awarded to William Arthur Rosebraugh.

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 1924 the prize was won by Elnora Keltner.

The Albert Prize. The Albert Prize of \$25.00, 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 1924, the Albert prize was won by Claude Robinson.

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-round man. In 1924 the cup was won by Don Woodward.

The Gerlinger Cup. The Gerlinger cup, presented by Mrs. G. T. Gerlinger, regent of the University, is awarded under conditions similar to those of the Koyl cup to the best all-round woman of the junior class. In 1924 the cup was won by Mary Skinner.

The Mrs. Murray Warner Prize. A prize of one hundred dollars, donated by Mrs. Murray Warner, is awarded to the student writing the best essay on a subject connected with Oriental and American relations.

In 1924 the prize was awarded to Tetsuichi Kurashige.

Miscellaneous Prizes. Special and occasional prizes are frequently offered, many of them for excellence in some phase of the work of a professional school of the University.

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.

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-tos 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.

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

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; the Chemists Club; Mask and Buskin chapter of the Associated University Players of those interested in dramatic work, and the Senior and Junior Companies, organizations of the advanced students in the department of drama and the speech arts; Hermian Club, for upperclass majors in the physical education department; Orchesus, honorary dancing group of women; Phi Delta Kappa, a group of men interested in advanced educational work, and Pi Lambda Theta, a similar organization of women; Tau Kappa Alpha, Zeta Kappa Psi, and Pro and Con, forensic organizations for men and for women; the Eutaxian Society for women, the oldest literary society on the campus; 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; Delta Theta Phi and Phi Delta Phi, men's law fraternities, and Kappa Beta Phi, a similar organization for women; Mu Phi Epsilon, a musical organization for women and Phi Mu Alpha, for men.

In the School of Medicine are the honor societies of Alpha Omega Alpha and Alpha Epsilon Iota (women). Among the students of foreign languages are Sigma Delta Pi (Spanish), El Circulo Castellano, Le Foyer Francais, Weimar-Bund, and Collegium Augustale. For students interested in writing Ye Tabard Inn of Sigma Upsilon for men, and Pot and Quill for women. Other departmental clubs are Philosophy Club, History Club, Mathematics Club, etc.

Other types of organizations are Crossroads, an organization of students and faculty; the Dial, the Forum, and Agora, for the discussion of topics of general and timely interest; the Cosmopolitan Club; Varsity Philippinensis. The Oregon Clubs, for men and for women, are designed to give the advantages of social organization to students who live outside of the residential houses. Tre Nu is a group of self-supporting women.

ALUMNI ASSOCIATION

Membership in the Alumni Association is open to all persons who have completed work for credit in the University. The control of the Association is vested in the annual alumni meeting held at commencement time. Alumni dues, which include subscription to "Old Oregon," the official magazine, are \$2.00 a year. Life memberships are \$25.00. The officers of the association are elected annually at commencement; those for 1924-25 are:

F. H. YOUNG, '14, (Portland)	<i>President</i>
MRS. MARY McALISTER GAMBER, '00, (Eugene)	<i>Vice-President</i>
JEANNETTE CALKINS, '18, (Eugene)	<i>Secretary-Treasurer</i>

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. In 1924, Randall Jones was elected president.

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

The *Oregon Leaflet Series* appear at regular intervals and contain miscellaneous informational matter.

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 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 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.

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. The assistants are appointed by the editor and the manager.

Old Oregon, the official organ of the Alumni Association, is issued nine times a year, with 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 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 editors are elected the year before in the third term of their junior year.

THE GRADUATE SCHOOL

THE GRADUATE COUNCIL

GEORGE REBEC, Ph.D.	Dean, Philosophy
WILLIAM P. BOYNTON, Ph.D.	Physica
EDMUND S. CONKLIN, Ph.D.	Psychology
RUDOLF H. ERNST, Ph.D.	English
OLOF LARSELL, Ph.D.	School of Medicine
FRIEDRICH G. G. SCHMIDT, Ph.D.	German
HENEY D. SHELDON, Ph.D.	Education
FREDERIC G. YOUNG, B.A., LL.D.	Sociology
HARRY B. TORREY, Ph.D.	Zoology

EX OFFICIO

EARL L. PACKARD, Ph.D.	Geology
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(Chairman of Research Committee)

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.

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.

DEGREES GRANTED

In all of the departments of the graduate school the degrees of master of arts and master of science are offered.

Students who have the bachelor of science degree will proceed to the degree of master of science, unless they have fulfilled the language requirement for the bachelor of arts degree, in which case they may become candidates for the master of arts.

At present, the graduate council recognizes the departments of education, geology, history, psychology, physics and zoology as prepared to accept candidates for the degree of doctor of philosophy.

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 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 \$8.00 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 \$4.00 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.

Ex-service men registered in the Graduate School for resident work are entitled to state aid on the same basis as in the other schools and colleges.

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 for first appointment, with an increase to \$600.00 for re-appointment. 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

The College of Literature, Science, and the Arts is comprised of the following twenty-two departments:

Botany and Bacteriology	Mathematics
Chemistry	Mechanics and Astronomy
Drama and the Speech Arts	Medicine
Economics	Military Science
English	Philosophy
Geology	Physics
Germanic Languages	Political Science
Greek	Pre-Engineering
History	Psychology
Household Arts	Romance Languages
Latin	Zoology

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 twenty-two departments of the college thus include the pure sciences, the literatures and the ancient and modern languages, philosophy, the social sciences, the drama, 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.

Courses numbered a, b, c, represent year 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

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, psychology, 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.

COURSE OF STUDY FOR MAJORS IN BOTANY

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

GRADUATE DIVISION

213. *Research*. Botanical problem.

214. *Research*. Bacteriological problem.

215. *Graduate Seminar*.

216. *Graduate Thesis*.

CHEMISTRY

Professors STAFFORD, SHINN;
Associate Professor WILLIAMS; Assistant Professor TANNER;
Graduate Assistants: Mr. DEMING, Mr. LASSELLE, Mr. OWEN

Students who major in chemistry are required under the following prescribed course of study to take a minimum of 50 hours in the department in addition to reinforcing work in pure science departments.

COURSE OF STUDY FOR MAJOR STUDENTS IN CHEMISTRY

	FRESHMAN	Fall	Winter	Spring
General Chemistry		5	5	5
Mathematics (Advanced Algebra, Analytical Geometry, Trigonometry)		4	4	4
German or French		4	4	4
Military Science (men) or Personal Hygiene (women)		1	1	1
Physical Education		1	1	1
		15	15	15
	SOPHOMORE			
Analytical Chemistry		3-4	3-4	3-4
German or French		3-4	3-4	3-4
General Physics		4	4	4
Calculus		4	4	4
Military Science (men)		1	1	1
Physical Education		1	1	1
		16-18	16-18	16-18
	JUNIOR			
Organic Chemistry		4	4	4
Electrical Measurements, General Geology, Animal Biology, or Sanitation and Bacteriology		3-4	3-4	3-4
Written English		3	3	3
World History, World Literature, or social science group		4-6	4-6	4-6
		15-17	15-17	15-17
	SENIOR			
Physical Chemistry		4	4	4
Courses in advanced chemistry		3	3	3
Seminar		1	1	1
Electives, including optional thesis		8-9	8-9	11-12
		16-17	16-17	16-17

DESCRIPTION OF COURSES

NOTE: Prerequisites for advanced work in chemistry. Students making an average grade lower than IV in any course in chemistry may be refused admission to subsequent courses 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. *General Chemistry*. An introduction to the study of chemistry for students of college grade. A previous elementary course in chemistry or physics is prerequisite, as is also facility in the solution of problems in simple proportion and use of the metric system. Three lectures, one quiz, and one laboratory period. Stafford and Tanner.

Five hours, each term.

2a,b,c. *Elementary Chemistry*. A briefer course introductory to the study of chemistry. Not open to majors in chemistry, medicine or zoology for whom course 1 is prescribed. Prerequisites as in course 1. Three lectures and one laboratory period. Stafford and Tanner.

Four hours, each term.

3-4-5. *Analytical Chemistry*. The first term is devoted to qualitative analysis; the second to gravimetric quantitative analysis; the third term to volumetric quantitative analysis. One lecture and two or three laboratory periods per week. Prerequisite, course 1 or 2. Shinn.

Three or four hours, each term.

6. *Continuation Course*. 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. Two lectures and two laboratory periods. Shinn.

Four hours, fall term.

7. *Physical Chemistry for Medical Students.* A non-mathematical presentation of selected fundamentals of particular interest to medical students. Two years of college chemistry prerequisite. Shinn.

Four hours, spring term.

8a,b. *Organic Chemistry for Medical Students.* Prerequisite, course 1. Three lectures and one laboratory period. Williams.

Four hours, winter and spring term.

10. *Chemistry and its Relationships.* A short course indicating the content of the field of chemistry together with portrayal of its problems, its achievements, and the broad relationships of these to human interests. The treatment is non-technical, the purpose of the course being to give to those desiring it an appreciation of the work of the chemist without undertaking the task of imparting a working knowledge of the subject. The chemistry staff.

Two hours, spring term.

UPPER DIVISION

105a,b,c. *Organic Chemistry.* Three lectures and one laboratory. Prerequisites, courses 1 and 3-4-5. Williams.

Four hours, each term.

106-107-108. *Advanced Inorganic Chemistry.* The chemical elements are first discussed as regards their practical and theoretical importance. Finally radio-activity, the periodic table, and atomic structure are discussed. A minimum of two years' work in chemistry is prerequisite. Three lectures per week.

Three hours, each term.

109-110-111. *Advanced Inorganic Laboratory.* To accompany optionally, courses 106-107-108.

One hour, each term.

112-113-114. *Advanced Analytical Chemistry.* Special analytical procedures adapted to those enrolling. Shinn.

Hours to be arranged.

116a,b,c. *Physical Chemistry.* Three lectures and one laboratory period. Stafford.

Four hours, each term.

118. *Advanced Physical Chemistry.* Special topics determined by the interests of those enrolling. Stafford.

Hours to be arranged.

119. *Electrochemistry.* Two lectures and one laboratory period. Stafford.

Hours to be arranged.

120. *Advanced Organic Chemistry.* Special topics are studied such as "electronic" formulas, protein chemistry, and catalysis. Williams.

Three hours, spring term.

125-126-127. *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.

130. *Senior Thesis.*

By arrangement, any term.

GRADUATE DIVISION

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.

DRAMA AND THE SPEECH ARTS

Professor REDDIE; Miss BANFIELD; Graduate Assistant, Mr. LARSEN

This department offers specialized training as follows:

(a) To those who desire the work for its cultural value.

(b) To students who plan to supervise and direct similar work in high schools or colleges; who, as community organizers, will find a knowledge of the work an essential.

(c) To those looking toward a professional career who, while studying their chosen work, desire the benefits of a university training.

COURSE OF STUDY FOR MAJORS IN DRAMA AND THE SPEECH ARTS

	FRESHMAN	Fall	Winter	Spring
First-year Dramatic Company		3	3	3
Modern European Language		3-4	3-4	3-4
History or Laboratory Science		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
Elective		1-3	1-3	1-3
		15-17	15-17	15-17
	SOPHOMORE			
Second-year Dramatic Company		4	4	4
Foreign Language (continuation)		3-4	3-4	3-4
Shakespeare or elective		3	3	3
Psychology, or Short Story, or Education 51, 52, 53		2-4	2-4	2-4
Military Science (men)		1	1	1
Physical Education		1	1	1
		16-17	16-17	16-17
	JUNIOR			
Third-year Dramatic Company		5	5	5
Technique of the Speaking Voice and Dramatization		3	3	3
Foreign Language		2-3	2-3	2-3
World History, Written English, elective, or Education or Norm (for intending teachers)		3-4	3-4	3-4
		15-17	15-17	15-17
	SENIOR			
The Company		5	5	5
Interpretation of Classical Comedy		3	3	3
Foreign Language		1-4	1-4	1-4
Education or Norm (for intending teachers)		6-9	6-9	6-9
Elective		4-8	4-8	4-8
		14-16	14-16	14-16

NOTE: Students must have satisfied the University requirement of one year of written English through short story, playwriting, or some other accepted course. This course may be taken in the senior year.

DESCRIPTION OF COURSES

LOWER DIVISION

1. *Voice and Expression.* A practical training in pronunciation, enunciation, platform manner, the fundamentals of free expression, the elimination of mannerisms, restraints and self-consciousness. Voice production and analysis. Three hours class work for two hours of credit.

Two hours, any term.

2a,b,c. *First-year Dramatic Company.* Open to majors in the department. Character study, pantomime, make-up, and interpretation. Preparatory to 51.

Three hours, each term.

51-52-53. *Second-year Dramatic Company.* Open to those who have passed course 2a,b,c with a grade of III or over, or by examination. Advanced character study, stage technique, make-up, and stagecraft.—Students in this course are eligible for small parts in the public performances, and engage in the making of properties, the decoration and handling of scenery, and in stage management. First term, properties and make-up; second term, general stagecraft; third term, technique of acting.

Four hours, each term.

UPPER DIVISION

151-152-153. *Third-year Dramatic Company.* Open to junior students who have passed 51-52-53 with a grade of III or over, or upon examination. The entire work of this class is devoted to the rehearsal and production of plays, the best of which are given public presentation. A service course for those who may be called upon to organize dramatic work and to produce plays, etc. Students in this course are eligible for the secondary parts in the public performances given by the members of 161-162-163. Banfield.

Five hours, each term.

154-155. *Technique of the Speaking Voice.* Tone production with cultural spoken English as its goal. Anatomy of the speech producing organs and the resonating cavities, and their relation to the properties of vocal sound. Enunciation and pronunciation especially stressed. Prerequisite, consent of the instructor. Banfield.

Three hours, fall and winter terms.

156. *Dramatization.* The arrangement of literary material for dramatic production; the organization of data, etc., for use in pageants, community celebrations and festivals. Reddie.

Three hours, spring term.

184-185-186. *Interpretation of Classical Comedy.* Study of period, manners and customs as portrayed in the comedies of Aristophanes, the Elizabethans, Moliere, Congreve and Sheridan as a background for interpretation of the modernists. Reddie.

Hours to be arranged.

GRADUATE DIVISION

204. *Advanced Technique of the Speaking Voice.* Graduate standing, with course 154-155 parallel or prerequisite. Class limited in number.

Three hours, spring term.

205-206-207. *Seminar.* For graduate students, or seniors who have maintained a grade of I in this department for one year prior to registration in this course.

Two hours, each term.

208-209-210. *Interpretation of Classical Tragedy.* The Greeks, Shakespeare and Racine. For graduate students or qualified seniors. Especial emphasis is placed upon tonal quality and rhythm of action in their relation to subject matter, as well as the value of color and form in background and costume as indispensable assets in the translation of the poetic ideal to the audience mind. Reddie. *Hours to be arranged.*

212. *Graduate Thesis.*

By arrangement, any term.

ECONOMICS

Professors GILBERT, CROCKATT;
Assistant Professors WOOD, CAMERON, HOOVER; Mr. HOEBER

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
Elementary 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	
Labor Problems or Conservation of Nat. Res.				3-4
Foreign Language (continuation of first year)		3-4	3-4	3-4
Psychology		3	3	3
Military Science (men)		1	1	1
Physical Education		1	1	1
Elective		4	4	4
		16-17	16-17	16-17
	JUNIOR			
Trusts and Combinations, Public Utilities, and Modern Industrial Tendencies, or Transportation (three term-courses)		5	5	5
Principles of Sociology		5	5	
New Social Order				5
Written English		2-3	2-3	2-3
Electives		3-4	3-4	3-4
		16-17	16-17	16-17
	SENIOR			
Public Finance, and Money and Banking, or Organized Labor, Labor Legislation		4	4	4-5
History of Economic Thought		3	3	3
Electives		9	9	9
		16	16	16-17

NOTE: Second, third, and fourth year electives are sufficient in number to provide for the year courses in world history and world literature, or (in case of any intending to teach in the high schools) for the required education credits.

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	Fall	Winter	Spring
Principles of Economics	4	4	
Economics of Business Organization			5
Beginners Psychology	3-4	3-4	2-4
French or German	3-4	3-4	3-4
City Government	4		
Law of Competition		4	
Constitutional Law			2
Physical Education	1	1	1
Military Science (men)	1	1	1
	<u>16-17</u>	<u>16-17</u>	<u>16-16</u>
JUNIOR			
Trusts and Industrial Combinations	4		
Public Utilities		4	
Industrial Tendencies			4
Accounting Theory and Auditing	3	3	3
Public Finance	4	4	
Business Finance			5
Principles of Sociology	5	5	
New Social Order			5
	<u>17</u>	<u>17</u>	<u>15</u>
SENIOR			
Railway Economics	4		
Water Transportation		4	
Control of Carriers			4
Income Tax Procedure	3		
Cost Accounting for Industrials		3	3
Utility Commissions	3		
Railway Commissions		3	
Labor Commissions			3
Written English	2-3	2-3	2-3
Elective	3	3	3
	<u>15-16</u>	<u>15-16</u>	<u>16-16</u>

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, Wood.

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.

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.

Five hours, spring term.

UPPER DIVISION

105. *Labor Problems.* Treats of the conditions under which laborers work since the advent of the industrial revolution. Topics especially emphasized are: child labor, immigration, strikes and lockouts, industrial arbitration, social insurance, remedial legislation, 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.* A combined lecture and problem course. Lectures present various suggested theories and show their relation to the labor movement. Appropriate problems are assigned involving considerable research on the part of the student. Prerequisites, Economics 105 and 106 or 107. Wood. *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, principles of economics. Gilbert. *Five hours, spring term.*

114. *International Economic Policies.* Economic problems originating in or aggravated by the World War, and the remedial policies proposed. The economic clauses of the treaty of Versailles; reparations; inter-allied debts; economic activities of the League of Nations. Prerequisite, principles of economics. Hoover. *Four hours, spring term.*

115a,b,c. *History of Economic Thought.* The evolution of economic doctrines from the Greek and Roman period to the more advanced ideas of today, and the relation to contemporary economic conditions. The classical school and the transmission and criticism of their theories by subsequent writers. Prerequisite, principles of economics. Cameron. *Three hours, each term.*

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

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. *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.*

125. *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.*

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.*

138a,b. *Traffic Problems.* Railway traffic management, industrial traffic management, and railway commission rules. Passenger and freight traffic, and the problems of rate construction, application, and effects on traffic from the standpoint of the railroad and the industrial concern. Rules of railway regulatory bodies as they affect traffic problems. Prerequisites, principles of economics, 135, 136, and 137. Crockatt. *Three hours, fall and winter terms.*

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. *Public Utility Problems.* Some of the outstanding problems concerned with the operation and regulation of public utilities other than railways. Among the subjects discussed are organization and financing, combination, valuation and rate-making. Prerequisite, 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 courses, 134, 135. Crockatt.

Four hours, winter 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.

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.*

GRADUATE DIVISION

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

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

ENGLISH

Professors HOWE, BURGESS, PERKINS, THACHER, MARY WATSON BARNES;
Associate Professors ERNST, ROSSON, *THORPE; Mr. BROWN, Mrs. ERNST, Miss HAWES
Mr. HOEBER, Mrs. HOOVER, Mr. MERRILL, Mr. ROWE, Mr. SNYDER;
Teaching Fellows Miss MORROW, Mr. SHUMAKER;
Graduate Assistants Mr. PALMER, Mr. PATTERSON, Mrs. SNYDER, Miss WHITFIELD

COURSE OF STUDY FOR MAJORS IN ENGLISH

LITERATURE OPTION

	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
FRESHMAN			
Survey Course in English Literature	4	4	4
American Literature	3	3	3
Latin, French, or German	4	4	4
English History	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16-17	16-17	16-17
SOPHOMORE			
English Poetry. Wordsworth, Ruskin	3	3	3
Shakespeare,* or Written English, or Education 51, 52, and elective	3	3	3
Latin, French, or German (continuation)	3-4	3-4	3-4
Psychology or General Geology (lab.)	4	4	4
Military Science (men)	1	1	1
Physical Education	1	1	1
Elective	2	2	2
	17	17	17

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

JUNIOR

Romantic Poets, Victorian Poets, Classic Poets	3	3	3
English Novel	3	3	3
Written English*	2-3	2-3	2-3
Latin, French, or German (continuation)	3	3	3
Observation of Teaching, Teaching of Composition, and Teaching of Literature†	3	3	5
Minor, Norm or Elective	2-4	2-4	2

* Required for degree unless taken in sophomore year.

† Required only of those intending to teach.

* Leave of absence, 1924-25.

SENIOR	Fall	Winter	Spring
Anglo-Saxon*	3	3	
History of English Literature†	3	3	3
Living Writers	4	4	4
Seminar‡			3
Supervised Teaching and Norm (for intending teachers), or Minor, or Elective	6-8	4-6	7-9
	15-17	15-17	15-17

* Required of students contemplating graduate work in English.

† For candidates for honors and for intending teachers.

‡ For candidates for honors.

WRITING OPTION

FRESHMAN	Fall	Winter	Spring
Written English	2-3	2-3	2-3
Survey Course in English Literature	4	4	4
Latin, French or German	4	4	4
General Geology	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16-17	16-17	16-17

SOPHOMORE	Fall	Winter	Spring
Written English	2-3	2-3	2-3
American Literature	3	3	3
Foreign Language (continuation)	3-4	3-4	3-4
Military Science (men)	1	1	1
Physical Education	1	1	1
Education* 51, 52, 53, English History, or World History	3-4	3-4	3-4
Electives	1-4	1-4	1-4
	17	17	17

JUNIOR	Fall	Winter	Spring
Written English	2-3	2-3	2-3
Shakespeare	3	3	3
Foreign Language (continuation)	2-3	2-3	2-3
Teaching of Composition, Observation of Teaching, Teaching of Literature	3	3	5
Minor, Norm or elective	4-7	4-7	4-7
	16-17	16-17	16-17

SENIOR	Fall	Winter	Spring
Written English	2-5	2-5	2-5
Wordsworth		3	
Anglo-Saxon, and Chaucer†	3	3	3
History of English Literature‡	3	3	3
Supervised Teaching and Norm (for intending teachers) or Minor or elective	4-8	4-5	4-8
	15-16	15-16	15-16

* For intending teachers.

† Required of students contemplating graduate work in English.

‡ For candidates for honors and intending teachers.

GENERAL LITERATURE OPTION

FRESHMAN	Fall	Winter	Spring
Introduction to Literature	3	3	3
Animal Biology	4	4	4
World History	4	4	4
Second-year French	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	17	17	17

SOPHOMORE	Fall	Winter	Spring
World Literature I	2-3	2-3	2-3
French Literature (Classic Period)	3	3	3
Beginners Psychology (with or without laboratory)	3-4	3-4	3-4
Shakespeare	3	3	3
Elective	3	3	3
Military Science (men)	1	1	1
Physical Education	1	1	1
	16-18	16-18	16-18

JUNIOR		<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
World Literature II		2	2	2
Intellectual History of Modern Europe		3	3	3
History of Philosophy		3	3	3
Dante		3	3	
Elective				3
Criticism (to fulfill written English requirement)		2	2	2
Elective		3	3	3
		—	—	—
		16	16	16
SENIOR				
Medieval, Renaissance, or Modern Literature, or Romantic Movement		3	3	3
General Literature (conference course)		3	3	3
Philosophy of History		3	3	3
Elective		6	6	6
		—	—	—
		15	15	15

NOTE: Intending teachers should major in English literature.

PRE-LIBRARY

The University of Oregon does not at the present time (except in the summer session) offer courses in library training. Those planning to become librarians should, however, have a broad general education in addition to the technical training for the largest success in librarianship. For students planning to take a library school course after leaving the University, the following curriculum will be suggestive and give an adequate preparation for the specialized library training.

The well qualified librarian should have a reading knowledge of Latin and French and one other European language. If French is presented for entrance, Latin should be taken in the first three years of the course, with the second foreign language for the last two years.

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.

COURSE OF STUDY FOR PRE-LIBRARY TRAINING

FRESHMAN		<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Survey course in English Literature		4	4	4
First year French (or other language)		4	4	4
Animal or Plant Biology		4	4	4
History or Elective		3-4	3-4	3-4
Physical Education		1	1	1
Personal Hygiene		1	1	1
		—	—	—
		16-17	16-17	16-17
SOPHOMORE				
Second year French		4	4	4
American Literature or literature elective		3	3	3
World History		4	4	4
Principles of Economics		4	4	
Historical Geology or Europe since 1871				4-5
Physical Education		1	1	1
		—	—	—
		16	16	16-17
JUNIOR				
Second Foreign Language		4	4	4
French Literature, or Education 51, 52, 53, or Elective		3-4	3-4	3-4
World Literature I		2	2	2
Psychology or Physics		2-4	2-4	2-4
Written English		2-3	2-3	2-3
		—	—	—
		15-16	15-16	15-16

SENIOR	Fall	Winter	Spring
Principles of Sociology	5	5	
Introduction to Philosophy			3
Second Foreign Language	4	4	4
English Literature	3	3	3
Extempore Speaking or Elective	2-4	2-4	2-4
World Literature II	2	2	2
Art Appreciation	1	1	1
	16-17	16-17	16-17

DESCRIPTION OF COURSES

LITERATURE
LOWER DIVISION

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. Hawes, Morrow, Palmer, Whitfield. *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, Perkins. *Three hours, each term.*

10. *English Poetry.* The shorter classics. Prescribed for majors in literature. Howe. *Three hours, fall 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, winter 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. Hawes. *Three hours, each term.*

UPPER DIVISION

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.*

133a,b. *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 term. Two years of German is prerequisite for graduate credit. Perkins. *Three hours, winter and spring terms.*

134. *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, winter 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 term, Emerson and his contemporaries; winter and spring terms, more recent developments of American thought and artistic expression in prose. Burgess. *Two hours, each term.*

149a,b,c. *Seminar in American Literature*. Burgess. *One hour, each term.*

150. *The Romantic Poets*. Scott, Coleridge, Southey, Wordsworth, Byron, Shelley, Keats, Hunt, Landor. Hawes. *Three hours, fall term.*

151. *The Victorian Poets*. Tennyson, Browning, Barrett-Browning, Rossetti, William Morris, Swinburne, Matthew Arnold, W. E. Henley. Hawes. *Three hours, winter term.*

152. *The Classic Poets*. Dryden, Pope, and their respective contemporaries, to Samuel Johnson. Perkins. *Three hours, spring term.*

154. *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. Hawes. *Three hours, winter term.*

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

160-161-162. *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.*

163-164-165. *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 English Literature*. Lectures, papers, and conferences. Hawes. *Five hours, spring term.*

180-181-182. *English Drama*. Ernst. *Three hours, each term.*

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

WRITTEN ENGLISH

LOWER DIVISION

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, Rowe, Mrs. Hoover.

Two hours, each term.

51-52-53. *Magazine Writing.* Based on study of current literary magazines. Alternates with 101-102-103. Perkins. *Two hours, each term.*

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

Three hours, each term.

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

Two hours, each term.

58. *The Study of Words.* The purpose of this course is to aid students in the attempt to acquire a practical vocabulary.

Two hours, spring term.

59a,b,c. *Practical Writing.* Similar in nature to Report Writing but enlarged to meet the needs of students desiring more than a two-hour course. Snyder, Rowe, Mrs. Hoover.

Three hours, each term.

65a,b,c. *Versification.* Analysis and practice of the principal metrical forms in English verse.

Two hours, each term.

UPPER DIVISION

101a,b,c. *Advanced Magazine Writing.* Perkins. *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.

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. Mrs. Ernst.

Three hours, each term.

115a,b,c. *Technique of Versification*. Analysis and practice in the writing of the principle forms of English verse.

Two hours, each term.

120a,b,c. *Criticism*. Practice in the writing of dramatic, art, and literary criticism. Thorpe.

Two 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.

130. *Teaching of English Composition*. Required of all who expect to teach English. Perkins.

Three hours, fall 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.

136. *The Technique of the Drama*. Studies in the development of dramatic technique from ancient to modern times. *Two hours, spring term.*

140. *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. Thorpe.

Two hours, spring term.

GRADUATE DIVISION

204a,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.

208. *Playwriting, Advanced Course*. Mrs. Ernst. Prerequisite, course 110a,b,c.

Hours to be arranged.

WRITTEN AND SPOKEN ENGLISH

LOWER DIVISION

75a,b,c. *Written and Spoken English*. Specially adapted to the needs of students making business administration their major subject, and of others who expect to go into some form of business. Snyder, Rowe, Hoerber.

Three hours, each term.

80a,b,c. *Pre-Legal English*. Spoken and written English designed to meet the needs of law students. The course includes a study of the prin-

principles of effective spoken and written composition, with practice in writing and speaking, as specially related to the field of law. Hoerber.

Three hours, each term.

82-83-84. *Argumentation.* A practical course for debaters. Merrill.

Two hours, each term.

86. *Public Speaking—The Oration.* A study of the oration as a special form of address, together with practice and training in writing original orations. Rosson, Brown.

Three hours, fall term.

87. *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. Rosson, Brown.

Three hours, winter term.

88. *Public Speaking—The Lecture and Other Forms.* The lecture and other forms of public or semi-public address, such as college men and women are constantly called on to make, are here studied. Constant practice in the preparation and delivery of original speeches. Rosson, Brown.

Three hours, spring term.

89-90-91. *Extempore Speaking.* The selection, organization and presentation of speech material. Open to freshmen. Brown, Patterson.

Two hours, each term.

GENERAL LITERATURE

LOWER DIVISION

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.

World Literature is a two-year course intended for sophomores and juniors, though seniors also will be admitted. World Literature may be taken in year units only, but the second year may be elected without the first.

99a,b,c. *Literature of the Ancient World.* Literature of the Aegean Islands; the Roman Republic and the Empire; the Bible; literature of Arabia; medieval letters, particularly Dante and Chaucer; some consideration of Hindu, Persian, Chinese and Japanese literature. Ernst.

Two hours, each term.

UPPER DIVISION

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 hours, each term.

Other courses in this section are to be arranged.

GEOLOGY

Professors SMITH, PACKARD, HODGE;
Graduate Assistant, Mr. ZIMMERMAN

The course of study in geology 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; and for majors in other departments of pure science who need a knowledge of certain geological branches, geology having a wide range of applications.

COURSES OF STUDY FOR MAJOR STUDENTS IN GEOLOGY

	FRESHMAN	Fall	Winter	Spring
General Geology, including Historical Geology in spring term	4	4	4	
Mathematics (Advanced Algebra, Analytical Geometry, and Trigonometry)	4	4	4	4
Elementary Chemistry	4	4	4	4
Social Science group elective	3	3	3	3
Military Science (men) or Personal Hygiene (women)	1	1	1	1
Physical Education	1	1	1	1
	17	17	17	17
SOPHOMORE				
Mineralogy	4	4		
Lithology				4
General Physics, or Animal Biology	4	4	4	4
Written English	2-3	2-3	2-3	2-3
Military Science (men)	1	1	1	1
Physical Education	1	1	1	1
Elective	3-4	3-4	3-4	3-4
	15-17	15-17	15-17	15-17
JUNIOR				
Structural Geology				3
Physiography		3		
Principles of Stratigraphy	3			
Physiology, or Descriptive Geometry and Architecture 62a,b	2-3	2-3	2-3	2-3
Foreign Language (continuation)	3-4	3-4	3-4	3-4
Electives, Education (for those intending to teach) Physiography, Geography, etc.	4-7	4-7	4-7	4-7
	16-17	16-17	16-17	16-17
<i>For Geology Specials:</i>				
SENIOR				
Economic Geology:				
Non-metallic (102b,c)	4	4		
Metallic Ore Deposits (107)				4
Petrography	4	4	4	4
Applied Geology	3	3	3	3
Geology Electives	3-4	3-4	3-4	3-4
Electives (Education for those intending to teach)	4	4	4	4
Seminar	1	1	1	1
	15-16	15-16	15-16	15-16
<i>For Paleontology Specials:</i>				
Elementary Paleontology	4			
Invertebrate Paleontology		4		
Tertiary Faunas or Mesozoic Faunas				4
Geologic History of North America	3			
Geologic History of Pacific Coast		3		
Geologic History of Pacific Countries				3
Seminar	1	1	1	1
Electives (Education for those intending to teach)	8	8	8	8
	16	16	16	16
<i>For Geography Specials:</i>				
JUNIOR OR SENIOR				
Geologic History of Man				3
Advanced Physiography	3	3		
Geography of Pacific or Geologic History of Pacific Countries		2		3
Advanced Geography	2	2		2
Seminar	1	1		1
Elective (Education for those intending to teach)	8-9	8-9		8-9
	14-15	16-17		17-18

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. Packard. *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.*

17a,b. *Mineralogy*. Lectures cover a description of the most common minerals, a discussion of their occurrence in nature, their industrial uses, and distribution over the world. Laboratory work involves a study of the physical and chemical methods used in the identification of minerals and practice in determining unknown minerals. Two lectures and two laboratory periods. Hodge. *Four hours, each term.*

18. *Lithology*. The identification and uses of the common rocks. Two lectures and two laboratory periods. Prerequisite, 17a,b. Hodge. *Four hours, spring 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. *Three hours, spring 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 term.*

103. *Oil Geology*. A study of the geologic principles affecting the petroleum industry with a survey of the principal oil fields and a consideration of field methods employed in their development. Prerequisites: general geology and stratigraphy. Three lectures, field trips. Hodge.

Three hours, fall term.

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.

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. *Three hours, winter term.*

106a,b,c. *Petrography*. The theory of and practice in the use of the petrographic microscope; and an introduction to the texture, structures, and minerals displayed in sliced rocks. Origin, occurrence, association, and uses of the igneous, sedimentary, and metamorphic rocks. Laboratory training in identification, description, and interpretation of rocks. The genesis and field interpretation of sedimentary rocks taken up only briefly. Metamorphism discussed in detail. Two lectures and two laboratory periods. Hodge.

Four hours, each term.

107. *Metallic Ore Deposits*. The origin, occurrence, uses, and conservation of metallic ores. Methods of prospecting, developing, and mining briefly treated. Prerequisites: 17a,b, and 18. Three lectures and one laboratory or field trip. Hodge.

Four hours, spring term.

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.

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 17a,b, and 18. Packard.

Three hours, fall term.

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

Four hours, spring term.

119. *Mesozoic Faunas*. A consideration of the character, migrations, and successions of the Mesozoic West Coast faunas, including a laboratory study of typical species from the various horizons. Two lectures and two laboratory periods. Prerequisites, stratigraphy and paleontology. Alternates with 118. Packard.

Four hours, spring term.

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

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

122. *Geologic History of Pacific Countries.* A study of the broad problems of the Pacific region as a whole and of the countries bordering thereon, with special reference to the islands and the Far East. Prerequisites, general geology and course 121. Smith.
Three 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.* Smith.
Three 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.*

146-147-148. *Applied Geology.* A consideration of the theory and the application of geology to the practical problems of our everyday life, with special reference to Oregon. Prerequisite, general geology. Hodge.

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. *Advanced Applied Geology*. Special problems in economic geology. Hodge.

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

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.

GERMANIC LANGUAGES AND LITERATURE

Professors SCHMIDT, THORSTENBERG;
Teaching Fellow, Miss MCGREW

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	Fall	Winter	Spring
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	Fall	Winter	Spring
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	Fall	Winter	Spring
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

DESCRIPTION OF COURSES

LOWER DIVISION

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

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

Four hours, each term.

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

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.*

102a,b,c. *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 *Flachsman 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 terms.*

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. Seherer'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 Viator's *Kleine Phonetik* (London, J. M. Dent & Co., 1913); Kleine's *Lesebuch in Lautschrift von Viator*; 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.

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. Open to students who are qualified through knowledge of Scandinavian language (or languages) to gather facts from original sources. 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 54 term-hours of courses in the original. On account of the demand for Greek from students of a theological school in Eugene, several courses in New Testament Greek are offered.

DESCRIPTION OF COURSES

LOWER DIVISION

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

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

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

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

UPPER DIVISION

100a,b,c. *Xenophon and Greek Testament*. Xenophon, Book VI; Matthew, Mark, Luke and John; selections from the Septuagint; review of Greek grammar and general study of Hellenistic Greek. This course is intended primarily for students in preparation for the ministry, but is elective for other students in Greek. Students are expected to have had 1a,b,c, 50a,b,c, and 51a,b,c or their full 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 Vinetus; 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.

HISTORY

Professors R. C. CLARK, SHELDON, WALTER BARNES;
Lecturer, Mr. DYMENT;
Assistant Professors, DONALD BARNES, FISH,
Teaching Fellow, Mr. RAYMER

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

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

	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
FRESHMAN			
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			3
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

1a,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. This course is open to students above freshman standing, but is specially designed for sophomores and juniors who are not majoring in history. Sheldon.
Four hours, each term.

3-4-5. *European History*. Follows in outline the course of western European development from the decay of the Roman Empire to the present time. Though chiefly political, the course by no means neglects social and cultural factors. 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. Clark. *Four hours, each term.*

UPPER DIVISION

100. *The Teaching of History*. A course designed for major students and others who are preparing to teach history in high schools. Clark.
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. *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. *Three hours, fall term.*

131-132. *The Age of Monarchy*. Winter term, the Renaissance; spring term, the Reformations, the Religious Wars, and Louis XIV. This course traces the development from the medieval period of the universal church to the modern period of the independent states, and their rivalry in war, colonial expansion, commerce, culture, and religion, to the eve of the French Revolution. Walter Barnes. *Three hours, winter and spring terms.*

142a,b,c. *The Intellectual History of Modern Europe*. A study of the development of ideas among the intellectual classes of western Europe since the religious wars. Prerequisite, modern European history. *Three hours, each term.*

143. *The French Revolution*. An advanced study of the revolution, beginning with the calling of the Estates General. Prerequisite, history 5 or 41. Walter Barnes. *Three hours, fall term.*

144. *Foundations of Modern Democracy*. A study of the conditions and the theories upon which general male suffrage was introduced in England, Germany, and France in the sixties and the seventies. Prerequisite, English or European history. Walter Barnes. *Three hours, one term.*

145. *Recent Italy*. A study of political, industrial, and social conditions in Italy before and after the war and under the dictatorship of Mussolini. Prerequisite, a knowledge of Europe since 1871. Walter Barnes. *Two hours, winter term.*

146. *Recent Russia*. The old regime and the rise of industry in Russia, the revolutions of 1904 and of 1917, and the chief features of the bolshevik regime under Lenine's dictatorship. Prerequisite, a knowledge of Europe since 1871. Walter Barnes. *Two hours, spring term.*

162. *England in the Eighteenth Century*. An intensive study of eighteenth century England with emphasis on the social and economic phases. Donald Barnes. *Three hours, fall term.*

171-172-173. *American History*. Same as 71-72-73, with additional reading for upper division credit. 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. Clark. *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. *Three hours, each term.*

178. *The Trans-Mississippi West*. Exploration, settlement, and development of the region of the United States lying west of Mississippi river, with emphasis on Pacific Northwest. *Three hours, winter term.*

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

181. *Latin American History*. A study of the history, together with political, social, and economic conditions of the "other Americas." Open to all juniors and to sophomores who have had sufficient history.

191-192. *Asia and the Pacific*. This course deals with China, Japan, and the Pacific ocean, and their relations with western Europe and the United States. First term, China; second term, Japan and the Pacific. Open to all juniors and to sophomores who have had sufficient history. Walter Barnes. *Three hours, fall and winter terms.*

GRADUATE DIVISION

201a,b,c. *Problems in the History of Nineteenth Century Education and Civilization*. A technical course involving preparation in historiography. During the year 1925-26 special attention will be paid to the development of state education in England from 1750 to 1870. The library is specially equipped with a collection of 300 volumes of source material for this field. Sheldon. *Two hours, each term.*

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.*

261a,b,c. *Problems in English Economic History*. A study from sources and secondary works of certain phases of English economic history from 1750 to 1850. Donald Barnes. *Two hours, each term.*

262a,b,c. *The Ministry of William Pitt, 1783-1801*. A study from sources and secondary works of the domestic policies of the younger Pitt. Donald Barnes. *Two hours, each term.*

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. Clark. *Two hours, each term.*

HOUSEHOLD ARTS

Professor TINGLE, Miss DAVIS, Miss GURLEY

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 groups of courses have been arranged with specialization allowed either on food or the clothing option. A typical sequence of courses in preparation for home-making, which will require only three or four hours a term follows. If only three years are desired, the clothing courses may be omitted, and the course begun at the second year. A two year sequence may be similarly arranged.

FOUR-YEAR HOME-MAKING SEQUENCE

	FIRST YEAR	Fall	Winter	Spring
Textiles and Clothing		3	3	3
Color and Line in Clothing		1	1	1
	SECOND YEAR			
Foods and Food Economics or Food Problems		3	3	3
Food Laboratory		1	1	1
	THIRD YEAR			
Food Economics		3-4		
Home Nursing			3	
Food for the Sick			1	
Child Care				3-4
	FOURTH YEAR			
Nutrition Problems or Food Problems		3-4		
Household Management			3	3

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.

A combined course in business administration and household arts has been arranged by the department for majors in that school.

DESCRIPTION OF COURSES

LOWER DIVISION

CLOTHING GROUP

1a,b,c. *Elementary Clothing.* Study of material, design and costs. Principles of construction. Making of type garments. Study of the clothing budget. Open to freshmen, but no credit allowed for those who have had high school courses in sewing. *Three hours, each term.*

11a,b. *Clothing.* Economics of clothing; line and color in dress; renovation of materials; problems in garment making. For those who have had previous instruction in sewing and garment making. Will satisfy group requirement when taken with course 31 or 13 as advised by the head of the department. Open to freshmen, but not to those who have had 1a,b,c. Davis. *Three hours, winter and spring terms.*

13. *Clothing Problems.* Special problems in clothing. Prerequisite 11a,b, or 1a,b,c, and 31, or equivalent and consent of instructor. Davis. *Three hours, spring term.*

31. *Elementary Textiles*. Identification of fabrics. Microscopic study of fibers. Physical and chemical tests, economic features of textile industry. Davis. *Three hours, fall term.*

95a,b,c. *Color and Line in Clothing*. Consideration of beauty of line, dark and light, and color, in costume. The proper use of the fashion magazine. Textures and fabrics discussed as to harmonious combination and suitability to person and occasion. The psychology and history of dress briefly outlined. One lecture, one laboratory. Davis. *One hour, each term.*

FOOD GROUP

5a,b,c. *Elementary Food*. This course includes a general survey of the elementary problems of cookery, the planning and serving of meals, study of food materials and food values, and purchase of food materials. Open to freshmen, but no credit allowed for those who have had high school courses in foods. *Three hours, each term.*

15-16. *Foods*. Study of foods and methods of food preparation with special reference to technique and temperatures. Time and cost studies in connection with the planning and serving of meals. Will satisfy group requirement if taken in sequence with course 25, Food Economics. Tingle. *Three hours, two terms.*

17. *Food Problems*. Special practical problems for qualified students. Prerequisite, consent of instructor. Tingle. *Three hours, one term.*

18-19-20. *Foods Laboratory*. Tingle. *One hour, each term.*

25. *Elementary Food Economics*. This is an elementary course designed for students who cannot take all prerequisites for the course in Nutrition. It includes a discussion of the functions and nutritive values and cost of foods and the selection of food to meet individual and group needs. Tingle. *Three or four hours, any term.*

35. *Home Nursing*. Emergencies, first aid and home care of the sick or convalescent. Prerequisite, food economics. *Three hours, spring term.*

36. *Food for the Sick*. Special diets, and preparation of food for the sick and convalescent. Prerequisite, 5a,b,c, or 15 and 25. Should be taken as parallel with Home Nursing 35. *One hour, spring term.*

51. *Camp Cookery*. A special course for geology majors on the elements of nutrition and food preparation. Tingle. *Two hours, spring term.*

UPPER DIVISION

100. *Nutrition*. This course offers a survey of the nutritive values of food and the nutrition requirements of the body. In the laboratory food values are studied quantitatively and problems in diet for different ages are worked out concretely. Prerequisites, chemistry, physiology and 5a,b, c, or equivalent training in food preparation. *Four hours, spring term.*

101. *Nutrition Problems.* Special problems in diet. Practical work arranged with reference to the needs of majors in sociology, physical education and medicine. Prerequisite 5a,b,c, or equivalent, and consent of the instructor. *Three or four hours, fall term.*

102-103. *Food Preparation for Social Workers.* Arranged for sociology majors, elective for upper division students. First term, problems of purchasing, cost preparation, and service of food in larger quantities, as in social welfare centers, community kitchens and school lunch rooms. Second term, study of budgets and family dietaries for limited incomes; presentation of food problems. Prerequisite, Food Economics. Tingle. *Three hours, winter and spring terms.*

110-111. *Household Management.* The problems of the modern homemaker from both theoretical and practical point of view. First term, study of selection, cost, care, and renovation of household equipment. Practical efficiency problems. Second term, business and administrative problems. Courses in sequence, but may be taken separately. Upper division standing. Staff. *Three hours, winter and spring terms.*

120-121-122. *Food Selection.* Essentials of diet. Balanced menus. Quantity marketing. Group problems. Seasonal problems. Lectures and conferences. Intended for house managers or those who expect to become managers. Continuous throughout the year but may be entered any term. No credit given for less than three terms. Tingle. *One hour, each term.*

135. *Care of Children.* Study of the physical and mental development of children, food and clothing for children from infancy to adolescence, general care and training for family life from the point of view of child welfare. Prerequisite, Home Nursing. *Three or four hours, spring term.*

175. *Home Economics Journalism.* A course for journalism majors, elective for upper division students. Prerequisite, Journalism 133, and one upper division course in household arts. Tingle, Allen.

195a,b,c. *Dress Design.* Study of 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. Study of historic dress and ornament with emphasis on possibilities for modern adaptation. Special problems in period, stage and commercial design. Open only to upper division students. Avakian. *Three hours, each term.*

191a,b,c. *Selection of Household Furnishings.* Study of color and line in household furnishings. Application of art principles in the selection and arrangement of domestic interiors. A brief survey of characteristic period styles. *One hour, each term.*

197a,b,c. *Home Decoration.* A study of the history of articles of the home including silverware, pewter, pottery, china, porcelain, domestic and oriental rugs, textiles, period furniture, etc. Application of structural art principles in furnishing, gardens and house plans. Spacing, values and color in interior decoration. Prerequisite, Normal Arts, Design 91, and Representation. Kerns. *Three hours, each 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

	FRESHMAN	Fall	Winter	Spring
Horace, Vergil and Livy		3	3	3
Latin Prose Composition and Sight Translation		3	3	
Plautus, Terence, Lucretius				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	15	15
SOPHOMORE				
Latin Elegy and Drama		3	3	3
Latin Prose Composition and Sight Translation		3		
Ovid, Catullus, Caesar			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
JUNIOR				
Horace and Juvenal		2	2	
Tacitus				2
Cicero (course 101a,b)		2	2	
Latin Prose Composition and Sight Translation				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
SENIOR				
Latin Prose Composition and Sight Translation		3		
Roman Life, Mythology, and Contributions			3	
Latin Pedagogy				3
The Roman Historians (a course in the original)		3	3	3
World History		4	4	4
World Literature		2	2	2
Education or elective		4	4	4
		16	16	16

* In satisfaction of written English requirement.

DESCRIPTION OF COURSES

LOWER DIVISION

1a,b,c. *Beginning 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. *Horace, Vergil and Livy*. Horace, Odes, Books I, II, III, and IV; Vergil, *Bucolics and Georgics*; Livy, Books I, II, and III. Dunn. *Three hours, each term.*

22a,b,c. *Plautus, Terence and Lucretius* (with practice in composition and sight translation). Selected plays of Plautus and Terence and books of Lucretius will be read. Individual work in composition and sight translation. *Three hours, each term.*

51a,b,c. *Latin Elegy and Drama*. Fragments of Roman Poetry, including Ennius and Naevius; The Augustan Elegy; Seneca's Tragedies. Dunn. *Three hours, each term.*

52a. *Latin Prose Composition and Sight Translation*.

Three hours, fall term.

52b,c. *Ovid, Catullus, Caesar*. Ovid, the *Fasti*; Catullus; Caesar, *Civil War*, Books I and III. Dunn. *Three hours, winter and spring terms.*

UPPER DIVISION

101a,b. *Cicero, Selected Letters* (Watson); *Tusculan Disputations*; the *De Finibus*, with lectures on Roman philosophy.

Three hours, fall and winter terms.

101c. *Latin and Prose Composition and Sight Translation*. An advanced course.

Three hours, spring term.

102a,b. *Horace and Juvenal*. Horace, *Epistles and Satires*; Juvenal, *Satires I, III, V, VII, VIII, X, XIII*; lectures on the history of Roman satire and on the Roman life that produced it.

Two hours, fall and winter terms.

102c. *Tacitus, The Annals*. Books III, IV, V, and VI, with lectures on the period.

Two hours, spring term.

151a. *Latin Prose Composition and Sight Translation*.

Three hours, fall term.

151b. *Roman Life, Mythology and Contributions*. Lectures and readings upon the private life of the Romans, our inheritance from the Greco-Roman civilization and upon the myths of Greece and Rome and the Indo-Aryan races in general.

Three hours, winter term.

151c. *Latin Pedagogy*. A laboratory course for prospective teachers of Latin, with a discussion of problems concerned with the authors to be taught; selected illustrative readings.

Three hours, spring term.

152a,b,c. *The Roman Historians*. Livy, *The Macedonian Wars*; Velleius Paterculus, with lectures on the period; Suetonius, *The Lives*; *Historiæ Augustæ*.

Three 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; Assistant Professor SMAIL;
Graduate Assistants: Mr. RIDDLE, Mr. ROJANSKY, Miss CRAIG

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, engineering; third, those preparing to be teachers of mathematics in high schools; fourth, those desiring to proceed to graduate work in mathematics.

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 mathematics norm; advanced algebra, 4 hours; plane trigonometry, 4 hours; analytical geometry, 4 hours; calculus, 8 hours; theory of equations and determinants, 3 hours; teaching and history of mathematics, 3 hours.

COURSE OF STUDY FOR MAJOR STUDENTS IN MATHEMATICS

	FRESHMAN	Fall	Winter	Spring
Advanced Algebra		4		
Plane Trigonometry			4	
Analytical Geometry				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			
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

	Fall	Winter	Spring
JUNIOR			
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
	16-17	15-17	15-17
SENIOR			
Course in Mathematics	3	3	3
Second course in Mathematics or elective	3	3	3
Elective (including necessary education for intending teachers)	10	10	10
	16	16	16

DESCRIPTION OF COURSES

LOWER DIVISION

1. *Solid Geometry.* 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 terms.*
 3. *Advanced Algebra.* An elementary course based on three semesters of high school algebra, or course 2. This course is followed in the winter and spring terms by either plane trigonometry, mathematics of finance or elements of statistical methods. 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 terms.*
 5. *Analytical Geometry.* Open to freshmen who have had advanced algebra and plane trigonometry. 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 term.*
 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, spring term.*
- 8a,b,c. *Unified Mathematics.* Advanced algebra, trigonometry, analytical 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.*
- 61a,b. *Differential and Integral Calculus.* An introductory course for literary and scientific students. Prerequisite analytical geometry, course 5. 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 102 a,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.*

107a,b. *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. Smail. *Three hours, winter and spring terms.*

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. Smail. *Three hours, one term.*

110. *Projective Geometry.* Prerequisite, analytical geometry and calculus. DeCou. *Three hours, one term.*

111. *Theory of Probability.* Course for upperclassmen, presupposing a knowledge of calculus. Milne. *Three hours, fall term.*

112. *Theory of Statistics.* Course for upperclassmen, 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. Smail.

Three hours, fall 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, Smail.

MECHANICS AND ASTRONOMY

Professor McALISTER

MECHANICS

UPPER DIVISION

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

Three hours, each term.

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

Three hours, winter and spring terms.

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

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

GRADUATE DIVISION

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

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

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

209. *Special Problems*. Advanced work in the 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.

MEDICINE

Professor TORREY, *Chairman*

The former premedical course of three years, given in Eugene, and the four-year course at the school of medicine in Portland have been combined and reorganized into a single course of study extending over seven years and leading not only to the private practice of medicine, but to careers in the fields of research medicine and public health.

The following program of studies has been arranged to provide two essentials in the education of a physician: sound basic training in the fundamental sciences of biology, chemistry, and physics, and a broad general culture.

The single starred subjects are required either for admission to the fourth year or to satisfy requirements for graduation. The double starred subjects are recommended as a group from which to select the required courses (totalling eight hours) in advanced biology. All the other subjects have been carefully selected on account of their importance in medical education. Electives should be chosen primarily from non-science subjects. Mathematics is strongly recommended for students preparing for advanced studies in physiology, bio-chemistry, and experimental medicine.

Two years of college work in one foreign language is a prerequisite to the bachelor of arts degree. A reading knowledge of both French and German is most desirable. One or the other language is required of students entering the fourth year. It is a distinct advantage to have a reading knowledge of at least one of these languages before entering the University. German and French are included in the high school curriculum, recommended for prospective students of medicine.†

Course A, Conferences and Clinics, provides an opportunity for the observation of a limited number of actual cases which are considered in such a way as to show the significant bearing of the fundamental sciences on the practice and progress of medicine. The conferences are utilized especially to help students orient themselves with reference to the ideals, obligations, and opportunities of their future profession.

The course of study for the first three years in medicine follows; that for the remaining four years will be found under the school of medicine in this catalogue.

COURSE OF STUDY IN MEDICINE

FIRST YEAR	Fall	Winter	Spring
*Animal Biology	4	4	4
*General Chemistry	5	5	5
Survey Course in English Literature or American Literature	4-3	4-3	4-3
German or French or Mathematics	4	4	4
*Military Science (men) or Personal Hygiene (women)	1	1	1
*Physical Education	1	1	1
Conferences and Clinics	½	½	½
	18-19	18-19	18-19
SECOND YEAR			
**Cytology	4		
**Genetics		4	
Other Electives			3
Chemistry (course 6)	4		
*Organic Chemistry (course 8a,b)		4	4
*General Physics	4	4	4
German and French	3-4	3-4	3-4
*Military Science (men)	1	1	1
*Physical Education	1	1	1
	17-18	16-17	16-17
THIRD YEAR			
**Physiology	4		
**General Physiology			4
*Written English	2-3	2-3	2-3
*Social Science	3-4	3-4	3-4
Physical Chemistry (course 7)	4		
Psychology for Medical Students		3	3
Other Electives	3	3-7	3-4
	16-17	16-17	16-17

† The complete list is: English, 4 units; mathematics, 2½ units; Latin, 2 units; German or French, 2 units; chemistry, 1 unit; physics, 1 unit; history, 1 unit; making 13½ of the 15 units required for admission to the University.

DESCRIPTION OF COURSES:

A—*Conferences and Clinics.* One hour of conference weekly with occasional clinics. Designed especially for first-year majors in medicine. Torrey.

PRE-NURSING WORK

For students preparing for professional nursing, especially for teaching and supervision in schools of nursing, and for social service and public health work, combined college and professional courses in nursing leading to the degrees of B.A. (or B.S.) and Gr.N. are now offered by a number of universities that possess appropriate hospital facilities.

These courses are five years in length. The first two, two and one-half, or three years are concerned with college, essentially foundation work. The next two (exceptionally three) years are concerned with professional training in hospital. In many cases part or all of the fifth year is spent in college residence devoted to that branch of the profession which the student wishes especially to pursue.

The University of Oregon has, as yet, no school of nursing in connection with a hospital. The following pre-nursing courses are suggested for the convenience of students who desire to continue their professional training elsewhere. These courses are in substantial agreement with those of other institutions, but each student should shape her preparation according to the requirements of the institution in which she plans to do her professional work. Dr. Torrey will be glad to aid in this.

PRE-NURSING CURRICULUM

TWO YEAR COURSE

	Fall	Winter	Spring
FIRST YEAR			
Animal Biology	4	4	4
General Chemistry	5	5	5
Social Science (or English)	3-4	3-4	3-4
Personal Hygiene	1	1	1
Physical Education	1	1	1
Conferences and Clinics	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$	15 $\frac{1}{2}$
SECOND YEAR			
Human Physiology	5	4	4
Bacteriology			4
Foods and Nutrition	3	3	3
Written English (or Social Science)	2-3	2-3	2-3
Psychology for Medical Students.....		3	3
Elective	5	3	3
Physical Education	1	1	1
	16-17	16-17	16-17

THREE YEAR COURSE

	Fall	Winter	Spring
FIRST YEAR			
Animal Biology	4	4	4
General Chemistry	5	5	5
*Foreign Language, Social Science, or English	4	4	4
Personal Hygiene	1	1	1
Physical Education	1	1	1
Conferece and Clinics	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
	15 $\frac{1}{2}$	15 $\frac{1}{2}$	15 $\frac{1}{2}$

* For students proceeding to degree of bachelor of arts.

SECOND YEAR		Fall	Winter	Spring
Foods and Nutrition		3	3	3
*Foreign Language (continuation)		3-4	3-4	3-4
Chemistry (course 6)		4		
Organic Chemistry (course 8a,b)			4	4
Physical Education		1	1	1
Elective		4-5	4-5	4-5
		15-17	15-17	15-17

* For students proceeding to degree of bachelor of arts.

THIRD YEAR		Fall	Winter	Spring
Human Physiology		5	4	4
Bacteriology				4
Psychology for Medical Students			3	3
Written English		2-3	2-3	2-3
Elective		8-9	6-8	6-8
		15-17	15-17	15-17

MILITARY SCIENCE

Lieutenant Colonel SINCLAIR; Captains ARNOLD, CULIN, 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
- (b) Calculus
- (c) Advanced Mechanics
- (d) Surveying

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

GROUP B

- (a) French
- (b) Spanish

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

GROUP C

- (a) English and American Literature
- (b) Constitution of the United States
- (c) Military Law
- (d) Chemistry
- (e) Minor Tactics and Military Engineering.

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

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

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

COURSE OF STUDY RECOMMENDED FOR MAJORS 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	Fall	Winter	Spring
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.

PHILOSOPHY

Dean REBEC, Professor BATES*, Dr. MARTI, Mr. MILLER

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. Marti. *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. Miller. *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. Miller. *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. Miller. *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. Miller. *Three or four hours, fall term.*

107. *From Kant to Hegel*. Reading of Critique of Pure Reason or of Hegel's Logic. Miller. *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. Marti. *Three or four hours, each term.*

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

* Leave of absence, 1924-25.

111. *Advanced Course in Ethics.* Three hours, spring term.
112. *Plato's Republic.* Miller. Two or three hours, winter term.
113. *Aristotle's Ethics.* Miller. 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.* Marti. 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. Bates.
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.

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

GRADUATE DIVISION

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

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

PHYSICS

Professors BOYNTON, CASWELL;
Graduate Assistants: Mr. BRATTAIN, Mr. McALISTER, Mr. NEUMAN

The following course is one normally taken by students presenting for entrance $1\frac{1}{2}$ units of algebra, 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 MAJORS 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			
	Fall	Winter	Spring
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

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.

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.

COURSE OF STUDY IN RADIO-PHYSICS

This course of study conforms to the requirements for major students in physics, and is identical for the first three years with the electrical option in pre-engineering. The five-year course leads to the degree of bachelor of arts (or bachelor of science) and master of science.

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)	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
Analytical Chemistry	4	4	4
Military Science (men)	1	1	1
Physical Education	1	1	1
	17-18	17-18	17-18
JUNIOR			
Advanced General Physics	3	3	3
Electrical Measurements	3	3	3
Advanced Analytical Geometry and Differential Equations	3	3	3
Descriptive Geometry and Advanced Mechanical Drawing	2		2
Elementary Surveying		2	2
Economics	4	4	5
	15	15	18
SENIOR			
Electron Theory	3	3	3
Analytical Mechanics	3	3	3
Written English	2	2	2
Constructive Accounting	5	5	5
Business Management, Finance and Law	5	5	5
	17	17	16
GRADUATE			
Advanced Electrical Theory and Thesis	5	5	5
Thermodynamics	3		
Strength of Materials		3	3
Advanced Chemistry	4	4	4
Higher Mathematics	3	3	3
Kinematics	2	2	2
	17	17	17

The University gives no instruction in shop work, but an approved course in shop work should be taken in addition to the subjects listed above.

DESCRIPTION OF COURSES

LOWER DIVISION

1-2-3. *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. If taken to satisfy group requirement or entrance deficiency, must be accompanied by course 11-12-13. No credit for less than two terms. Boynton. *Two hours, each term.*

4-5-6. *General Physics.* A general course covering mechanics, sound, heat, light, electricity and an introduction to the modern physics. Prerequisite, trigonometry or high school physics. Normally taken in the sophomore year. Three lectures and one laboratory period per week. No credit for less than two terms. 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 prediction, etc. *Three hours, one term.*

106. *Photography.* Photographic methods and appliances including lenses, sensitive plates and their treatment, and the common photographic papers. Prerequisite, sophomore standing, a previous course in physics, and some familiarity with elementary chemistry. Two lectures and one laboratory period. Boynton. *Three hours, one term.*

NOTE: Courses numbered above 110 require completion of general physics and calculus as prerequisites, and only such courses may be taken for graduate credit.

111-112-113. *Advanced General Physics.* Supplementing, and giving more attention to certain topics than the elementary courses, and especially to some of the more fruitful modern theories, such as the kinetic theory, the electromagnetic theory of light, the electron theory, etc. Two lectures and one laboratory period. Caswell. *Three hours, each term.*

114-115-116. *Electrical Measurements*. The more important electrical quantities, with some reference to their practical applications. Direct current measurements; the magnetic properties of iron; the introduction to alternating current theory and measurements; transient electrical phenomena; elementary theory of radio. Two lectures and one laboratory period. Boynton.
Three hours, each term.

120. *Advanced Laboratory*. Including senior thesis. Department staff.
Hours to be arranged.

121-122-123. *Thermodynamics, Molecular Physics and Heat*. A study of heat and other forms of energy in connection with ideal gases, saturated vapors, dilute solutions and other ideal or actual substances, including a discussion of the kinetic theory of gases and liquids. Especially for students of physics, physical chemistry and pre-engineering. 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, radioactivity, 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, 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.

POLITICAL SCIENCE

Professor BARNETT; Assistant Professor HOOVER

COURSE OF STUDY FOR MAJOR STUDENTS IN POLITICAL SCIENCE

	FRESHMAN	Fall	Winter	Spring
Modern Governments		4	4	4
Mathematics or Science		4	4	4
French or German		4	4	4
Military Science (men) or Personal Hygiene (women)		1	1	1
Physical Education		1	1	1
		14	14	14
	SOPHOMORE			
Political Parties		4		
Economic History			5	
Constitutional Law				4
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
	JUNIOR			
Public Finance		4	4	
International Politics		4	4	
International Law				4
Labor Legislation				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			
Research in Political Science		2	2	2
American Constitutional History		3	3	3
American Foreign Relations				4
Political Theory				4
City Government			4	
Logic, Ethics and Introduction to Philosophy		3	3	3
Principles of Sociology		5	5	
Elective		3		
		16	17	16

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, and Switzerland, with special attention to the government of England. Open to freshmen. Barnett, Hoover. *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. *International Politics to 1914.* Nature and history of international conflicts and proposed remedies, including the world state, the Congresses of Europe, the balance of power, the Hague system and pre-war diplomacy Hoover.
Four hours, fall term.

111. *International Politics from 1914 to Present.* The treaty of Versailles and the other settlements terminating the Great War; the League of Nations and its work; the World Court; the Washington Conference; post-war diplomacy and the prospect for peace. Hoover.
Four hours, winter term.

GRADUATE DIVISION

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

PRE-ENGINEERING

Professor CASWELL, Chairman.

The department of pre-engineering has been organized as part of the College of Literature, Science and the Arts, for the purpose of co-ordinating the work of the University and professional schools of engineering so as to offer to western students and to Oregon students in particular the opportunity to obtain preparation for engineering and technical science. The course fits the student to enter upon the professional work leading to chemical engineering, civil engineering, including highway and railway engineering, hydraulic engineering, municipal and sanitary engineering; structural engineering; electrical engineering; mechanical engineering; mining and metallurgy; naval engineering; engineering and industrial administration; physical research; chemical research.

The course in radio-physics announced under the department of physics is identical for the first three years with the electrical option in the department of pre-engineering.

Students who have satisfactorily completed a prescribed program of three years in this University, and have been recommended by the University, are admitted to the professional school with credits enabling them to graduate with the bachelor's degree in engineering after two years of residence in the latter institution (in case of institutions granting this degree), or to graduate with the professional *graduate* degree of Engineer at the end of three years of residence.

Upon a report from the technical institution that the student satisfactorily has completed work therein equivalent to 45 term-hours of work at this University, the University of Oregon grants the degree of bachelor of arts or bachelor of science.

Those who desire to remain for a fourth year at the University are granted the B.A. or B.S. degree provided they complete not less than 36 units of work during the senior year and have met all the University and departmental requirements for graduation with the degree in question. The work taken during the senior year must form, with the three preceding years, a consistent whole.

The following is the normal course of study in this department. It is varied to meet the specific requirements of the respective engineering institutions.

All major students are required to attend a weekly Journal Club, for which suitable credit is given.

COURSE OF STUDY FOR PRE-ENGINEERING STUDENTS

	FRESHMAN		
	Fall	Winter	Spring
Unified Mathematics	4	4	4
Elementary or General Chemistry	4-5	4-5	4-5
German or French*	4	4	4
Mechanical Drawing	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
	16-17	16-17	16-17

* Students who are definitely planning to enter any technical school which does not require a foreign language for the professional degree may be permitted to substitute an approved elective for French or German in the freshman year.

	SOPHOMORE		
	Fall	Winter	Spring
Calculus	4	4	4
General Physics	4	4	4
French, German or Spanish*	3-4	3-4	3-4
Analytical Chemistry*	4	4	4
Physical Education	1	1	1
Military Science (men)	1	1	1
	17-18	17-18	17-18

* Sophomores may substitute general geology in the fall and winter terms and an approved elective in the spring term, or mineralogy, for either the foreign language or the analytical chemistry of that year. In order to meet the requirements for the B.A. degree, a student must earn at least 24 credit-hours in a foreign language.

JUNIOR

The regular program of the junior year consists of certain required subjects plus a number of electives, the latter becoming prescribed also according to the branch of engineering or technical work contemplated.

	Fall	Winter	Spring
REQUIRED SUBJECTS			
Advanced Analytical Geometry and Calculus	3		
Descriptive Geometry	2		
Advanced Mechanical Drawing			2
Advanced General Physics	3	3	3
Principles of Economics	4	4	
Advanced Economics			5
Written English	2	2	2
Surveying		2	2

ELECTIVE SUBJECTS	Fall	Winter	Spring
Analytical Mechanics	3	3	3
Electrical Measurements	3	3	3
Strength of Materials		3	3
Kinematics	2	2	2
Differential Equations		3	3
Advanced Inorganic or Analytical Chemistry	3-4	3-4	3-4
Organic Chemistry	4	4	4
Physical Chemistry	4	4	4
Mineralogy	4	4	4
Principles of Stratigraphy	3		
Lithology		3	
Structural Geology			3
Ore Deposits	4	4	4
Principles of Assaying		4	
Graphic Statics	2	2	
Practical Astronomy			3
Sanitation	4		
Bacteriology		4	4
English		4	4
Constructive Accounting	4	4	4

Shop work and surveying should be taken during the summers following the sophomore and junior years whenever necessary to prepare student for admission to the technical school.

PSYCHOLOGY

BENJAMIN J. HAWTHORNE, Professor Emeritus;
 Professors CONKLIN, WHEELER; Assistant Professors, YOUNG, CROSLAND;
 Teaching Fellows: Mr. CUTSFORTH, Miss GILBERT;
 Graduate Assistant: Miss McALISTER

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	Fall	Winter	Spring
Animal Biology	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
Systematic 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				
Adolescence		3	3	
Abnormal Psychology				3
Technical Applications		2	2	2
Advanced Social Psychology		3	3	3
History of Philosophy		3	3	3
Thesis		2	2	2
Elective		4	4	4
		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
Animal Biology		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				
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				
Systematic 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				
Systematic Psychology or Adolescence, Abnormal		3	3	3
Technical Applications or 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			
Animal Biology	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
	15-17	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	5	5	
New Social Order			5
Technical Applications in Psychology	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
Systematic 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 majors 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

103-104-105. *Systematic Psychology*. An intensive study of the physiological correlate of psychology, of psychological systems and of the monographic literature on the more vital problems in experimental psychology. 103, special problems in experimental psychology; 104, concerns psychological systems; 105, the physiological background of psychology. Wheeler. *Three hours, each term.*

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 systematic psychology, are prerequisites. Special training is given in methods of research by participation in original researches under the personal direction of the instructor. Hours to be arranged. Conklin, Wheeler, Crosland, Young. *Two or three hours, each term.*

108. *Mental Measurements*. Principles and practice of testing intelligence and individual differences. Young. *Three hours, one term.*

109. *Psychology of Learning*. Genetic and comparative study of learning in the behavior of organisms from the lowest up to and including man. Crosland. *Three hours, one term.*

111. *Character and Personality*. Concerns the growth of character, the integration of personality; use of rating schemes, tests, etc., in studying same. Young. *Three hours, one 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. Wheeler, Cutsforth. *Two hours, each term.*

118. *Abnormal Psychology*. Traits and theories of hysterical phenomena, insanity and the borderland phenomena. Conklin. *Three hours, one term.*

123. *Statistical Methods in Psychology*. A short course designed to meet the needs of students in certain courses in the applications of psychology. Not offered each year. Young. *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.*

131. *Social Anthropology*. The rise of art, science, and technology. The concrete material here will concern the origins of social, economic, and political organizations, the rise of religion, the fine arts, and the applied technologies. Young. *Three hours, one term.*

132. *Race Psychology.* The problem of the distribution of races and the matter of race mixture in ancient and modern times. This mixture cannot be understood aside from the psychological nature of mankind nor apart from his cultural background. A perspective of present race problems is presented from this dual angle. Young. *Three hours, one term.*

133-134-135. *Advanced Social Psychology.* First term, the individual and the group: the conditioning of the personality by the social stimuli about him, the rise of social attitudes, habits and reaction patterns. Second term, crowd behavior: the problem of the crowd and the social leader with illustrative materials from historical sources and current crowd phenomena. Third 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, each term.*

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. Young. *Three hours, one term.*

140. *Technical Applications (Advertising).* The applications of the principles and experiments of psychology to the construction of effective advertisements. The course treats of the instincts, emotions, ideals, visual perception, attention and suggestibility of the readers of advertising. Crosland. *Two hours, one term.*

141. *Technical Applications (Reading, typography, etc.)* The nature of vision, visual perception, optical illusions, visual attention, errors in reading. Principles for the improvement of the legibility and effectiveness of type and printed matter. Crosland. *Two hours, one term.*

142. *Technical Applications (Exhibitional performances, etc.)* Visual perceptions, visual illusions, hallucinations and visual attention as induced by vaudeville performances, sleight-of-hand exhibitions, seances, and other so-called mystification exhibitions. Crosland. *Two hours, one term.*

143. *Research in Applied Psychology.* Individual work, following up more intensively the material presented in courses 140-1-2. Crosland. *Hours to be arranged.*

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.*

205. *Advanced Experimental Psychology.* An intensive training in the introspective method and its application to experimental problems. The student is introduced to an experimental problem which he must attempt to solve by the introspective method. The student acts as observer and the instructor as experimenter. The student is then required to organize and interpret his own results. An analysis of the literature and criticisms of the introspective method. Wheeler. *Two hours, one term.*

206. *Advanced Physiological Psychology.* Devoted to the current experimental literature in the physiology of sensation and the emotions, to such neurological problems as directly affect an understanding of advanced psychology, involving the problems of nerve regeneration and degeneration, localization of function, the nerve structure and function underlying speech, etc. A continuation of work in systematic psychology. Wheeler. *Two hours, one term.*

207. *Research and Thesis.* Original work for thesis purposes under the direction of the instructor in charge. Conklin, Wheeler, Crosland, Young.

208. *The Higher Thought Process and Volition.* An intensive study of judging, reasoning, the psychology of purpose and the psychology of volition. Each subject is considered historically and genetically, its relations to other mental processes discussed, and the experimental literature thoroughly reviewed. Each process is also studied from various angles—the introspective, the purely subjective, the behavioristic, the objective, the structural and dynamic. Wheeler. *Two hours, one term.*

209. *Behaviorism.* An historical approach to the problem of behaviorism followed by a logical, philosophical, theoretical and experimental examination of its position. In this latter study the more general and fundamental points are first taken up, followed by a detailed application of these general principles to specific problems of sensation, affection, attention, memory, perception, learning and the higher intellectual processes. (Offered alternately with course 205). Wheeler. *Two hours, one term.*

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.*

214. *Special Problems in Social Psychology.* Intensive work in individually assigned topics. Young. *One to three hours, any term.*

216. *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.

220. *Seminar in Psychophysics.* Wheeler.
Hours and credit to be arranged.

ROMANCE LANGUAGES

Professor CLORAN;
Assistant Professor THOMPSON; Miss CORNIER, Miss CUEVAS, Miss DALLERA,
Miss ESPINOSA, Miss GOUY, Miss GRAY, Mrs. MANERUD, Miss PELLION;

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 20 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.

Classes in beginning French and Spanish are provided for students entering the University in January. 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 one year of high school French or Spanish take the third term work in college. No credit is given for the first half year if the first year is repeated in college, but credit is given for the second half year (6 hours). 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 MAJORS IN ROMANCE LANGUAGES

	FRESHMAN	Fall	Winter	Spring
French or Spanish		3-4	3-4	3-4
Second Foreign Language, or Science, or Social Science Group		4	4	4
Mathematics, Laboratory Science, or Social Science (group requirement)		3-4	3-4	3-4
Military Science (men) or Personal Hygiene (women)		1	1	1
Physical Education		1	1	1
Elective		3-4	3-4	3-4
		16-17	16-17	16-17
	SOPHOMORE			
French or Spanish (continuation)		3-4	3-4	3-4
Second course in French or Spanish or Written English		2-3	2-3	2-3
Second Language		3-4	3-4	3-4
Science, or Social Science, or Education (for intending teachers)		3-4	3-4	3-4
Military Science (men)		1	1	1
Physical Education		1	1	1
Elective		2-3	2-3	2-3
		16-17	16-17	16-17

	JUNIOR	Fall	Winter	Spring
Major Language		3-6	3-6	3-6
Second Romance Language		3-6	3-6	3-6
Electives, norm or Written English		6-9	6-9	6-9
		15-17	15-17	15-17
	SENIOR			
Romance Language courses		9-10	9-10	9-10
Electives (including Education for intending teachers)		6-7	6-7	6-7
		15-17	15-17	15-17

DESCRIPTION OF COURSES

LOWER DIVISION

1a,b,c. *First Year French*. *Cerf and Giese's* Beginning French Grammar. Pronunciation, composition, conversation, translation of French prose and poetry. Gray, Gouy, Cornier, Pellion, Mrs. Manerud.

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.

3a,b. *Second Year French*. An abridgment of course 2 for students beginning the course in the winter term.

Five hours, winter and spring terms.

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, Dallera, Cuevas, Espinosa.

Four hours, each term.

13a,b. *Second Year Spanish*. An abridgment of course 11 for students beginning the course in the winter term. Cuevas.

Five hours, winter and spring terms.

20a,b,c. *Second Year Spanish (Commercial)*. A course planned for students in the school of business administration. A continuation of the first years' work, with a special emphasis on commercial vocabulary. Readings and exercises from Latin-American sources. Prerequisite, Spanish 11 or two years high school Spanish. Dallera. *Four hours, each term.*

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

100a,b,c. *Third Year Italian*. Reading of selections from representative works of great authors. Reports. Outlines of Italian literature.

Two hours, each term.

101a,b. *Methods of Teaching Romance Languages*.

One hour, winter and spring terms.

- 103a,b,c. *French Literature*. (Third year). Reading of masterpieces of writers of various periods. A general view of French literature. Lectures. 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). Gouy, Cornier. *Three hours, each term.*
- 106a,b,c. *French Conversation and Composition*. (Fourth year French). Course 105 is required as prerequisite for admission. Gouy. *Two hours, each term.*
- 107a,b,c. *French Pronunciation*. (Fourth year French). Gouy. *One hour, 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. *Readings in the French Historians*. Survey of French civilization. Cornier. *Three hours, each term.*
- 111a,b,c. *French Classics*. Reading of representative plays of Corneille, Moliere and Racine. Gouy. *Three hours, each term.*
- 113a,b,c. *Spanish Literature*. (Third year Spanish). Reading of nineteenth century authors. Outlines of Spanish literature. Cloran. *Three hours, each term.*
- 114a,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.*
- 115a,b,c. *Spanish Composition and Conversation*. (Third year Spanish). Cuevas. *Three hours, each term.*
- 116a,b,c. *Spanish Composition*. (Third year). Thompson. *Two hours, each term.*
- 117a,b,c. *Spanish Composition and Conversation*. (Fourth year Spanish). Course 115 is required as a prerequisite for admission. Cuevas. *Two hours, each term.*
- 119a,b,c. *Spanish Composition*. (Fourth year Spanish). Thompson. *Two hours, each term.*
- 130a,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.*
- 160a,b,c. *Commercial Spanish*. Spanish commercial correspondence, business forms, industrial readings, conversation. Prerequisite, Spanish 12, or 20, or three years high school Spanish. Dallera. *Three hours, each term.*

161a,b,c. *Advanced Commercial 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 160. Dallera. *Two hours, each term.*

GRADUATE DIVISION

200a,b,c. *Romanticism, Realism and Naturalism in French Literature in the Nineteenth Century*. Reading of works of representative authors. Reports and discussions. Cloran. *Three hours, each term.*

201a,b,c. *French Literature in the Eighteenth Century*. Readings from Fontenelle, Fenelon, Montesquieu, Voltaire, Le Sage, Marivaux, Saint-Simon, Diderot, Rousseau, Andre Chenier. Cloran. *Three hours, each term.*

202a,b,c. *French Literature in the Seventeenth Century*. Readings from Malherbe, Pascal, La Rochefoucauld, Boileau, La Fontaine, Bossuet, Madame de Sevigne, La Bruyere. Cloran. *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 hour, each term.*

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

217a,b,c. *A Survey of Spanish and Latin-American Civilization*. Cloran. *Two hours, each term.*

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

219a,b,c. *Spanish and Spanish-American Literature* from the beginning of the nineteenth century to the present time. Cloran. *Three hours, each term.*

The graduate courses are given in rotation. Only two or three of them are given in any one year.

ZOOLOGY

Professor TORREY; Assistant Professors YOCOM, HUESTIS;
Miss HAYS, Miss HOLT; Teaching Fellow: Mr. RICHARDS;
Graduate Assistant: Miss BORQUIST

Course 1 is designed as a service course for majors in other departments and a foundation for upper division work in this department. Courses 10 and 12 are given especially for students with at least junior standing, 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) Course 1—Normally a first year course.
- (b) 30 term-hours of upper division courses to be selected, in consultation with the department, according to the interest of the individual student.
- (c) At least 5 term-hours under (b) of research—normally a senior course.
- (d) A dissertation based on (c).

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.

Prospective Teachers of animal biology should consult the head of the department as soon as possible regarding the appropriate courses to select.

DESCRIPTION OF COURSES

LOWER DIVISION

1a,b,c. *Animal Biology*. 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. Torrey, Holt. *Four hours, each term.*

5. *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. Yocom. *One hour, 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.*

12. *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, 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. Two laboratory periods.

Five hours, fall term.

102. *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.

Four hours, spring term.

103. *Vertebrate Embryology.* This course deals with the principles of development especially as applied to the early development of vertebrate animals. The laboratory work in the main consists of the study of the chick through the first three days of incubation during which time the principal organs have been laid down. Two lectures and six laboratory hours. Yocom.

Four hours, spring term.

104. *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 103. Yocom.

Four hours, spring term.

107. *Cytology and Comparative Histology.* The fore part of the term's work will consist of a study of the structure of the cell; its metabolism; growth and reproduction; germ cells and their formation and function in reproduction, heredity and evolution. The latter part of the course will deal with the organization of cells into tissues and their relation to the multicellular organism. Two lectures and six laboratory hours. Yocom.

Four hours, fall or winter term.

108. *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.

Four hours, fall or winter term.

109. *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.

Three hours, winter term.

110. *Advanced Invertebrate Zoology.* A course dealing with the morphology, taxonomy, habits, habitats, and life histories of invertebrate animals, with special reference to the local fauna in its relation to its environment. Lectures, readings, laboratory and field work. Two class periods and six hours of laboratory or field work. Yocom.

Four hours, spring term.

111. *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.

Four hours, winter 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 103 or 107, or consent of instructor. Term problem, conferences, two lectures.

Four hours, winter term.

116. *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. Yocom.

Four hours, fall term.

117. *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. Yocom.

Four hours, winter term.

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

121. *The Teaching of Animal Biology in the Grades*. Torrey.

Hours to be arranged.

124. *Field Zoology*. A study of the local fauna, including habits and habitats, life histories, ecological associations, taxonomy, economic problems. Prerequisite course 1a,b,c. Two lectures and six hours of field and laboratory work.

Four hours, spring term.

GRADUATE DIVISION

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

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. *Genetics*. Huestis.

207. *The Physiological Analysis of Behavior*. Torrey.

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

THE FACULTY

P. 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., LL.B. *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*
 *AVARD FAIRBANKS. *Assistant Professor of Sculpture*
 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. *Professor of Fine Arts*
 W. R. B. WILCOX, F.A.I.A. *Professor of Architecture*
 NOWLAND B. ZANE. *Assistant Professor of Fine Arts*

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. 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 | |
| 1. English .....3 units | 3. History .....1 unit |
| 2. Mathematics: | 4. Foreign Language .....2 units |
| Algebra .....1½ units | (French or German preferred) |
| 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.

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 fifteen members of the Association of Collegiate Schools of Architecture to be awarded the student graduating with the best record in archi-

* Leave of absence, 1924-25.

ecture; the Oregon Chapter of the American Institute of Architecture offers the prizes of \$20 and \$5 for the two seniors whose improvement in the last year's work in architectural design is greatest. Other prizes are awarded each year. A series of exhibitions is held in the fireproof exhibition hall during the school year.

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 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 limitations 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.

JURIES

The problems given in the school are criticized by juries of architects, artists, and craftsmen.

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

(Five-year course leading to the degree of bachelor of architecture)

	FIRST YEAR		
	Fall	Winter	Spring
Graphics I	2	2	
Delineation I	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		
	Fall	Winter	Spring
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 elementary philosophy.

	THIRD YEAR		
	Fall	Winter	Spring
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		
	Fall	Winter	Spring
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	1
Design VI	10	10	10
Design VII	1	1	1
History IV	2	2	2
Practice	1	1	1
	15	15	15

STRUCTURAL OPTION

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.

	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
SOPHOMORE			
General Physics	4	4	4
Calculus	4	4	4
Architectural History II	2	2	2
Architectural Design II	2	2	2
Construction II	1	1	1
Elementary Mechanics		3	3
Physical Education	1	1	1
Military Science (men)	1	1	1
	15	18	18
JUNIOR			
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
	18	19	18
SENIOR			
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	2
Construction V	1	1	1
Architectural Practice	1	1	1
Hydraulics			3
Thesis			5
	16	15	15

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 perspective 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

Professor SCHROFF in charge

	FRESHMAN	Fall	Winter	Spring
Painting I	1	1	1	1
Decorative Design I	2	2	2	2
Art Appreciation	1	1	1	1
Color Theory	1	1	1	1
Modeling I	1	1	1	1
Foreign Language	4	4	4	4
Science or Social Science group	3-4	3-4	3-4	3-4
Military Science (men) or Personal Hygiene (women)	1	1	1	1
Physical Education	1	1	1	1
	15-16	15-16	15-16	
	SOPHOMORE			
Life Class	2	2	2	2
Painting II	1	1	1	1
Decorative Design II	2	2	2	2
Book and Poster I	2	2	2	2
Foreign Language (continuation)	3-4	3-4	3-4	3-4
Written English or History and Appreciation of Music	2-3	2-3	2-3	2-3
Elective	3	3	3	3
Military Science (men)	1	1	1	1
Physical Education	1	1	1	1
	15-17	15-17	15-17	
	JUNIOR			
Painting III	1	1	1	1
Civilization and Art Epochs	2	2	2	2
Decorative Design III	2	2	2	2
Life Class	4	4	4	4
Artistic Anatomy	1	1	1	1
Modeling II	1	1	1	1
Written English or Elective	2-3	2-3	2-3	2-3
Elective	3	3	3	3
	15-16	15-16	15-16	
	SENIOR			
Life Class	4	4	4	4
Mural Decoration and Stained Glass	2	2	2	2
Decorative Design IV	2	2	2	2
Modeling III	1	1	1	1
Painting IV	1	1	1	1
Electives	5-7	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. The student is also prepared for the work of supervising and teaching art in the schools.

COURSE OF STUDY IN NORMAL ART

Professor KERNS in charge

	FRESHMAN	Fall	Winter	Spring
Major Subjects (required):				
Design I	2	2	2	2
Representation I	1	1	1	1
Applied Design I	2	2	2	2
Color Theory	1	1	1	1
Minor Subjects:				
French (required)	4	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	3-4
Required Freshman Subjects:				
Physical Education	1	1	1	1
Personal Hygiene	1	1	1	1
	15-16	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
		14	14	13

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 students' 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.

107-108-109. *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.

119-120-121. *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.

122-123-124. *Architectural Design VII.* Fifth year. The principles and practice of city planning are discussed and applications suggested.

One hour, 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. An intensive study of the historic styles of architecture, supplemented by individual research investigation of historic ornament. *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.*

132a,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.*

133a,b,c. *Architectural Practice*. Fifth year. Office management, business relations, professional ethics, etc., are studied and discussed. *One hour, 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 structures. 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 or two hours, each term.*

164-165-166. *Painting IV.* A continuation of Painting III. *One or 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.

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 hand-looms 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
A. B. STILLMAN	Assistant Professor of Accounting, Secretary of the School
CARLTON E. SPENCER, B.A., LL.B.	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
E. E. DAVISON, B.B.A.	Instructor in Foreign Trade
EDWARD H. DECKER, LL.B.	Professor of Law
JAMES H. GILBERT, Ph.D.	Professor of Economics
WILLIAM GREEN HALE, LL.B.	Dean of the School of Law
C. L. KELLY, M.A., C.P.A.	Associate Professor
ALFRED L. LOMAX, B.B.A.	Professor of Foreign Trade
WILBUR B. MIKESSELL, M.A.	Associate Professor
WILLIAM EDMUND MILNE, Ph.D.	Professor of Mathematics
C. CARL MYERS, B.B.A.	Assistant Professor of Accounting
FRANK A. NAGLEY, A.B.	Assistant Professor of Marketing
H. E. ROSSON, LL.B.	Associate Professor of Law
WALTER W. SNYDER, M.A.	Instructor in English
WALTER J. HEMPHY, B.B.A.	Teaching Fellow
HARWOOD MARSHALL, B.A.	Teaching Fellow

ORGANIZATION AND PURPOSE

The school of business administration, organized as a distinct unit of the University of Oregon in 1914, is divided into an undergraduate and a graduate department. The State Board of Higher Curricula assigned to it as a special field the work in "higher commerce," with the exclusive right to offer graduate work in business training.

Accordingly, the school has built its curricula, both undergraduate and graduate, around one idea, the development of business executives. Each student in business administration is viewed as a future manager. This singleness of purpose enables the school to concentrate all its energies on the managerial and administrative aspects of business training, rather than to spread them over the entire realm of commercial activity.

Sound training in business administration necessitates a broad knowledge of economics, law and liberal arts, and technical business procedure. Through careful correlation between the allied courses in economics, law, liberal arts and business administration, the school bases its training in business technique on a broad foundation of this character. In addition to such correlation, a series of management studies is offered each year which covers every phase of management, so that at the conclusion of his course each major has studied the aspects of business management.

Opportunity is also offered for specialization in some one field during the senior and graduate years. The various curricula are so arranged that a student may advance in a subject as a whole, such as accounting or banking, or he may specialize within a given field, i. e., he may study to become a certified public accountant or the manager of a bank. In other words, the school is meeting the individual needs of each student.

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		4	4	4
Elective		5	5	5
Elective		4	4	4
Military Science (men) or Personal Hygiene (women)		1	1	1
Physical Education		1	1	1
		15	15	15
	SOPHOMORE			
Written and Spoken English		3	3	3
Principles of Economics		4	4	
Money and Banking				5
Elements of Business Administration		3	3	3
Elective		3	3	3
Military Science (men)		1	1	1
Physical Education		1	1	1
		15	15	15

	Fall	Winter	Spring
JUNIOR			
Personnel Administration	4		
Finance Management		4	
Salesmanship and Advertising Management			4
Law of Contracts	4	2	
Law of Bills and Notes		2	
Law of Agency			2
Law of Credit Transactions			2
Law of Competition			3
Accounting Theory and Auditing	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			
FRESHMAN			
Constructive Accounting	4	4	4
Elective	5	5	5
Elective	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	15	15	15
SOPHOMORE			
Written and Spoken English	3	3	3
Principles of Economics	4	4	
Money, Banking and Crises			5
Elements of Business Administration	3	3	3
Elective	4	4	4
Military Science (men)	1	1	1
Physical Education	1	1	1
	16	16	17
JUNIOR			
Personnel Administration	4		
Finance Management		4	
Sales and Advertising 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	4	4	4
Investments	3	3	
International Banking			5
Banking Procedure and Practice		4	
Life Insurance	3		
Senior Thesis			3
Elective	4	4	4
Personal Efficiency Management		2	
	14	17	16

SUGGESTED COURSE IN FOREIGN TRADE

	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
FRESHMAN			
Elective	5	5	5
Constructive Accounting	4	4	4
Foreign Language	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	15	15	15
SOPHOMORE			
Written and Spoken English	3	3	3
Elements of Business Administration	3	3	3
Principles of Economics	4	4	
Money, Banking and Crises			5
Foreign Language (continuation)	4	4	4
Military Science (men)	1	1	1
Physical Education	1	1	1
	16	16	17
JUNIOR			
Personnel Administration	4		
Finance Management		4	
Sales and Advertising Management			4
Railroad Economics	4		
Water Transportation		4	
Control of Carriers			4
Law of Contracts	4		
Law of Agency		2	
Law of Bills and Notes		2	
Law of Competition			2
Law of Credit Transactions			2
Elective	4	4	4
	16	16	16
SENIOR			
Elective	4	4	
Personal Efficiency Management		2	
Advanced Management Problems			4
Principles of Foreign Trade	3		
Technique of Foreign Trade		3	
International Finance			5
Elective	4	6	6
Senior Thesis	3		
	14	15	15

SUGGESTED SIX-YEAR ADMINISTRATION-LAW COURSE

	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
FRESHMAN			
Constructive Accounting	4	4	4
Elective	5	5	5
Elective	4	4	4
Military Science (men)	1	1	1
Physical Education	1	1	1
	15	15	15
SOPHOMORE			
Elements of Business Administration	3	3	3
Principles of Economics	4	4	
Money and Banking			5
Written and Spoken English	3	3	3
Elective	4	4	4
Military Science (men)	1	1	1
Physical Education	1	1	1
	16	16	17
JUNIOR			
Personnel Administration	4		
Finance Management		4	
Salesmanship and Advertising Management			4
Public Finance	4	4	
Conservation of National Resources			3
Elective	4		
Advanced Problems in Management			4
Production Management		2	
Elective	4	4	4
	16	14	15

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, Stillman and assistants. *Four 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. *Three hours, fall 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. Folts. *Three hours, winter term.*

23. *Elementary Business Administration.* A study of problems involving the marketing of a product—market analysis, sales, advertising, etc. Required of all business administration majors. Nagley. *Three hours, spring 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. Open to juniors. Robbins. *Four hours, fall term.*

113. *Finance Management.* The principles underlying modern business analysis of the financial organization of production, marketing and expansion under the individual, partnership, and corporation from the manager's point of view. Folts. *Four hours, winter term.*

114. *Salesmanship and Advertising Management.* Principles of salesmanship and advertising. Phases of selling and advertising and practice in market analysis, sales personnel administration, formulation of sales and advertising policies, planning campaigns, etc. This is studied from the point of view of the general manager. Nagley. *Four 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 Transaction.* 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.

151. *Traffic Management.* A study of fundamental principles and the business practices which underlie the management of traffic departments.
Three hours, fall or winter term.

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. Prerequisite, prescribed work in economics, law, and business administration. Nagley.
Three hours, fall or winter 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.
Three hours, spring 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.
Three hours, one term.

159. *Senior Thesis.* Subject for research in some field of special interest to be chosen upon consultation with major adviser.
Three hours, one term.

160. *Bank Management.* The administrative problems of the bank, including problems of organization, administration, credit; relationship of the bank to the community; problems of personnel, advertising, etc. Folts.
Four hours, spring term.

165a,b. *Investments.* Investment avenues and classes of investment securities as differentiated from speculation; analysis of investment securities of various classes, concluding with a study of the principles underlying successful investing.
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.
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, one 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. Prerequisite course 9.
Three hours, fall 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. Nagley.
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.
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. Nagley.
Three hours, fall 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.

181. *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, winter term.*

182. *International Finance.* The essentials of foreign banking, foreign exchange and foreign investments, all from the point of view of the business manager. Prerequisite, courses 180, 181.

Three hours, spring 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 191 a,b,c, and prescribed work in business administration. Required of accounting majors and open to graduates. 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. Kelly.

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. Kelly.

Three hours, winter and spring terms.

198. *Accounting Seminar.* Research work along special lines. Prerequisite senior standing and consent of instructor. *Two hours, each term.*

GRADUATE DIVISION

201. *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.

Five hours, fall 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. Folts. *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. Mikesell. *Two hours, three terms.*

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. Mikesell. *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. Mikesell. *Five hours, one 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. SHELTON, Ph.D.	.....	<i>Dean of the School of Education</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>
THEODORA S. ELWELL, B. A.	.....	<i>Adjustment Problems</i>

HAROLD BENJAMIN, M.A.	.....	<i>Administrative Principal, University High School</i>
ANNE LANDBURY BECK, B.A.	.....	<i>Music</i>
MAUDE I. KERNS, 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>
ETHEL WAKEFIELD, B.A.	.....	<i>Commerce, English</i>
ROLLIEN DICKERSON, M.A.	.....	<i>History</i>
EDNA C. ASSENHEIMER	.....	<i>Arithmetic, Geography</i>
LOYD E. WEBSTER	.....	<i>Physical Education</i>

JOHN F. BOYARD, 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>
HERBERT C. HOWE, B.A.	.....	<i>Pedagogy of English</i>
FERGUS REDDIE, B.A.	.....	<i>Pedagogy of Play Producing</i>
FRIEDRICH G. G. SCHMIDT, Ph.D.	.....	<i>Pedagogy of Modern Languages</i>
ALBERT R. SWETSER, M.A.	.....	<i>Pedagogy of Botany</i>
HARRIET W. THOMPSON, B.A.	.....	<i>Pedagogy of Physical Education</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 offered in the various departments of education and the academic instruction given in the respective University departments, is prepared to train the following classes of teachers.

- (1) Superintendents, principals, supervisors and teachers for administrative work.
- (2) Teachers for departmental work in senior high schools.
- (3) Teachers for departmental work in junior high schools.
- (4) Special supervisors in music, art, physical training, athletic sports, public speaking and commerce.
- (5) Teachers for normal schools and colleges.
- (6) Teachers who are interested in defective and subnormal children and delinquents.

(7) Those who are interested in physical and mental measurements and tests as specialists in large cities.

THE UNIVERSITY HIGH SCHOOL

A model high school building on Alder street north of 16th avenue near the school of education building houses the University High School. Here students may have an opportunity of observing the application of methods of teaching and may acquire, under supervision, such skill as will lead to the actual work of the school. Model lessons are given by the supervisors in charge so that those who are preparing to teach may have illustrations to guide them in the application of the principles underlying education. Lesson plans are worked out and supervised teaching is done. Much of the teaching is done by the problematic or project method. Problems of discipline and organization are worked out.

THE APPOINTMENT BUREAU

The University maintains an appointment bureau to aid its graduates and alumni to find those positions for which their academic and professional training has fitted them. The fee is one dollar, 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

Under the head of the bureau of educational research, provisions have been made for the purchase and distribution of all the standard tests, both mental and school achievement. These can be secured by anyone in the state at practically cost price. Such work is done under the immediate direction of Professors Rainey, DeBusk and Stetson.

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

NORMS

The University of Oregon will recommend no graduate to the state superintendent of public instruction for the general high school certificate who has not completed either (a) a major course of study and one "norm" of academic work; or (b) two such norms of academic work, in each case in addition to the professional requirements specified in the Oregon school law; provided, however, that students electing to take the two-norm course as distinct from a major course and one norm shall be required to register as students in the school of education and proceed to the degree of bachelor of science in education.

Following is the list of norms, intended to correspond to the main lines of high school teaching which are undertaken by the university's graduates.

LIST OF NORMS

I. ENGLISH

<i>No. of Course—Title</i>	<i>Term Hours</i>
5,6,7—American Literature	9
130—Teachers' Course, Composition	3
1,2,3—Survey Course in English Literature	12
20—Wordsworth	3
40,41,42—Shakespeare	9
175—Teaching of Literature	5

41

II. HISTORY, CIVICS, ECONOMICS

61,62,63—English History or	
41,42,43—Modern European History	12
71,72,73—American History	12
1—American Government	4
3a,b—Principles of Economics	3
--Sociology	3

39

III. MATHEMATICS

3—Advanced Algebra	4
4—Plane Trigonometry	4
5—Analytical Geometry	4
61a,b—Differential and Integral Calculus	8
105—Theory of Equations and Determinants	3
101—History and Teaching of Mathematics	3

26

IV. LATIN

21a,b,c—Horace, Vergil and Livy	9
22a,b—Latin Prose Composition	4
22c—Plautus, Terence, Lucretius	2
51a,b,c—Latin Elery and Drama	9
52a—Latin Prose Composition (2nd year)	2
52b,c—Ovid, Catullus and Caesar (Civil War)	4
151c—Latin Pedagogy	3

38

	<i>Term Hours</i>
V. FRENCH	
1a,b,c—Elementary French	12
2a,b,c—Second Year French	12
103a,b,c—French Literature	9
105a,b,c—French Conversation	9
	42
For 103 students may substitute French Composition 106 and French Pronunciation 107.	
VI. SPANISH	
11a,b,c—Elementary Spanish	12
12a,b,c—Second Year Spanish	12
113a,b,c—Spanish Literature	9
115a,b,c—Spanish Conversation	9
	42
For 113 students may substitute Spanish Composition 116, Spanish Conversation 117, or Commercial Spanish 160.	
VII. SCIENCE GROUP A (BIOLOGICAL)	
1,2,3—General Botany	12
1a,b,c—Animal Biology	12
1a,b, and 2—General Geology	12
—Pedagogical course in one subject	3
	39
VIII. SCIENCE GROUP B (EXACT SCIENCES)	
4,5,6—General Physics	12
101—History and Teaching of Physics	3
2a,b,c—Elementary Chemistry	12
114,115,116—Electrical Measurements (9 hours) and	
100—Laboratory Arts (3 hours) or	
3,4,5—Analytical Chemistry	12
	39
IX. MUSIC	
1—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
—Practice teaching at least one year	7
	42
X. PHYSICAL EDUCATION	
—Introduction to Physical Education	9
—Fundamentals of Physical Education	9
102a,b,c—Play and Playground Management	7
101a,b,c—Technique of Teaching	6
—Coaching, at least one course	2
—Participation in three sports under supervision (no credit)	
	33

PROFESSIONAL CURRICULA

The following courses of study show the work in the school of education which should be followed by students whose special interest lies in the fields of secondary education, school administration, or special positions with defectives and delinquents. Related work in the college or in other schools of the University is shown only when it is necessary in building the proper curriculum.

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
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			
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				3
JUNIOR OR SENIOR				
Special Methods in Preferred Subject				
SENIOR				
*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			
Elementary Cycle in Education		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.

**COURSES IN EDUCATION FOR MAJORS PREPARING FOR SPECIAL POSITIONS
WITH DEFECTIVES AND DELINQUENTS**

	SOPHOMORE	Fall	Winter	Spring
Elementary Cycle in Education		3	3	3
JUNIOR				
Psychology of Childhood		3	3	3
Introduction to Philanthropy		2	2	2
Social Pathology		2	2	2
Social Education		4		
Electives		4	8	8
Recommended that part of electives be in psychology.				
SENIOR				
Mental Tests		3	3	3
Educational Tests and Measurements				4
Systematic Psychology		3	3	3
Social Work		2	2	2
Electives		8	8	5
Three hours electives must be in education.				
Majors:				
Thesis		3	3	3
Advanced Educational Psychology		2	2	2
Research		2	2	2
Electives		3	3	3
Minor:				
Advanced Experimental Psychology		2		
Advanced Physiological Psychology			2	
Higher Thought Processes and Volition				2
Electives		3	3	3

For social workers the fifth year is to be taken in the school of social work in Portland.

The school of education provides a number of curricula, intended to provide training in such groups of allied subjects as must commonly be taught by the same teacher in a high school of moderate size. The curriculum for science teachers, given below, is typical of these.

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	Fall	Winter	Spring
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		3	3	3
Advanced Elected science		3-4	3-4	3-4
Observation of Teaching				3
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, winter 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.*

107a,b. *Supervised Teaching*. Practical work in the University high school, Eugene high school or other local high schools. Those enrolling for supervised teaching will be assigned a class for instruction for one high school semester. Application for classes should be made during the preceding term. Students will enroll for either fall and winter or winter and spring terms. Required of prospective high school teachers. Open to seniors who have had courses 105 and 106. Douglass.

Three to five hours.

107x. *Educational Literature and Library Work*. A study of high school library problems. Students by taking this course with 107a,b are enabled to secure two terms' work and credit in connection with practice teaching.

Hours to be arranged, winter term.

108. *Civic Education*. Points of approach and subject matter in the field of civics, economics and history, especially from the point of view of the junior high school.

Three hours, one term.

109. *Methods in the Teaching of General Science*. A consideration of the functions, place and aims of general elementary science. The historical beginnings of the subject as indicating the reaction to certain weaknesses in special science instruction. The relation of general science to the junior high school. The project or problem method in relation to general science. Analytic and critical study of the various texts and manuals, and of several typical courses in prominent high schools. The matter of laboratory organization will receive the major attention. Readings in current literature and special reports.

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. Spencer.

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 51, 52, 53 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 51, 52, 53, or psychology 1. DeBusk. *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 51, 52, 53, or psychology 1. DeBusk. *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.*

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. *Adjustment Problems in the Education of School Child.* Study of individual reactions and development of school child, the factors involved, the formulation of plans for adjustment so as to meet the need of special cases; the methods of enlarging the teacher's range of contacts beyond classroom. Preparatory for visiting teacher work, but open to others on permission. Elwell. *Three hours, fall term.*

191a,b. *Special Problems of the Visiting Teacher.* Presentation of cases of problem children based on study of current records. Group conferences. Prerequisite, 190. Elwell. *Three hours, winter and spring terms.*

194a,b. *Statistical Method.* Technique and methods of quantitative research. Review of statistical methods, with attention to methods of determining error of constants and coefficients; methods of calculation of correlation between two traits or phenomena where data is relative, non-linear or categorical and ungraduated; partial and multiple correlation methods. Open only to graduate students or seniors who have passed a course in elementary statistics or measurement with a mark of III or better. Douglass. *Two hours, fall and winter terms.*

195. *Method of Controlled Experiment in Educational Problems.* The selection of type of experimental organization, selection and control of subjects, experimental procedure, statistical treatment of data. Open to graduates or seniors having had an elementary course in statistical method or measurement. Douglass. *Two hours, spring term.*

GRADUATE DIVISION

252a,b,c. *Church and State in 19th Century Education.* 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. *Experimental Problems in Teaching.* A research course in investigation of problems and methods of instruction.

SCHOOL OF JOURNALISM

THE FACULTY

PRINCE L. CAMPBELL, LL.D.....	<i>President of the University</i>
ERIC W. ALLEN, B.A.....	<i>Dean of the School</i>
CARLTON E. SPENCER, LL.B.....	<i>Registrar of the University</i>
M. H. DOUGLASS, M.A.....	<i>University Librarian</i>
<hr/>	
RALPH D. CASEY, M.A.....	<i>Associate Professor of Journalism</i>
ROBERT C. HALL.....	<i>Associate Professor of Journalism</i> <i>and Superintendent of University Press</i>
W. F. G. THACHER, M.A.....	<i>Professor of Advertising</i>
GEORGE TURNBULL, B.A.....	<i>Professor of Journalism</i>
RANDOLPH KUHN, B.A. in Journ.....	<i>Graduate Assistant</i>
RAYMOND LAWRENCE.....	<i>Graduate Assistant</i>
WILLIAM G. HALE, LL.B.....	<i>Dean of the School of Law and Professor of Law of the Press</i>
LILIAN TINGLE.....	<i>Professor of Home Economics Journalism</i>

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 few well 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 the kind in Oregon.

The purpose of the school is to prepare for the various branches of journalism and publishing, including the editorial, reportorial, interpretative, critical, advertising, circulation and business departments, and to contribute, insofar as an educational institution may, to the progress of American journalism.

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 its own three story brick building, in which, and in neighboring structures, it utilizes 26 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 important departments of the school. The University Press inventories at about \$40,000 and its equipment includes a large Optimus cylinder press, 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 either of a weekly or a small town daily newspaper. In this laboratory, training is offered in the arts allied with journalism, such as advertising, etc.

ADMITTANCE

Freshmen are admitted to the school on the same terms as to other branches of the University. No high school courses in "newswriting" or "pre-journalism subjects" are required. The high school student is advised to devote himself to obtaining a substantial preparation in Latin or French, history, science, mathematics and other solid branches. 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

	FRESHMAN	Fall	Winter	Spring
Elementary Newswriting		2	2	2
Foreign Language		4	4	4
Political Science		4	4	4
Animal Biology or Geology		4	4	4
Military Science (men) or Personal Hygiene (women)		1	1	1
Physical Education		1	1	1
		<hr/>	<hr/>	<hr/>
		16	16	16

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

Description of Courses

LOWER DIVISION

30-31-32. *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. *Two hours, each term.*

50-51-52. *Publishing* and 53-54-55 *Printing.* To be taken separately, two hours each, only 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 business management. Allen, Hall. *Four hours, each term.*

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

UPPER DIVISION

106a,b,c. *Copyreading.* 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. *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 term.*

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. *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.*

163-164-165. *Advertising Typography.* A laboratory course in which the student's type sense is developed by actual practice in the shop of the University Press. Thacher, Hall. *One hour, each term.*

166-167-168. *Advertising Practice.* A laboratory course, which as the "Emerald Advertising Service" cooperates with the Daily Emerald in the preparation of copy for advertisers. Thacher, Kuhn. *One or two hours, each term.*

169a,b,c. *Advertising Seminar.* Open to a few advanced students for research and further study in advertising. Thacher, Kuhn. *Two hours, each term.*

170-171-172. *Current Events*. A seminar course given some years. Allen. *One hour, each term.*

180-181-182. *Estimating on Printing Jobs*. Elective for seniors who expect to work in smaller cities. Prerequisites, courses in publishing and printing. Hall. *Hours to be arranged.*

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*. Practical editing, study of contemporary newspapers and other journals. 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 newspaper problems. Training in the criteria of authenticity. Purposes to establish for the student points of permanent contact with the current intellectual life of the race. Intended for seniors. Allen. *Five hours, each term.*

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

GRADUATE DIVISION

200a,b,c. *Seminar*. A research course for students having the necessary preparation to enter a specialized field of original investigation. Allen. *Hours to be arranged.*

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

SCHOOL OF LAW

THE FACULTY

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

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.

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

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.).

Special students who have completed one year of college work in addition to a four-year high school course and who have maintained over the full three years of their law course an average mark of II, and who by reason of their exceptional ability and character are, in the opinion of the law faculty, deserving of the honor, may be granted the degree of bachelor of laws.

THE DEGREE OF DOCTOR OF JURISPRUDENCE (J.D.)

The degree of doctor of jurisprudence (J.D.) will be granted to students who have received the degree of bachelor of arts, bachelor of science or bachelor of business administration from this University, or from some other institution of recognized collegiate rank, who have satisfactorily completed courses in law aggregating one hundred and fifteen term-hours with an average grade of not less than II, 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.

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 State 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 \$13.25 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. Cotsigan, Cases on Contracts. Decker.

Four hours, fall term, three hours, winter and spring terms.

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. James Miller.

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 and application of the law to the 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.* *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.* *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. Williston, *Cases on Sales.* Hale. *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.* (Not given 1925-6). *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. Colson's *Huffcut, Cases on Negotiable Instruments.* Hale. *Five hours, winter 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; cove-

nants for title; estoppel by deed; dedication; landlord and tenant; joint ownership; recording acts. Warren, Cases on Conveyances. James Miller.
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. James Miller. (Given alternate years.)
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.
Four hours, spring term.

230. *Bankruptcy and Insolvency.* Fraudulent conveyances at common law and under the federal bankruptcy act; who may be a bankrupt; who may be petitioning creditors; acts of bankruptcy; what property passes to the trustee; provable claims; duties and powers of the bankrupt and trustee; protection; exemptions and discharge of bankrupt. Williston, Cases on Bankruptcy.
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. Selection and instruction of juries; methods of introducing evidence; exceptions; findings; verdicts; the judgment, its entry and satisfaction; proceedings subsequent to judgment, including stay of execution, costs, execution, motion for new trial, appellate proceedings. Hale.
Three hours, fall term.

233. *Procedure V.* 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.
Three hours, winter term.

234. *Procedure VI. Trial Practice.* Course in trying cases before juries. Each student tries one civil and one criminal case during the term. The facts on which each case is based are acted out, then pleadings are drawn in the Office Practice course, and in this course, the jury is selected, witnesses examined, and argument made to the jury. Members of the Oregon bench and bar act as judges. 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,

foreclosure; 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. *Three hours, spring 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; 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.*

SCHOOL OF MEDICINE

THE FACULTY

P. L. CAMPBELL, A.B., L.L.D.	President of the University
RICHARD B. DILLEHUNT, M.D.	Dean of the Medical School
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JAMES FRANCIS BELL, M.D., L.R.C.P. (London)	Emeritus Professor of Medicine
ANDREW JACKSON GIESY, M.D.	Emeritus Professor of Clinical Gynecology
SIMBON EDWARD JOSEPHI, M.D., LL.D.	Dean Emeritus and Emeritus Professor of Nervous and Mental Diseases
ERNEST FANNING TUCKER, A.B., M.D., F.A.C.S.	Emeritus Professor of Gynecology
GEORGE FLANDERS WILSON, M.D.	Emeritus Professor of Surgery
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WILLIAM F. ALLEN, M.A., Ph.D.	Professor of Anatomy and Head of the Department
ROBERT LOUIS BENSON, M.A., M.D.	Professor of Pathology and Head of the Department
JOSEPH BROWN BILDERBACK, M.D.	Professor of Pediatrics and Head of the Department
GEORGE E. BURGET, A.B., Ph.D.	Professor of Physiology and Head of the Department
JOHN FOREST DICKSON, M.B., M.D., L.R.C.P., F.A.C.S.	Professor of Ophthalmology
HOWARD D. HASKINS, A.B., M.D.	Professor of Biochemistry and Head of the Department
EDMOND JOHN LABBE, M.D.	Professor of Obstetrics
OLOF LARSELL, M.A., Ph.D.	Professor of Anatomy
ALBERT EDWARD MACKAY, M.B., M.D., C.M., F.A.C.S.	Professor of Genito-Urinary Diseases
FRANK R. MENNE, B.S., M.D.	Professor of Pathology
HAROLD B. MYERS, A.B., M.D.	Professor of Pharmacology and Head of the Department
JAMES D. EDGAR, M.D.	Lieutenant Colonel, Medical Corps, U. S. A., Professor of Military Science and Tactics
HARRY J. SEARS, M.A., Ph.D.	Professor of Bacteriology and Hygiene and Head of the Department
HARRY BEAL TORREY, M.S., Ph.D.	Professor of Experimental Biology and Director of Research in Fundamental Sciences
OTIS FRANKLIN AKIN, M.D.	Clinician in Surgery
T. HOMER COFFEN, M.S., M.D.	Clinician in Medicine
ROBERT C. COFFEY, M.D., F.A.C.S.	Clinician in Surgery
JOHN NICHOLAS COGHLAN, M.D.	Clinician in Otolaryngology
RALPH ALBERT FENTON, A.B., M.D., F.A.C.S.	Clinician in Otolaryngology
WILLIAM BURROUGHS HOLDEN, M.D., F.A.C.S.	Clinician in Surgery
NOBLE WILEY JONES, A.B., M.D.	Clinician in Medicine
THOMAS M. JOYCE, M.D., F.A.C.S.	Clinician in Surgery
WILLIAM SIDNEY KNOX, B.S., M.D.	Clinician in Medicine
ALPHA EUGENE ROCKEY, M.D., F.A.C.S.	Clinician in Surgery
CHARLES E. SEARS, B.S., M.D.	Clinician in Medicine
LAURENCE SELLING, A.B., M.D.	Clinician in Medicine
ERNEST A. SOMMER, M.D.	Clinician in Surgery
JAMES CULLEN ZAN, M.D.	Associate Professor of Surgery
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ALVIN WALTER BAIRD, A.B., M.D.	Assistant Professor of Surgery
HAROLD CEDRIC BEAN, A.B., M.D.	Assistant Clinical Professor of Medicine
MARR BISAILLON, M.D.	Assistant Clinical Professor of Medicine
ISIDOR CHERNIAK BRILL, A.B., M.D.	Assistant Clinical Professor of Medicine
J. EARL ELSE, Ph.G., M.S., M.D., F.A.C.S.	Assistant Professor of Surgery
WILMOT C. FOSTER, M.A., M.D.	Assistant Professor of Anatomy
J. ALLEN GILBERT, M.D., Ph.D.	Assistant Clinical Professor of Medicine
FREDERICK ANDREWS KIEHLE, A.B., M.D.	Assistant Professor of Ophthalmology
JAMES CHARLES ELLIOTT KING, A.B., M.D.	Assistant Professor of Dermatology and Syphilology
CLARENCE JOSEPH MCCUSKER, B.S., M.D.	Assistant Professor of Obstetrics
RALPH CHARLES MATSON, M.D.	Assistant Clinical Professor of Medicine
RAY WILLIAM MATSON, M.D.	Assistant Clinical Professor of Medicine
JOHN J. PUTNAM, M.A., Ph.D.	Assistant Professor of Bacteriology
ARTHUR SAMUEL ROSENFELD, A.B., M.D.	Assistant Clinical Professor of Medicine
JOSEPH MALCOLM SHORT, M.D.	Assistant Clinical Professor of Medicine
RAYMOND E. WATKINS, M.D.	Assistant Professor of Gynecology and Chairman of the Department
OTIS BUCKMINSTER WIGHT, A.B., M.D.	Assistant Professor of Gynecology
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LEWIS FRANKLIN GRIFFITH, M.D.	Clinical Lecturer in Psychiatry
PHILIP A. PARSONS, Ph.D.	Lecturer in Medical Social Work
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CHARLES DELOS BODINE, M.D.	Associate in Surgery
LUTHER HESS HAMILTON, M.D.	Associate in Surgery
LYLE BOYLE KINGERY, B.S., M.D.	Associate in Dermatology and Syphilology
CHARLES RICHARD MCCLURE, A.B., M.D., F.A.C.S.	Associate in Surgery (Orthopedic)
ALBERT MATHIEU, M.D., F.A.C.S.	Associate in Gynecology
HARVEY GAMALIEL PARKER, M.D.	Associate in Dermatology and Syphilology

GEORGE NORMAN PEASE, A.B., M.D., F.A.C.S.	Associate in Surgery
EDWARD ALLEN PIERCE, M.D.	Associate in Medicine
EUGENE WATSON ROCKEY, M.D., F.A.C.S.	Associate in Surgery
PAUL ROCKEY, M.D., F.A.C.S.	Associate in Surgery
JAMES W. ROSENFELD, A.B., M.D.	Associate in Pediatrics
WILLIAM HENRY SKENE, M.D., F.A.C.S.	Associate in Gynecology
L. HOWARD SMITH, A.B., M.D.	Associate in Gynecology
RALPH COFFYN WALKER, M.D.	Associate in Medicine (Radiology)
ALBERT ARTHUR WITHAM, M.D.	Associate in Medicine

KENNETH SMITH, A.B.	Jones Fellow in Pathology
C. U. MOORE, M.S., M.D.	Collins Research Fellow

R. D. ALTON, M.D.	Assistant in Ophthalmology, Otolaryngology, Rhinology, and Laryngology
CHARLES MINTON BARBEE, M.D.	Clinical Instructor in Medicine
JAMES FRANCIS BELL, JR., Litt.B., M.D.	Instructor in Pediatrics
COURTLAND LINDEN BOOTH, A.B., M.D.	Instructor in Obstetrics
GUY LEE BOYDEN, B.S., M.D.	Instructor in Otolaryngology and Rhinology
ANDREW JOHNSON BROWNING, M.D.	Instructor in Ophthalmology
FRANK E. BUTLER, M.D.	Assistant in Radiology
ALBERT HADLEY CANTRIL, M.D., F.A.C.S.	Instructor in Surgery
HOWARD ERNEST CARRUTH, B.S., M.D.	Instructor in Ophthalmology, Otolaryngology, Rhinology, and Laryngology
ARTHUR W. CHANCE, D.D.S., M.D.	Clinical Instructor in Oral Hygiene and Oral Pathology
CLINTON T. COOKE, M.D., F.A.C.S.	Instructor in Ophthalmology
HELEN DENNIS, M.D.	Instructor in Pediatrics
VIRGIL ERNEST DUPMAN, B.S., M.D.	Instructor in Obstetrics
AUGUSTAS BERTRAM DYKMAN, M.D.	Instructor in Ophthalmology
RALPH M. DOBSON, A.B., M.D.	Clinical Instructor in Gynecology
ROBERT H. ELLIS, M.D.	Clinical Instructor in Gynecology
JOHN H. FITZGIBBON, A.B., M.D.	Clinical Instructor in Medicine
H. H. FOSKETT, M.D.	Clinical Instructor in Medicine
MEARLE C. FOX, M.D.	Instructor in Ophthalmology, Otolaryngology, Rhinology, and Laryngology
E. E. GAMBEE, M.D.	Instructor in Obstetrics
LOUIS PHAON GAMBEE, B.S., A.B., M.D.	Clinical Instructor in Surgery
G. BLAINE GARRISON, A.B., M.D.	Clinical Instructor in Surgery
IRA E. GASTON, A.B., M.D.	Instructor in Ophthalmology, Otolaryngology, Rhinology, and Laryngology
ADOLPHE EDWARD GOURDEAU, B.S., B.M., M.D.	Instructor in Pediatrics
ROBERT GRANVILLE HALL, B.S., M.D.	Clinical Instructor in Medicine
RAYMOND W. HAUSLER, M.A., M.D.	Instructor in Anatomy
WILLIAM P. HOLBROOK, B.S.	Instructor in Biochemistry
BLAIR HOLCOMB, M.D.	Clinical Instructor in Medicine
ROGER HOLCOMB, M.D.	Clinical Instructor in Medicine
HENRY WELLAND HOWARD, M.D.	Instructor in Genito-Urinary Diseases
WARREN C. HUNTER, A.B., M.D.	Instructor in Pathology
WILLIAM HENRY HUNTINGTON, M.D.	Instructor in Otolaryngology, Rhinology, and Laryngology
GARRETT LEE HYNSON, M.D.	Instructor in Surgery
LESTER T. JONES, A.B., M.D.	Clinical Instructor in Surgery
WILLIAM K. LIVINGSTON, A.B., M.D.	Instructor in Bacteriology
HAROLD ROY LUCAS, M.D.	Instructor in Ophthalmology, Otolaryngology, Rhinology, and Laryngology
LEO SHERMAN LUCAS, A.B., M.D.	Instructor in Surgery (Orthopedic)
IRVING MARTIN LUPTON, M.D.	Instructor in Ophthalmology, Otolaryngology, Rhinology, and Laryngology
FRANK MCCAULEY, M.D.	Clinical Instructor in Medicine
IRA A. MANVILLE, M.S., M.D.	Instructor in Physiology
GEORGE WILBER MILLETT, A.B., M.D.	Clinical Instructor in Medicine
KARL P. MORAN, M.D., F.A.C.S.	Instructor in Surgery
J. MILTON MURPHY, M.D.	Clinical Instructor in Medicine
W. DONALD NICKELSEN	Clinical Instructor in Surgery
ALLEN P. NOYES, M.D.	Instructor in Obstetrics
EDWIN E. OSGOOD, M.A., M.D.	Instructor in Biochemistry
DORWIN LEWIS PALMER, M.D.	Clinical Instructor in Medicine (Radiology)
GEORGE PARRISH, M.D.	Instructor in Public Health
ROY ALPHA PAYNE, A.B., M.D.	Clinical Instructor in Medicine
C. M. PEARCE, M.D.	Instructor in Otolaryngology, Rhinology, and Laryngology
EDWARD W. ST. PIERRE, A.B., M.D.	Instructor in Surgery
LOUIS KERSHAW POYNTZ, M.D., F.A.C.R.	Assistant in Radiology
CARLETON P. PYNN, M.D.	Instructor in Physiology
DAVID ROBERG, M.D.	Instructor in Ophthalmology
WILLIAM E. SAVAGE, A.B., M.D.	Instructor in Surgery
EDMUND W. SIMMONS, M.D.	Clinical Instructor in Medicine
WAYNE J. STATER, A.B., M.D.	Instructor in Surgery
JOHN R. STEAGALL, B.S., M.D.	Instructor in Surgery
EUGENE P. STEINMETZ, M.D.	Clinical Instructor in Gynecology

JOHN GUY STROHM, B.S., M.D. *Instructor in Genito-Urinary Diseases*
 KARL JOHANN SWENSON, A.B., M.D. *Instructor in Surgery*
 FRANK MAXON TAYLOR, A.B., M.D. *Clinical Instructor in Medicine*
 CLINTON H. THIENES, M.A., M.D. *Instructor in Pharmacology*
 BENJAMIN NEWTON WADE, M.D., F.A.C.S. *Instructor in Surgery*
 RANDALL F. WHITE, M.D. *Instructor in Pharmacology*
 R. LEE WOOD, M.D. *Instructor in Ophthalmology*
 IVAN M. WOOLLEY, M.D. *Instructor in Pediatrics*

JESSIE L. BRODIE, A.B. *Research Assistant in Experimental Biology*
 MARY E. JONES, A.B. *Collins Research Assistant*
 GORDON B. LEITCH, M.S. *Research Assistant in Bacteriology*

DAVID W. E. BAIRD, A.B. *Assistant in Anatomy*
 MEREDITH M. BEAVER, A.B. *Assistant in Pathology*
 W. D. NICHOL, A.B. *Assistant in Anatomy*
 ARTHUR C. JONES, A.B. *Assistant in Anatomy*
 JOHN F. LECOCQ *Assistant in Anatomy*
 CLARENCE D. MOFFATT, M.D. *Assistant in Genito-Urinary Diseases*
 FLOYD F. SOUTH, M.D. *Assistant in Genito-Urinary Diseases*
 M. E. WILSON, M.D. *Assistant in Genito-Urinary Diseases*
 THOMAS WYATT, A.B. *Assistant in Physiology*

MONTIE W. COLDWELL, R.N. *Technician in Pathology*
 WINIFRED DOUTHIT, R.N. *Technician in Pathology*
 LILLIAN M. DOWNING *Technician in Bacteriology*
 R. WALTER JOHNSON *Photographer and X-Ray Technician*
 C. LEROY HEINECK *Museum Technician in Pathology*
 VICTOR J. STRAUSS *Animal Technician*
 ALOIS TEDISCH *Technician in Biochemistry and Pharmacology*

ADMINISTRATION

RICHARD B. DILLEHUNT *Dean of the Medical School*
 HAROLD B. MYERS *Associate Dean*
 CHARLES N. REYNOLDS *Secretary of the Medical School*
 LUCY I. DAVIS *Registrar*
 BERTHA HALLAM *Librarian*
 VALENTINE PRICHARD *Superintendent, Portland Free Dispensary*
 ETTA MCOMBER *Registrar, Portland Free Dispensary*
 EDNA D. CLERIN *Assistant Secretary*
 MARGARET SHERIDAN *Secretary to the Dean*
 WREN E. GAINES *Building Superintendent*

EXECUTIVE FACULTY

P. L. Campbell, LL.D., President of the University; Richard B. Dillehunt, M.D., Dean of the Medical School; Professors William F. Allen, Robert Louis Benson, J. B. Bilderback, George E. Burget, J. F. Dickson, Howard D. Haskins, Edmond John Labbé, Olof Larsell, Albert Edward Mackay, Frank R. Menne, Harold B. Myers, Harry J. Sears, Harry Beal Torrey, and Associate Professor James Cullen Zan.

COMMITTEES

Admission and Advanced Standing—Harold B. Myers, chairman; Olof Larsell, Harry J. Sears, Harry Beal Torrey, and the registrar of the University (ex officio).
Curriculum and Schedule—Harold B. Myers, chairman; Colin Dymont, Harry B. Torrey, George E. Burget, T. Homer Coffen, J. Earl Else, Noble Wiley Jones, Olof Larsell, and the secretary of the Medical School (ex officio).
Graduate Work—Olof Larsell, chairman; George E. Burget, and Frank R. Menne.
Publications and Catalogue—Charles N. Reynolds, chairman; William F. Allen, and Harold B. Myers.
Library—George E. Burget, chairman; Albert Edward MacKay, Frank R. Menne and the librarian (ex officio).
Research—Harry Beal Torrey, chairman; William F. Allen and Robert Louis Benson.
Portland Free Dispensary—Clarence J. McCusker, chairman; T. Homer Coffen, J. Earl Else, Ralph A. Fenton, Harold B. Myers, L. Howard Smith, J. Guy Strohm and Raymond E. Watkins.
Research Fund in Clinical Departments—J. Earl Else, chairman; Laurence Selling and Harold B. Myers.
Student Scholarships and Assistants—Olof Larsell, chairman; and Harold B. Myers.

THE PORTLAND FREE DISPENSARY

(Operated jointly by the People's Institute and the Medical School).

JOINT DISPENSARY COMMITTEE

Representing the People's Institute	Representing the Medical School
MRS. W. B. AYER	DR. CLARENCE J. MCCUSKER
MRS. T. B. WILCOX	DR. T. HOMER COFFEN
MRS. VICTOR JOHNSON	DR. RALPH A. FENTON
MRS. HELEN LADD CORBETT (ex officio)	DR. RICHARD B. DILLEHUNT (ex officio)
MISS VALENTINE PRICHARD, Superintendent	C. N. REYNOLDS, Secretary

ADMINISTRATIVE OFFICERS

MISS VALENTINE PRICHARD.....	Superintendent
MISS CECIL L. SCHREYER, R.N.....	Supervising Nurse
MISS MARY STARKWEATHER, A.B., R.N.....	Nurse
MRS. ETTA MCOMBER.....	Registrar
MRS. ARISTINE FELTS, A.B.....	Social Service Secretary
MRS. BERTHA DAVIS.....	Social Service Visitor
MISS ANNA MURPHY.....	Special Secretary
W. P. HOLBROOK.....	Advisor of Men
MRS. LUCY BURPEE.....	Office Assistant

CLINICAL STAFF

DR. RICHARD B. DILLEHUNT, Dean of the Medical School.....	Chief of Staff
DR. CLARENCE J. MCCUSKER.....	Medical Director

MEDICINE

DR. T. HOMER COFFEN	DR. JAMES N. O'DELL	DR. FRANK M. TAYLOR
DR. NOBLE WILEY JONES	DR. G. B. GARRISON	DR. CHARLES M. BARBER
DR. CHARLES E. SEARS	DR. EDWARD A. PIERCE	DR. WILMOT FOSTER
DR. ROY A. PAYNE	DR. HAROLD B. MYERS	DR. E. W. SIMMONS
DR. BLAIR HOLCOMB	DR. JOHN H. FITZGIBBON	DR. ROGER HOLCOMB
DR. HOMER P. RUSH	DR. A. A. WITHAM	DR. RICHARD JACOBS
DR. J. MILTON MURPHY	DR. HAROLD C. BEAN	DR. LAURENCE SELLING

PEDIATRICS

DR. J. B. BILDERBACK	DR. HELEN G. DENNIS	DR. JAMES W. ROSENFELD
DR. L. HOWARD SMITH	DR. IVAN WOOLLEY	DR. A. E. GOURDEAU
DR. RANDALL F. WHITE	DR. FRANK BELL	

TUBERCULOSIS

DR. RALPH MATSON	DR. MARR BISAILLON	DR. E. A. PIERCE
DR. RAY W. MATSON	DR. FRANK MCCAULEY	

NUTRITION CLINIC

DR. DORA UNDERWOOD	DR. ANN MUMBY
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CHILD HYGIENE

DR. ESTELLA FORD WARNER

DERMATOLOGY

DR. J. C. ELLIOTT KING	DR. HARVEY G. PARKER	DR. LYLE B. KINGERY
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SURGERY

DR. J. EARL ELSE	DR. JOHN R. STEAGALL	DR. C. E. MORRISON
DR. STUART H. SHELDON	DR. D. W. NICKELSEN	DR. G. LEE HYNSON
DR. KARL SWENSON	DR. BEN N. WADE	DR. LOUIS P. GAMBEE
DR. WAYNE J. STATER	DR. BLAINE G. GARRISON	

ORTHOPEDIC SURGERY

DR. CHARLES R. MCCLURE	DR. L. S. LUCAS	DR. RICHARD B. DILLEHUNT
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GENITO-URINARY DISEASES

DR. ALBERT E. MACKAY	DR. M. E. WILSON	DR. GLENN MORGAN
DR. H. W. HOWARD	DR. FLOYD SOUTH	DR. TRENTON W. JOHNSON
DR. J. GUY STROHM	DR. CLARENCE D. MOFFATT	DR. H. M. GREEN

EYE, EAR, NOSE AND THROAT

DR. J. F. DICKSON	DR. WILLIAM H. HUNTINGTON	DR. C. M. FOX
DR. RALPH FENTON	DR. FRANK B. KISTNER	DR. CHAS. C. PETHERAM
DR. HAROLD R. LUCAS	DR. IRA A. GASTON	DR. GRACE YOUNG
DR. ANDREW J. BROWNING	DR. IRVING M. LUPTON	DR. AUGUSTUS B. DYKMAN
DR. HOWARD E. CARRUTH	DR. GUY L. BOYDEN	DR. DAVID ROBERG
DR. CLINTON T. COOKE	DR. C. M. PEARCE	DR. R. LEE WOOD
	DR. R. D. ALTON	

GYNECOLOGY

DR. OTIS B. WIGHT	DR. RAYMOND E. WATKINS	DR. ALBERT MATHIEU
DR. WILLIAM E. SAVAGE	DR. R. M. DODSON	DR. RAY W. HAUSLER
	DR. E. P. STEINMETZ	

	OBSTETRICS	
DR. CLARENCE J. MCCUSKER	DR. E. E. GAMBEE	DR. E. P. STEINMETZ
DR. V. E. DUDMAN	DR. EDMOND J. LABBE	
	RADIOLOGY	
DR. RALPH WALKER	MR. R. WALTER JOHNSON	DR. FRANK E. BUTLER
	DENTISTRY	
DR. L. M. BOIRE	DR. L. F. SNYDER	
	LABORATORY	
DR. H. H. FOSKETT	MISS CAROL P. CUMMINGS, <i>Technician</i>	

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, was 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, electro-cardiographic 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.

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 are:

The tuberculosis department in cooperation with the Visiting Nurse Association and the Oregon Tuberculosis Association.

The venereal clinic in cooperation with the state and city health bureaus.

The orthopedic clinic in cooperation with the Junior League.

The dental clinic in cooperation with the city health bureau and the Junior Red Cross, and the district obstetrical clinics in cooperation with the Child Hygiene department of the State Board of Health and the Visiting Nurse 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. Work upon the hospital will be commenced shortly. It will provide 70 beds for children, and will materially augment the service of the medical school both in respect to the care of the sick and the teaching of pediatrics.

LIBRARY

The library is supported from the general fund and by annual gifts from the Portland Academy of Medicine and the city and county Medical Society of Portland. It contains over 6,000 bound volumes. Two hundred current journals are received. Through the privilege of inter-library loans the librarian is able to procure within a few days any volume not found in this library.

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 full-time 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.

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 ten dollars (\$10) is required of each student 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.

REQUIREMENTS FOR ADMISSION

Applications 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) 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.

Upon completion of the first four years, provided the group and major requirements of the University have been fulfilled, all students shall be eligible for the degree of bachelor of arts or bachelor of science from the University of Oregon. The requirements for one of the foregoing degrees shall be satisfied before admission to the work of the sixth year. This applies equally to students of other institutions who enter the course in medicine with advanced standing.

PHYSICAL EXAMINATION

All entering students are required to take a physical examination at the medical school building.

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.

SPECIAL SEVEN YEAR 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 fourth. It has been found necessary for the present to limit the number of fourth year students, consequently, completion of the third year does not guarantee admission to the fourth year. In the fourth, fifth, sixth, and seventh years, there are 4,057 hours of required work. In addition to this, thirteen credits must be earned from the list of elective courses offered. Elective credits 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.

FOURTH 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 .....	.....	.....	.....	3	9	6	.....	.....	.....
Biochemistry	3	6	6	3	9	6	.....	.....	.....
Physiology .....	.....	.....	.....	.....	.....	.....	3	6	5
Bacteriology .....	.....	.....	.....	.....	.....	.....	3	9	6

FIFTH 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:									
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. 4 wks.) .....	.....	.....	.....	.....	.....	.....	4	.....	1
Medicine 203 (Lab. Diag.) .....	.....	.....	.....	.....	.....	.....	3	6	5
Obstetrics .....	.....	.....	.....	.....	.....	.....	2	.....	2
Surgery 201 .....	.....	.....	.....	.....	.....	.....	3	.....	3

For complete list of electives see Departments of Instruction.

SIXTH YEAR

	Fall Term			Winter Term			Spring Term		
	Lec. Hrs.	Disp. Hrs.	Cred-its	Lec. Hrs.	Disp. Hrs.	Cred-its	Lec. Hrs.	Disp. Hrs.	Cred-its
Medicine:									
204 (Recit.)	2	.....	2	2	.....	2	2	.....	2
205 (Phys. Diag.) .....	.....	2	1	.....	2	1	.....	.....	.....
206 (Dispensary) .....	.....	4	2	.....	4	2	.....	4	2
207 (Clin. Conf.) .....	.....	.....	.....	.....	.....	.....	2	.....	2
208 (Pr. L. Diag.) .....	.....	1	½	.....	1	½	.....	1	½
221 (Nerv. Dis. Disp.) .....	.....	1	½	.....	1	½	.....	1	½
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) .....	.....	*8	*4	.....	8	4	.....	*8	*4
206 (Orthopedic Surg.)	*2	.....	*2	2	.....	2	*2	.....	*2
207 (Minor Surg. Clinic) .....	.....	2	2	.....	*2	*2	.....	*2	*2
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	.....	2	1	.....	.....	.....
206 (Otol., Rhin., Lar. Disp.) .....	.....	*2	*1	.....	2	1	.....	*2	*1
Gynecology:									
201 (Lectures and Recit.)	2	.....	2	2	.....	2	2	.....	2
Obstetrics:									
202 (Advanced Obstetrics)	2	.....	2	2	.....	2	.....	.....	.....
203 (Practical Obstetrics) .....	.....	.....	.....	.....	1	½	.....	.....	.....
204 (Obstetrics) .....	.....	.....	.....	.....	.....	.....	2	.....	2
Bacteriology:									
Prev. Med. and Hyg. .....	.....	.....	.....	3	.....	3	.....	.....	.....
Radiology:									
201 (Tech. of Interp., Bones and Joints) .....	.....	.....	.....	.....	.....	.....	2	.....	2
Anatomy:									
205 (Applied) .....	.....	.....	.....	.....	.....	.....	1	2	2
Pathology:									
103 (Autopsy Clinic) .....	.....	.....	.....	.....	.....	.....	2	.....	1

Table indicates when the course is offered, not the hours carried by one student each quarter.

* Indicates duplicate sections.

SEVENTH YEAR

	Fall Term			Winter Term			Spring Term		
	Lec. Hrs.	Disp. Cl.	Cred-its	Lec. Hrs.	Disp. Cl.	Cred-its	Lec. Hrs.	Disp. Cl.	Cred-its
Medicine:									
209, 210 and 214 (Clinics)	5		2½	5		2½	4		2
211 and 212 (Clerkships)	3		1½	3		1½	3		1½
218 (Cont. Dis.)	1		½	*1		*½	*1		*½
222 (Nerv. Dis.)	1	1	1	1	1	1	1	1	1
223 (Nerv. Dis.)	2	1	1	*2	*1	1	*2	*1	1
224 (Mental Dis.)				1	1	1			
223 (T. B. Clinic)	1		½	*1		*½	*1		*½
232 (Derm. and Syph.)	1	1	1	1	1	1	1	1	1
Radiology:									
202 (Tech. Bones, Joints)	1	1	1	1	1	1	1	1	1
Pediatrics:									
203 & 204 (Dis. of Inf. & Ch.)	2	2	2	2	2	2	2	2	2
205 (Ped. Disp.)	3		1½	*3		*1½	*3		*1½
Surgery:									
221 (Head & Neck)	2	1	1	*2	*1	1	*2	*1	1
222 (Extremities)	*2	*1	1	2	1	1	*2	*1	1
223 (Conferences)	*4	*2	2	*4	*2	2	4	2	2
224 (Gen. Clinics)	4	2	2	*4	*2	2	*4	*2	2
225 (Gen. Clinics)	*4	*2	2	4	2	2	*4	*2	2
226 (Path. & Diag.)	2	1	1	2	1	1			
227 (Clin. Clerkship)							2		1
Genito-Urinary Diseases:									
202 (Dis. of G.-U. Tract)	2	1	1	2	1	1			
203 (Dispensary)	*3	*1½	1½	*3	*1½	1½	3	1½	1½
Oph., Otol., Rhin., Lar.:									
203 (Eye, Lect.)	1	1	1						
207 (Ear, Nose & Throat Lect.)	1	1	1						
Gynecology:									
202 (Clinical)	*2	*1	1	2	1	1	*2	*1	1
203 (Practical)	3	1½	1½	*3	*1½	1½	*3	*1½	1½
Obstetrics:									
205 (Ante & Post-Partum Care)	2	1	1	*2	*1	1	*2	*1	1
206 (Out-Patient)	2	1	1	2	1	1	2	1	1
General:									
Oral Hyg. & Path.							½		½
Medical Jurisprudence				1	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	704
Bacteriology and Hygiene	132
Biochemistry	231
Pathology	308
Pharmacology	176
Physiology	297
Total hours preclinical subjects	1,848
Pathology, Autopsy Clinic	22
Anatomy	33
Genito-Urinary Diseases	99
Gynecology	132
Medicine	847
Obstetrics	*121
Ophthalmology, O., R., L.	92
Pediatrics	231
Preventive Medicine	33
Radiology	55
Surgery	533
Medical Jurisprudence	11
Total hours clinical subjects	2,209
Total hours prescribed work	4,057

* Not inclusive of out-patient duty in obstetrics.

Additional credit must be earned from electives offered according to announcement which will be made to entering classes.

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

For several years Dr. Noble Wiley Jones has given annually a fellowship known as the Noble Wiley Jones Fellowship in pathology. This amounts to \$300 a year, and is awarded each year by the pathology staff to a student who has manifested particular interest and proficiency in that branch of study.

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 seven-year combined course who have completed the fourth year; and lastly to those of exceptional merits who have finished three years of the combined 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.

All 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 1923-1924 are:

President	Dr. Eugene P. Steinmetz, Portland, Oregon
First Vice President	Dr. Irving M. Lupton, Portland, Oregon
Second Vice President	Dr. Jas. L. Wooden, Clatskanie, Oregon
Third Vice President	Dr. Banner R. Brooke, Portland, Oregon
Fourth Vice President	Dr. Thompson Coberth, The Dalles, Oregon
Treasurer	Dr. Kitty Plummer Gray, Portland, Oregon
Secretary	Dr. Dorwin L. Palmer, Portland, Oregon

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	<i>Professor of Anatomy</i>
OLOF LARSELL	<i>Professor of Anatomy</i>
WILMOT C. FOSTER	<i>Assistant Professor of Anatomy</i>
RAY HAUSLER	<i>Instructor in Anatomy</i>
JOHN LE COCQ	<i>Assistant in Anatomy</i>
ARTHUR JONES	<i>Assistant in Anatomy</i>
DOW INSKEEP	<i>Assistant in Anatomy</i>
DAVID BAIRD	<i>Assistant in Anatomy</i>

REQUIRED COURSES

101. *Gross Anatomy*. Fourth year, each term; lectures and quizzes 4 hours per week; laboratory, 8 hours per week; total, 396 hours; eighteen credits. Dr. Foster, Dr. Hausler and assistants.

102. *Histology and Organology*. Fourth year, 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*. Fourth year, winter term; lectures 2 hours per week; laboratory 6 hours per week; total 88 hours; four credits. Dr. Allen, Dr. Larsell, and Mr. Jones.

201. *Neurology and Organs of Special Sense*. Fifth year, 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. LeCocq.

205. *Applied Anatomy*. Sixth year, spring term, prerequisite Anatomy 101; lectures and demonstrations 1 hour per week. Laboratory 2 hours per week; total 33 hours; two credits. Dr. Foster.

ELECTIVE COURSES

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*. Fall 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.

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. Dr. Allen, Dr. Larsell and Dr. Foster.

DEPARTMENT OF BIOCHEMISTRY

HOWARD D. HASKINS	Professor of Biochemistry
EDWIN E. OSGOOD	Instructor in Biochemistry
W. P. HOLBROOK	Instructor in Biochemistry

REQUIRED COURSES

101. *Biochemistry*. Fourth year; fall term, 3 lectures, 6 hours laboratory per week; winter term, 3 lectures, 9 hours laboratory per week; total 231 hours; eleven credits. Dr. Haskins, Dr. Osgood and Mr. Holbrook.

ELECTIVE COURSES

202. *Advanced Biochemistry*. Winter term; lecture 1 hour, laboratory 3 hours per week; two credits. Dr. Haskins.

203. *Biochemistry Research*. Dr. Haskins.

203. (*Medicine*). *Laboratory Diagnosis*. See Department of Medicine.

DEPARTMENT OF PHYSIOLOGY

GEORGE E. BURGET	Professor of Physiology
HOMER P. RUSH	Assistant Professor of Physiology
IRA A. MANVILLE	Instructor in Physiology
CARLETON P. PYNN	Instructor in Physiology
THOMAS WYATT	Assistant in Physiology

REQUIRED COURSES

101. *Physiology of Blood, Circulation and Respiration*. Fourth year, spring term; prerequisite, Biochemistry 101; lectures and recitations 3 hours per week; laboratory 6 hours per week; total 99 hours; five credits. Drs. Burget, Rush, Manville, Pynn, and Mr. Wyatt.

102. *Physiology of Digestion, Metabolism, Absorption, Secretion, Excretion, Muscle and Heat*. Fifth year, fall term; prerequisite, Physiology 101; lectures and recitations 3 hours per week; laboratory 6 hours per week; total 99 hours; five credits. Drs. Burget, Rush, Manville, and Pynn.

103. *Physiology of the Nervous System*. Fifth year, winter term; prerequisite Anatomy 104; lectures and recitations 3 hours per week; laboratory 6 hours per week; total 99 hours; five credits. Drs. Burget, Rush, Manville, and Pynn.

ELECTIVE COURSES

201. *Special Physiology of Mammals*. Winter term; prerequisite, Physiology 101-103; lecture 1 hour per week; laboratory 3 hours per week; total 44 hours; two credits. Dr. Burget and Dr. Pynn.

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. Rush.

204. *Diet and Nutrition*. Fall and winter terms. 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. Drs. Burget and Manville.

215. *Research*. Each term; hours and credits to be arranged. Drs. Burget, Rush, Manville and Pynn.

DEPARTMENT OF BACTERIOLOGY, HYGIENE AND
PUBLIC HEALTH

HARRY J. SEARS	Professor of Bacteriology
JOHN J. PUTNAM	Assistant Professor of Bacteriology
GEORGE PARRISH	Instructor in Public Health
LILLIAN M. DOWNING	Technician

REQUIRED COURSES

101. *Medical Bacteriology*. Fourth year, spring term; lectures 3 hours per week; laboratory, 9 hours per week; total 132 hours; six credits. Dr. Sears and Dr. Putnam.

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, discussions and inspection trips. Three hours per week, second term. Dr. Sears and Dr. Parrish.

Medical students are required to register for two units of work in this department in addition to the above. These may be selected from any elective courses offered in the department.

ELECTIVE COURSES

201. *Public Health Laboratory Methods*. Winter term; laboratory and quizzes 6 hours; total 66 hours; two credits. Dr. Putnam.

202. *Serology*. Fall and winter terms; prerequisite Bacteriology 101; laboratory and quizzes, 6 hours per week; total 66 hours; two credits.

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 and Dr. Putnam.

205. *Principles of Immunology*. Lectures, recitations and quizzes, together with assignment of special topics covering present progress in the subject. Prerequisite, Bacteriology 101 or its equivalent. Fall term; 2 hours per week, two credits. Dr. Sears.

206. *Bacteriological Study at Autopsy*. Cultural study of tissues removed at autopsy. Open to four to six students taking Pathology 201. Hours and credits to be arranged. Dr. Sears.

210. *Research in Bacteriology and Immunity*. Hours and credits to be arranged. Dr. Sears and Dr. Putnam.

DEPARTMENT OF PATHOLOGY

ROBERT L. BENSON	Professor of Pathology
FRANK R. MENNE	Professor of Pathology
WARREN C. HUNTER	Instructor in Pathology
KATHERINE H. KERR	Curator of Museum
MEREDITH BEAVER	Assistant in Pathology
KENNETH G. SMITH	Assistant in Pathology
WINIFRED DOUTHIT	Technician
MONTIE COLDWELL	Technician
C. LEROY HEINECK	Museum Technician

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. (See Pathology Museum in this catalogue.)

REQUIRED COURSES

101. *Pathological Histology, General Pathology.* A course in general pathology, comprising the study of prepared slides supplemented by experiments, fresh and museum specimens. Lectures, recitations and laboratory; 176 hours; eight credits. Dr. Benson and Dr. Hunter.

102. *Systemic Pathology.* Embraces a study of systemic pathology and tumors. Lectures, recitations and laboratory; 132 hours, six credits. Dr. Menne and Dr. Hunter.

103. *Autopsy Clinic.* Studies of autopsies, including a presentation of the clinical history. 22 hours; one credit. Dr. Menne and Dr. Hunter.

201a. *Gynecology.* Gynecologic Pathology. Dr. Menne (See Dept. of Gynecology).

ELECTIVE COURSES

201. *Attendance at Autopsies.* Students are allowed to attend autopsies in small groups. Each student is required to attend at least 6 autopsies. 5th year, one credit. Dr. Hunter.

202. *Advanced Systemic Pathology.* Study of the detached pathology of one system. Hours and credits to be arranged. Drs. Benson or Menne and Dr. Hunter.

203. *Research.* Open to specially qualified students. Hours to be arranged. Drs. Benson and Menne.

DEPARTMENT OF PHARMACOLOGY

HAROLD B. MYERS	<i>Professor of Pharmacology</i>
CLINTON H. THIENES	<i>Instructor in Pharmacology</i>
RANDALL F. WHITE	<i>Instructor in Pharmacology</i>
WILLIAM K. LIVINGSTON, B.A., M.D.	<i>Instructor in Pharmacology</i>
ALOIS TEDISCH	<i>Technician</i>

REQUIRED COURSES

101. *Systematic Pharmacology and Prescription Writing.* Fifth year, winter term; lectures and quizzes 5 hours per week; laboratory, 3 hours per week, total 88 hours; six credits. Dr. Myers, Dr. Thienes, Dr. White and Doctor Livingston.

102. *Systematic Pharmacology and Pharmacodynamics.* Fifth year, winter term; lectures and quizzes 5 hours per week; laboratory, 3 hours per week; total 88 hours; six credits. Dr. Myers, Dr. Thienes, Dr. White and Dr. Livingston.

ELECTIVE COURSES

201. *Toxicology.* Fifth year, spring term; lectures and quizzes 1 hour per week; laboratory 3 hours per week; total 44 hours; two credits. Dr. Myers and Dr. Thienes.

206. *Medicine.* Applied pharmacology is taught in the dispensary in a section of the course described under the department of medicine as course 206.

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. Dr. Myers.

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 4, 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, University of Oregon, during the school year 1920-21, and was among the first ten units established in class A medical schools of the United States at the invitation of the surgeon general.

All students in the school who are citizens of the United States, and are physically fit, are eligible for enrollment in the unit. Its purpose is to train students so that they may qualify for commission in the Officers' reserve corps upon graduation. The course is voluntary, but students who elect to take it must satisfactorily complete it as a prerequisite to graduation unless for sufficient cause they are relieved by the institution authorities. Students who complete the first two years are not required to take further training unless they elect to do so and are selected for advanced training. Uniforms are not worn nor is there any drill required during the school year.

The course occupies a regular place on the schedule and in no way interferes with the regular work and is, in fact, a valuable addition to it. The subjects are so arranged as to 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. The course extends throughout the four years.

Students who can present satisfactory evidence of work performed in Reserve Officers' Training Corps in undergraduate colleges will receive credit for that work upon enrollment in the medical unit at this school. Briefly the course of instruction now required consists of the following:

(a) A theoretical course to be given at the school during the four school years. (The law requires a minimum of 90 hours instruction per year, but since practically every course of study prescribed in this school has important medico-military value, credit for 60 hours instruction is allowed per school year. Therefore only 30 hours instruction per year in this department is required).

(b) A practical course in drill and field duties of a medical officer to be given at summer camps immediately following either the sophomore or junior year. Attendance of all students taking the last two years, or advanced course, is compulsory. The student may elect to take the camp course following either the sophomore or junior year. Each encampment to be of six weeks duration and in addition to drill, instruction is given in map making and reading; medico-military paper work; equitation; construction; operation and repair of motor vehicles; evacuation of sick and wounded from theatre of operations, camp hygiene including disposal of wastes and the destruction of mosquitos and flies.

(c) During the last two years, pay, consisting of the money value of the soldier's ration, amounting to over \$200 is given. The student while attending the summer camp receives, in addition to pay at the rate of 70c per day, his transportation and food en-route to and from the camp, rations, uniforms, shelter, and medical treatment free at the camp.

Elective Credit.—Sixty hours of work, taken in the department of military science and tactics may be counted as a part of the 360 class room hours of elective work required of candidates for the degree of doctor of medicine.

FIRST YEAR

Lectures include the organization and functions of the army in peace and war, and the relation of the medical department thereto. Duties of the medical soldier. The articles of war and army regulations as they affect or relate to the private soldier. The operation and results of anti-venereal work in the army and prescribed method of providing prophylaxis; history of military medicine; military policy of the United States; customs of the service; equipment of the medical soldier; personal hygiene; the army ration; military first aid. One hour a week, one credit.

SECOND YEAR

Lectures include a study of the duties of private and non-commissioned officers of the medical department, as members of sanitary units provided for in the tables of organization, especially of detachments, attached to regiments of infantry, cavalry, artillery, engineers, etc., in combat and under general field conditions. This includes discussion of the authorized equipment allotted each detachment and its employment in aid stations, in camps and other work.

Elements of map making and map reading. Diagrams are to be used showing the posts of the medical department soldier during open and stable warfare and the routes of evacuation of wounded from front to rear. Medical history of campaigns, supply of troops, first aid. One hour a week, one credit.

THIRD YEAR

Lectures include military hygiene and sanitation, particularly as relating to large camps and bodies of men. Functions of the medical department. Physical standards for the recruit. Evacuation and hospitalization of sick and wounded. The supply systems in the army—methods of procurement, distribution, storage and issue. Army regulations. Achievements of military surgeons.

FOURTH YEAR

Lectures include military law and rules of land warfare. First Aid. Chemical warfare service. History and development of hospitals. Hospitalization; types, buildings and sites, equipment, administration, etc.

Civil and military methods in control of disease. Staff relationship; military hygiene; military psychiatry and malingering.

Students graduating from the school, who have satisfactorily completed the course in military science and tactics, will be eligible for commissions in the medical reserve corps of the United States Army in the grade of first lieutenant.

DEPARTMENT OF MEDICINE

Executive Committee in Charge of Department

NOBLE WILEY JONES

T. HOMER COFFEN

JAMES FRANCES 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, J. C. BRILL, J. ALLEN GILBERT, J. C. ELLIOT 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>
CHARLES M. BARBER, ROBERT G. HALL, BLAIR HOLCOMB, G. W. MILETT, J. MILTON MURPHY, DORWIN L. PALMER, FRANK M. TAYLOR, RICHARD H. WELLINGTON, JAMES N. O'DELL	<i>Clinical Instructors</i>
JOHN H. FITZGIBBON, H. H. FOSKETT, FRANK MCCAULEY, ROY A. PAYNE, EDMUND W. SIMMONS	<i>Clinical Assistants</i>
LEWIS F. GRIFFITH	<i>Clinical Lecturer in Psychiatry</i>

INTERNAL MEDICINE
PRESCRIBED COURSES
FIFTH YEAR

201. *Introduction to the Principles of Medicine.* Recitations based on a standard text book; supplemented by lectures listed under 220. Fifth year, spring term, 3 hours a week; three credits. Drs. Holcomb, Simmons and Rush.

202. *Introduction to Physical Diagnosis.* Fifth year, spring term; 16 hours; $\frac{1}{2}$ credit. Dr. Witham.

203. *Laboratory Diagnosis.* Fifth year, spring term, 3 lectures and 6 laboratory hours a week; five credits. Professor Haskins and Dr. Osgood.

SIXTH YEAR

204. *Medicine.* Recitations, 2 hours a week throughout the sixth year; six credits. Drs. Witham, Holcomb and Simmons.

205. *Physical Diagnosis.* Sixth year, fall and winter terms, 2 hours a week; two credits. Dr. Witham.

206. *Dispensary.* 4 hours a week throughout the sixth year; six credits. Drs. Coffen, Payne, Barbee, Rush, Foskett, Myers, Murphy, Taylor, Pierce and Wellington.

207. *Clinical Conferences.* Sixth year, spring term, 2 hours a week, two credits. Drs. Coffen, Selling and Wellington.

208. *Practical Laboratory Diagnosis at the Dispensary.* 1 hour a week throughout the sixth year; one and a half credits. Dr. Foskett.

PRESCRIBED COURSES

SEVENTH YEAR

209. *Medical Clinic.* Multnomah County Hospital; 2 hours a week, 2 terms, throughout the year in sections; 22 hours, one credit. Dr. Short.

209. *Medical Clinic.* Diseases of the Chest. Multnomah County Hospital; 1 hour a week; one term, throughout the year, in sections; 11 hours, one-half credit. Drs. Matson and Bisailon.

209. *Medical Clinic.* Multnomah County Hospital; 1 hour a week, one term, throughout the year in sections; 11 hours, one-half credit. Dr. Jones.

209. *Medical Clinic.* Multnomah County Hospital; 2 hours a week, 1 term, throughout the year in sections; 22 hours, one credit. Dr. Rosenfeld.

209. *Medical Clinic.* Multnomah County Hospital; 2 hours per week, one term, throughout the year in sections; 22 hours, one credit. Dr. Bean.

210. *Medical Clinic.* Portland Surgical Hospital; 2 hours a week, 1 term, throughout the year in sections; 22 hours, one credit. Dr. Sears.

210. *Medical Clinic.* St. Vincent's Hospital; 2 hours a week, 1 term, throughout the year in sections; 22 hours, one credit. Dr. Millett.

210. *Medical Clinic.* St. Vincent's Hospital; 2 hours a week, 1 term, throughout the year in sections; 22 hours, one credit. Dr. O'Dell.

211. *Clinical Clerkships.* Sections of the seventh year class are assigned to the Medical Service of the Multnomah County Hospital in connection with course 209; 2 terms throughout the year; 132 hours.

212. *Clinical Clerkships.* Sections of the seventh year class are assigned to the Medical Service of the St. Vincent's Hospital in connection with course 210; 1 term, throughout the year. 66 hours.

213. *Contagious Diseases.* Contagious Hospital; 1 hour a week, with the cooperation of Dr. Geo. Parrish (city health officer), 1 term throughout the year, in sections; 11 hours. Dr. Hall.

214a. *Bedside Clinic in General Medicine.* Multnomah County Hospital; 1 hour a week, 1 term, throughout the year in sections; 11 hours. Dr. Bean. (Given in conjunction with course 211).

214b. *Bedside Clinic in General Medicine.* Multnomah County Hospital; 1 hour a week, 2 terms, throughout the year in sections; 22 hours. Dr. Rosenfeld. (Given in conjunction with course 211).

214c. *Bedside Clinic in General Medicine.* Multnomah County Hospital; 1 hour a week, 1 term throughout the year in sections; 11 hours. Dr. Bisailon. (Given in conjunction with course 211).

228. *Tuberculosis Clinic.* Portland Free Dispensary; seventh year; throughout the year in sections; 11 hours, one-half credit. Dr. Ray Matson and Dr. Bisailon.

ELECTIVE COURSES

214d. *Bedside Clinic in General Medicine.* Multnomah County Hospital; 1 hour a week throughout the year; 32 hours. Drs. Short, Jones and Rosenfeld. (Given in conjunction with course 211.)

215. *Gastroenterology.* Lecture and conference course in sections, 1 hour a week; 12 hours, fall and spring terms. Drs. Fitzgibbon and Payne.

216. *Diseases of Metabolism and the Ductless Glands.* Lecture and conference course in sections; 1 hour a week; fall and winter terms; 12 hours. Dr. Brill and Dr. Holcomb.

217. *Diseases of the Kidney.* Lecture and conference course in sections; 1 hour a week, winter term; 12 hours. Dr. Millet.

218. *Diseases of the Circulation.* Lecture and conference course in sections; 1 hour a week, winter and spring terms; 12 hours. Drs. Coffen and Jones.

219. *Diseases of the Respiratory System.* Lecture and conference course in sections; 1 hour a week; fall, winter and spring terms; 12 hours. Drs. Matson, Pierce and Bisailon.

226. *Applied Therapeutics.* Seventh year, spring term; lectures and recitations; 11 hours, one credit. Dr. Coffen.

227. *Clinical Diagnosis.* Offered each term for a small group of seventh year students. Hours and credits to be arranged.

NERVOUS AND MENTAL DISEASES

Laurence Selling and Lewis Franklin Griffith

PRESCRIBED COURSES

FIFTH YEAR

220. *Lecture on Anatomy and Physiology of the Nervous System.* (Included in Med. 200); 8 hours. Dr. Selling.

SIXTH YEAR

221. *Clinic at Dispensary;* 2 hours a week throughout the year, in sections; 22 hours. Dr. Selling.

SEVENTH YEAR

222. *Clinic and Lecture on Nervous Diseases.* 1 hour a week, throughout the year; 33 hours. Dr. Selling.

223. *Clinical.* Sections of the seventh year class are assigned to the Neurological Service of Multnomah County Hospital in connection with course 222; one term throughout the year, in sections; 11 hours. Dr. Selling.

224. *Clinic and Lectures on Mental Diseases.* 1 hour a week, winter term; 11 hours, one credit. Dr. Griffith.

225. *Psychopathology.* (Elective). 1 hour a week throughout the winter term; one credit. Dr. Gilbert.

DERMATOLOGY AND SYPHILOLOGY

J. C. Elliott King, Harvey Gamaliel Parker, and Lyle Boyle Kingery

PRESCRIBED COURSES

230. *Dermatological Pathology.* Lectures; sixth year, spring term; 1 hour a week; 11 hours, one credit.

231. *Syphilis Lectures.* Sixth year, winter term; 1 hour a week; 11 hours, one credit. Dr. Kingery.

232. *Clinical Lectures and Conference Courses.* Seventh year; 1 hour a week for each section, throughout the year; 33 hours, three credits. (Three sections). Drs. King, Parker and Kingery.

DEPARTMENT OF RADIOLOGY

RALPH C. WALKERAssociate in Medicine
DORWIN L. PALMER, FRANK E. BUTLER, LOUIS L. POYNTZInstructors
R. W. JOHNSONTechnical Assistant

PRESCRIBED COURSES

201. *Elementary Radiology. Sixth year.* This course of 22 lectures of one hour each will be given twice a week, throughout the spring term. 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 especially the osseous system. Some of the lectures will be of a practical nature in the actual demonstration of Roentgen technique. 22 hours, two credits. Drs. Walker, Palmer and Poyntz.

202. *Advanced Radiology. Seventh year.* This lecture course, one hour each week throughout the year, will be a continuation of the diagnostic work of the sixth year, but will include a consideration of the interpretation of pathology as depicted on the radiograph and fluorescent screen. In addition to the diagnostic side of Radiology, the therapeutic application will also be dealt with under its natural headings; the physics and basic principles of Roentgenotherapy and radioactive substances; the rationale of the method, its uses, limitations and dangers. 33 hours; three credits. Drs. Walker, Palmer and Butler.

Clinical work in connection with the above courses will be given at the Portland Free Dispensary under Dr. Butler and at the Multnomah County Hospital under Dr. Palmer.

ELECTIVE

211. *X-ray Technique.* Seventh year; spring term; 11 hours, one-half credit. Dr. Butler.

DEPARTMENT OF PEDIATRICS

J. B. BILDERBACK *Professor*
 JAMES W. ROSENFELD, L. HOWARD SMITH *Associates in Pediatrics*
 JAMES F. BELL, HELEN G. DENNIS, A. E. GOURDEAU, I. M. WOOLLEY *Instructors*

PRESCRIBED COURSES

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 sixth year; total 132 hours, six credits. Drs. Smith and Gourdeau.

203. *Diseases of Infancy and Childhood.* Seventh year, fall term; 2 hours per week; total 22 hours, two credits. Dr. Bilderback.

204. *Diseases of Infancy and Childhood.* Continuation of 203. Seventh year, winter and spring terms; 2 hours per week; total 44 hours; four credits. Dr. Bilderback.

205. *Dispensary.* Seventh year, throughout the year, in sections; 5½ weeks, 3 days, 2 hours; total 33 hours; one and one-half credits. Drs. Rosenfeld, Smith, Bell 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

J. EARL ELSE WILLIAM B. HOLDEN PAUL ROCKEY

OTIS F. AKIN, ROBERT C. COFFEY, RICHARD B. DILLEHUNT, WILLIAM B. HOLDEN,
 THOMAS M. JOYCE, ALPHA E. ROCKEY, ERNST A. SOMMER *Clinicians*
 ALVIN W. BAIRD, J. EARL ELSE *Assistant Professors*
 CHARLES D. BODINE, LUTHER H. HAMILTON, CHARLES R. McCLURE, GEORGE NORMAN
 PEASE, PAUL ROCKEY, EUGENE W. ROCKEY *Associates in Surgery*
 ALBERT H. CANTRIL, GARRETT LEE HYNSON, KARL P. MORAN, KARL J. SWENSON,
 BENJAMIN N. WADE, G. BLAINE GARRISON, LOUIS GAMBEE, JOHN R. STEAGALL,
 EDWARD W. ST. PIERRE, W. DONALD NICKELSEN, WAYNE J. STATER, WILLIAM E.
 SAVAGE, LESTER T. JONES *Clinical Instructors*

FIFTH YEAR
PRESCRIBED COURSES

201. *Surgery Recitation*. Spring term; recitations 3 hours per week; total 33 hours; three credits. Drs. Wade and Gambee.

SIXTH YEAR

202. *Surgery Recitation*. Fall term; recitations 3 hours per week; total 33 hours; three credits. Drs. Wade and Gambee.

203. *Surgery Dispensary*. One term; $4\frac{1}{2}$ hours per week; 49 hours; two credits. Drs. Steagall, Swensen, Garrison, Gambee, Nickelsen and Stater.

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 per week; total 88 hours; four credits. Drs. Baird, Bodine, Cantril, Moran, Pease, Sommer, St. Pierre and Hamilton.

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.

SEVENTH YEAR

221. *Surgery of the Head and Neck*. A bedside clinic; 2 hours a week; one term; 22 hours; one credit. Dr. Joyce.

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; one term; 44 hours; two credits. Dr. Holden.

224. *General Surgical Clinics*. 4 hours a week; one term; 44 hours; two credits. Drs. A. E. Rockey, Paul Rockey and E. W. Rockey.

225. *General Surgical Clinics*. 4 hours a week; one term; 44 hours; two credits. Dr. Coffey.

226. *Surgical Pathology and Surgical Diagnosis*. Seventh year; 2 hours; two terms; total 44 hours; two credits. Dr. Else.

227. *Clinical Clerkship*. 2 hours per week; one term; 22 hours; one credit. Dr. Garrison.

ELECTIVE COURSES

230. *Goutre Clinic*. Sixth year; $1\frac{1}{2}$ hours a week for one term; one credit. Drs. Else and Jones.

231. *Operative Surgery*. Seventh year; operative procedure upon the cadaver; two-hour period once a week. Time to be arranged. Dr. Savage.

232. *Operative Surgery*. Operative work upon animals; 2 hours a week. Time to be arranged.

233. *Orthopedic Clinic*. Two hours per week, each term, at Portland Free Dispensary. Drs. Dillehunt and McClure.

GENITO-URINARY DISEASES

ALBERT E. MACKAY	Professor
H. W. HOWARD, J. GUY STROHM	Instructors
CLARENCE D. MOFFATT, FLOYD SOUTH, M. E. WILSON	Assistants

201. *Diseases Affecting the Genito-Urinary Tract.* Sixth year, spring term; lectures and clinics 2 hours per week; total 22 hours; two credits. Dr. Mackay.

202. *Genito-Urinary Tract.* Continuation of 201. Seventh year, fall and winter terms; lectures and clinics 2 hours per week; total 44 hours; two credits. Dr. Mackay.

203. *Dispensary.* Seventh year, throughout the year, in sections; 5½ weeks, 3 days, 2 hours, total 35 hours; one and one-half credits. Drs. Howard, Strohm, Moffatt, South, and Wilson.

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, C. M. PEARCE, DAVID N. ROBERG, R. LEE WOOD, R. D. ALTON	Instructors

PRESCRIBED COURSES

SIXTH 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; 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 year; 6 hours a week for 4 weeks; one credit.

SEVENTH YEAR

203. *Eye.* Lectures, demonstrations, quizzes at each lecture and operative clinics. 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 COURSES

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. Seventh year, winter term; 12 hours, one credit. Dr. Lucas.

DEPARTMENT OF GYNECOLOGY AND OBSTETRICS

GYNECOLOGY

ANDREW J. GIESY	Emeritus Professor
ERNEST F. TUCKER	Emeritus Professor
RAYMOND E. WATKINS	Assistant Professor and Chairman of Department of Gynecology
OTIS B. WIGHT	Assistant Professor
ALBERT MATHIEU	Associate in Gynecology
RALPH M. DOBSON, EUGENE P. STEINMETZ, VERNON E. DUDMAN, ROBERT H. ELLIS	Clinical Instructors
FRANK R. MENNE	Professor of Gynecologic Pathology

201. *Gynecology*. Sixth year, fall term; lectures and recitations, 2 hours per week; 22 hours; two credits. Dr. Watkins and associates.

201a. *Gynecological Pathology*. Sixth year, spring term; lectures 1 hour, laboratory 2 hours per week; 33 hours, two credits. Professor Menne.

201b. *Gynecology*. Sixth year, winter term; lectures, demonstrations and recitations; 2 hours per week; 22 hours; two credits. Dr. Watkins.

202. *Clinical Gynecology*. Multnomah County Hospital. Seventh year, one term; clinics, 2 hours per week; 22 hours; one credit. Dr. Watkins, Dr. Mathieu, and Dr. Ellis.

203. *Practical Gynecology*. Seventh year; dispensary throughout the year, in sections; 5 weeks, 6 hours per week; 33 hours; one and one-half credits.

OBSTETRICS

EDMOND JOHN LABBE	Professor
CLARENCE J. McCUSKER	Assistant Professor
ALLAN P. NOYES, COURTLAND L. BOOTH, V. E. DUDMAN, ALBERT MATHIEU, E. E. GAMBEE, E. P. STEINMETZ	Instructors

FIFTH YEAR

201. *Introductory Obstetrics*. Spring term; lectures and recitations, 2 hours per week; 22 hours; two credits. Dr. McCusker.

SIXTH YEAR

202. *Advanced Obstetrics*. Fall and winter terms; lectures and conferences, 2 hours per week; 44 hours; four credits. Dr. Labbè or Dr. McCusker.

203. *Practical Obstetrics*. Winter term; conferences and practical work with the mannikin, 1 hour per week; 11 hours; one-half credit. Dr. Mathieu.

SEVENTH YEAR

205. *Ante- and Post-Partum Care*. Seventh year, throughout the year, in sections; 2 hours per week for 11 weeks; one credit. Drs. McCusker, Gambee and Steinmetz.

206. *Out-Patient Service*. Seventh year, throughout. Each student must be in attendance on at least six cases; three credits. Arranged and checked by Dr. Dudman.

ADDITIONAL COURSES

202. *Sociology for Physicians*. (Elective). 2 hours a week throughout the winter term. Two credits. Dr. Parsons.

203. *Oral Hygiene and Oral Pathology*. Spring term, seventh year; 7 lectures; one-half credit. Dr. Chance.

204. *Medical Jurisprudence*. (Required). Seventh year, spring term; 11 hours; one credit. District Attorney Stanley Myers, Drs. Josephi, Myers, Wight, and Benson.

SCHOOL OF MUSIC

THE FACULTY

PRINCE L. CAMPBELL.....	<i>President of the University</i>
JOHN J. LANDSBURY.....	<i>Dean of the School</i>
JOHN STARK EVANS.....	<i>Associate Dean</i>
CARLTON E. SPENCER.....	<i>Registrar of the University</i>
M. H. DOUGLASS.....	<i>University Librarian</i>

LOUIS ARTAU.....	<i>Piano</i>
ANNA LANDSBURY BECK.....	<i>Public School Music</i>
MINNIE G. DOUGLASS.....	<i>Piano</i>
JOHN STARK EVANS.....	<i>Piano, Organ</i>
MADAME ROSE MCGREW.....	<i>Voice, Opera</i>
JOHN SEIFERT.....	<i>Voice</i>
WELLINGTON SLOANE.....	<i>Piano</i>
JANE SCOTSFORD THACHER.....	<i>Piano</i>
AURORA POTTER UNDERWOOD.....	<i>Piano</i>
REX UNDERWOOD.....	<i>Violin</i>

ORGANIZATION AND DEGREES

The school of music was organized in 1902, although a department of music had been instituted before that time.

This school takes care of that large and rapidly increasing group of regularly matriculated University students who are expected to take a degree in four years and who will offer music either as a major or minor subject. The idea that the intelligent study of music may be made a large and contributing factor in education is not a new one in theory but too often in practice the demands of the ordinary curriculum have been such as to leave little or no place for it. In the University of Oregon, however, music is a part of the "regular" University course of study. The students may offer it as a major subject under the same conditions as language, science, history or mathematics.

The student choosing music as a major subject may proceed toward either the degree of bachelor of arts or bachelor of science in the College of Literature, Science and the Arts, or to the technical degree of bachelor of music.

For the college degrees, only six term hours of applied music, such as piano, violin, etc. may be submitted, the remainder of the major subject being taken from the courses in theoretical music.

BACHELOR OF MUSIC DEGREE

For unconditioned admission to freshman standing in the professional course, leading to the degree of bachelor of music, the student must satisfy the general entrance requirements of the University, and in addition present evidence, either by examination or by statement from a duly "accredited" music teacher, that he has completed a satisfactory preparatory musical course.

As in the case of the bachelor of arts and science degrees 186 term-hours of work is required for graduation. However, more credit is allowed for applied music and the student substitutes school requirements for the University requirements.

These requirements are as follows:

	Piano hours	Voice hours
Major subject, piano, organ, stringed instrument, etc.	72	
Major subject, voice		36
Minor subjects	9	9
Science and History of Music and allied subjects	30	30
Modern Language	24	
Modern Language (including one year of Italian)		36
English	9	9
Electives	36	60
Physical Education	6	6
Totals	186	186

In case a student majors in voice or violin, his minor 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

Fee 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, Riechter 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 form; 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, two 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.*

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, LL.D.	.....	President of the University
JOHN FREEMAN BOVARD, Ph.D.	.....	Dean of the School
CARLTON E. SPENCER, B.A., LL.B.	.....	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
GERTRUDE B. MANCHESTER, B.A.	.....	Instructor in Physical Education
LILLIAN STUPP, M.A.	.....	Instructor in Physical Education
EMMA F. WATERMAN, B.A.	.....	Instructor in Physical Education
BARBARA PAGE, 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
RUDOLPH FAHL, B.P.E., M.A.	.....	Instructor in Physical Education
DELBERT OBERTUEFFER, M.A.	.....	Instructor in Physical Education
EARL WIDMER, B.S.	.....	Instructor in Physical Education

DEPARTMENT OF ATHLETICS

VIRGIL D. EARL, B.A.	.....	Professor of Physical Education and Director of Athletics
WILLIAM L. HAYWARD	.....	Professor of Physical Education and Coach of Track Athletics
RICHARD SHORE SMITH, B.A.	.....	Coach of Football
WILLIAM J. REINHART	.....	Instructor in Physical Education and Coach of Basketball and Baseball

UNIVERSITY HEALTH SERVICE

WILLIAM KUYKENDALL, M.D.	Chief of Staff, University Health Service
G. A. ROSS, M.D.	Assistant University Physician
BERTHA STUART, M.D.	Medical Consultant for Women
P. J. BARTLE, M.D.	Consulting Physician
D. C. STANARD, M.D.	Consulting Physician
F. N. MILLER, M.D.	Consulting Physician
ELIZABETH FREEMAN, R.N.	Nurse
JANE GAVIN, R.N.	Nurse
ELENE GURR, R.N.	Nurse
RUTH HARVEY, R.N.	Nurse
MARGARET MACGREGOR, R.N.	Nurse
LENORE COX	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.
3. Intercollegiate athletics.
2. Physical education for men.
4. University health service.

The school supplies service courses for the University through the departments for men and women, physical education being required of all students during the first two years of their residence. All freshmen on entering, are given a medical examination by the University health service so that the student may be properly adjusted to his physical activities.

A course of study, in which all departments cooperate, is shown on another page and is intended as the foundation training for those who wish to specialize in the various fields of physical education. Such a course should be followed during the graduate years by a more intensive study if one expects to make physical education a profession. Some of the opportunities for service in physical education are as high school directors, city supervisors, community and play-ground managers, college and university instructors and directors, coaches of major and minor sports.

THE UNIVERSITY HEALTH SERVICE

While the health service is maintained primarily for the care of students who may become ill during their stay on the campus, it is also looked upon as an educational institution aiming to teach preventative medicine and hygiene. Through its consultations, examinations and advice it attempts to point out the causes of ill health and to present clearly the fundamental laws of good health.

The courses in hygiene 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 specialist 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 the 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. Every effort should be made to have the physical examination completed before regular university work begins, especially 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 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 fees are payable but once and supply uniforms for the entire four years of undergraduate work.

TEACHER'S 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

FRESHMAN			
	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Introduction to Physical Education	2	2	2
Physical Education for freshman majors	1	1	1
Animal Biology	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
	<u>16</u>	<u>16</u>	<u>16</u>

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
	<u>16-17</u>	<u>16-17</u>	<u>16-17</u>

JUNIOR			
Principles and Technique of Gymnastic Teaching	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
Elective			1-2
	<u>15</u>	<u>15</u>	<u>15</u>

SENIOR (Women)			
Principles of Physical Education		3	
Advanced Gymnastics and Coaching of Sports (women)	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
	<u>16</u>	<u>16</u>	<u>16</u>

SENIOR (Men)			
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

	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Total</i>
*Introduction to Physical Education	3	3	3	9
*Fundamentals of Physical Education	3	3	3	9
Playground and Community Recreation	2-3	2-3	2-3	6-9
Technique of Teaching	2	2		4
Coaching (at least one course)				2
Participation in three sports under supervision (no credit)				
	<u>10</u>	<u>10</u>	<u>9</u>	<u>31</u>

* The one hour course of Physical Education for majors is included in this.

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.

112-113-114-115. *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.

112. Football.....*Fall term.*

113. Basketball*Winter term.*

114. Baseball or 115 Track*Spring 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 practise in class instruction. The basic principles of selection, classification and progression of exercise are considered.

Two hours.

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 laboratory period a week for one term (selected for any one term).

One hour, 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 practise 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 term.

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 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.
Two hours, each 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 of 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.

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. Dr. Stuart. *Three hours, each term.*

202. *Research in Corrective Gymnastics and Physiotherapy*. Specially qualified students may arrange for work of this kind on consent of Dr. Stuart. Dr. Stuart.

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.

SCHOOL OF SOCIOLOGY

THE FACULTY

P. L. CAMPBELL, B.A., LL.D.	.....	<i>President of the University</i>
F. G. YOUNG, B.A., LL.D.	.....	<i>Dean of the School of Sociology</i>
CARLTON E. SPENCER, B.A., LL.B.	.....	<i>Registrar of the University</i>
M. H. DOUGLASS, M.A.	.....	<i>University Librarian</i>
<hr/>		
J. W. ALBIG, M.A.	.....	<i>Instructor in Sociology</i>
P. A. PARSONS, Ph.D.	.....	<i>Professor of Sociology</i>

ORGANIZATION

The work of the school of sociology is arranged to provide cultural courses for undergraduates and professional training for social workers and for civic leaders. The courses in theory lead to advanced degrees and prepare for effective handling of the problems of progress in present day democratic society. The courses in applied sociology afford training for social workers. To secure more available facilities for supervised field work the courses in applied sociology are given mainly at Portland, under the 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, Evolution and Growth.
- 3 term hours in Psychological Foundations.

UPPER DIVISION

- 15 term hours in Principles of Sociology and Social Adjustment (New Social Order).
- 12 term hours, Theory of Social Progress and Community Organization and Development.

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.

Courses required:

- Principles of Sociology, 10 term hours.
- Theory of Progress, 6 term hours.
- Sociological Systems, 9 term hours.

COURSES OF STUDY FOR MAJORS 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:

	Fall	Winter	Spring
FRESHMAN			
Modern European or English History	4	4	4
Animal Biology	4	4	4
Foreign Language	4	4	4
Elective,	1-3	1-3	1-3
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16-17	15-17	15-17
SOPHOMORE			
Social Origins, Primitive Society and Culture, and Psychological Foundation	3	3	3
Beginner's Psychology	4	4	4
Foreign Language (continuation)	3-4	3-4	3-4
Principles of Economics and Labor Problems	4	4	4
Military Science (men)	1	1	1
Physical Education	1	1	1
	16-17	16-17	16-17
JUNIOR			
Principles of Sociology	5	5	
The New Social Order			5
Education 61, 62, 63 (for those intending to teach)	3	3	3
Minor, norm, or elective	8-10	8-10	8-10
	16-18	16-18	16-18
SENIOR			
Theory of Social Progress	3	3	
Community Organization and Development			3
Advanced sociology electives	3	3	3
Education (for those intending to teach)	3	3	3
Minor, norm, or elective	7-10	7-10	7-10
	17-19	17-19	17-19

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.

1a. *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. Albig. *Three hours, fall term.*

1b. *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. Albig.

Three hours, winter term.

1c. *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. Albig.

Three hours, spring term.

UPPER DIVISION

104a,b,c. *Principles of Sociology.* The influences and factors, determining human life in association are studied. A comprehensive view of the social process is developed. *Five hours, fall and winter 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. *Five hours, spring term.*

109-110-111. *Social Work Seminar.* Lectures, readings, written reports and papers designed to harmonize the campus class work with the social work training of the Portland school. The various fields of social work will be discussed and the student will familiarize himself with the literature, periodicals, and conspicuous examples of social work in its numerous phases. Open to juniors and seniors electing the pre-social work major in the school of sociology. Parsons. *Three hours, each term.*

120. *Sociology and Ethics.* The development of a world view with the sociological method and the application of it to the more fundamental and pressing ethical problems of the present time.

Three hours, spring term.

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.*

151a,b,c. *Introduction to Modern Social Problems.* The nature and causes of the Social Problem and its manifestations in present day problems. *Two hours, each term.*

152. *Social Unrest.* The nature and causes of social unrest, and its relation to social problems. 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. 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. 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.*

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. CREBECH, B.A.....	Assistant Director; Assistant Professor of Applied Sociology
HELEN S. HARTLEY, 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
EARL KILPATRICK, B.A.....	Dean of the Extension Division, and Professor of Sociology
ALFRED POWERS, B.A.....	Director of Social Welfare and Visual Instruction, and Associate Professor of Journalism
CHARLES N. REYNOLDS, M.A.....	Executive Secretary of Medical School; Lecturer in Sociology

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

FRESHMAN			
	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
European or English History	3-4	3-4	3-4
Modern Language	4	4	4
Animal Biology	4	4	4
Modern Governments or Outlines of 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
	15-17	15-17	15-17

	JUNIOR		
	Fall	Winter	Spring
Principles of Sociology	5	5	
New Social Order			5
Theory of Social Progress	3	3	
Community Organization			3
Social Work Seminar	2	2	2
Written English	3	3	3
Psychology or Economics	3	3	3
	16	16	16

Description of Courses

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.

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. Hartley.

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.

157. *Seminar in Social Problems.* Open to senior students. Seminar methods, assignments of topics, readings, and discussions. Lectures on research methods, trial outlines, and preliminary papers. Selection of topics for theses, preparation of outlines and bibliographies; thesis. Parsons.

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, three terms.

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, Hartley, Parsons.

Five hours, three terms.

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, three terms.

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. Hartley.

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. Hartley.

Two hours, spring term.

184a,b,c. *Development and Organization of Public Health Nursing.* Hartley.

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. Blakely.

187. *Administration of Public Health Nursing.* A course in principles of administration and supervision, open to advanced students. Hartley.

Three hours, three terms.

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. Hartley.

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. Hartley.

Five hours, three terms.

190. *Public Health Nursing.* For senior students in schools for nurses. Introductory presentation of public health nursing in its various phases. Hartley.

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. Hartley.

Two hours, three terms.

218. *Graduate Seminar in Applied Psychology.* Graduate students taking a major or minor in sociology. Parsons.

Two to four hours, three terms.

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. Reynolds.

One hour, three terms.

140. *Community Organization.* A study of the principles and practice of effective community organization. Kilpatrick.

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.

THE SUMMER SESSIONS

THE FACULTY, 1924

PRINCE L. CAMPBELL, LL.D.	.....	President of the University
GEORGE REBEC, Ph.D.	.....	Dean of the Graduate School
CARLTON E. SPENCER, B.A., LL.B.	.....	Registrar of the University

THE CAMPUS SESSION

FRED L. STETSON, M.A.	.....	Director of the Campus Summer Session
ERNEST S. BATES, Ph.D.	.....	Professor of Philosophy and Contemporary Literature
ANNA LANDBURY BECK, B.A.	.....	Professor of Public School Music
L. L. BURLINGAME, Ph.D.	.....	Associate Professor of Botany, Stanford
ALBERT E. CASWELL, Ph.D.	.....	Professor of Physics
DAN E. CLARK, Ph.D.	.....	Associate Professor of Political Science
TIMOTHY CLOMAN, Ph.D.	.....	Professor of Romance Languages
EDGAR E. DECOU, M.A.	.....	Professor of Mathematics
VIRGIL D. EARL, B.A.	.....	Director of Athletics
THOMAS D. ELIOT, Ph.D.	.....	Professor of Sociology, Northwestern
JAMES H. GILBERT, Ph.D.	.....	Professor of Economics
HENRIETTE GOUY, B.A. Brevèt Superieur, University of Marseilles	.....	Instructor in Romance Languages
SAMUEL B. HARDING, Ph.D.	.....	Professor of History, Minnesota
BENJAMIN HORNING M.S.	.....	Assistant Professor of Zoology
ELBERT L. HOSKINS, B.S.	.....	Assistant Professor of Education
MILDRED LE COMPTÉ, B.A.	.....	Assistant in Physical Education
AUSTIN LANDRETH, B.A.	.....	Instructor in Education
WILLIAM K. LIVINGSTON, M.A., M.D.	.....	University Physician
CECILE MCALISTER, B.A.	.....	Instructor in Psychology
E. D. MCALISTER, B.A.	.....	Assistant in Physics
MABEL E. MCCLAIN, B.A., B.S.	.....	Circulation Librarian, University Library
WILLIAM E. MILNE, Ph.D.	.....	Professor of Mathematics
DELBERT H. OBERTEUFER, M.A.	.....	Instructor in Physical Education
E. T. HODGE, Ph.D.	.....	Professor of Geology
BARBARA PAGE, B.A.	.....	Instructor in Physical Education
FERGUS REDDIE, B.A.	.....	Professor of Drama and the Speech Arts
WILLIAM REINHART	.....	Instructor in Physical Education
EDWARD THORSTENBERG, Ph.D.	.....	Professor of Germanic Languages and Literature
H. D. SHELDON, Ph.D.	.....	Professor of Education
FREDERICK L. SHINN, Ph.D.	.....	Professor of Chemistry
J. DUNCAN SPAETH, Ph.D.	.....	Professor of English, Princeton
MARTHA E. SPAFFORD, B.A.	.....	Continuation Cataloguer, University Library
PETER L. SPENCER, M.A.	.....	Instructor in Education
F. L. STETSON, M.A.	.....	Professor of Education
W. F. G. THACHER, M.A.	.....	Professor of English
GEORGE TURNBULL, B.A.	.....	Professor of Journalism
ETHEL WAKEFIELD, B.A.	.....	Instructor in Education
CARLTON W. WASHBURN, M.A.	.....	Superintendent of Schools, Winnetka, Ill.
EMMA F. WATERMAN, B.A.	.....	Assistant Professor of Physical Education
MARIAN P. WATTS, B.A.	.....	Reference and Periodical Librarian
ROGER J. WILLIAMS, Ph.D.	.....	Associate Professor of Chemistry
C. H. WOODY, M.A.	.....	Assistant Professor of American History, State College of Washington
KIMBALL YOUNG, Ph.D.	.....	Assistant Professor of Psychology

THE PORTLAND SESSION

EARL KILPATRICK, B.A.	.....	Director of the Portland Session
ALFRED POWERS, B.A.	.....	Assistant Director of the Portland Session
GEORGE REBEC, Ph.D.	.....	Dean of the Graduate School
MARGARET M. SHARP	.....	Secretary of the Portland Extension Center
DONALD G. BARNES, Ph.D.	.....	Assistant Professor of History, Oregon
WILLIAM H. BOYER	.....	Supervisor of Music, Portland Public Schools
CATHERINE A. BRADSHAW	.....	Secretary of Portland Americanization Council
MARGARET D. CREECH, B.A.	.....	Assistant Director, School of Social Work; Assistant Professor of Sociology
SAIDIE ORR-DUNBAR	.....	Executive Secretary, Oregon Tuberculosis Association
BERNARD C. EWER, Ph.D.	.....	Professor of Psychology, Pomona College
CHRISTIAN GAUSS, Ph.D.	.....	Professor of Modern Languages, Princeton
F. W. GOODRICH	.....	Instructor in Music, Portland Center
CARDINAL GOODWIN, Ph.D.	.....	Professor of History, Mills College
HENRY M. GRANT, B.A.	.....	Executive Secretary, Oregon Social Hygiene Society
HELEN S. HARTLEY, B.S., R.N.	.....	Director, Public Health Nursing, Portland School of Social Work
JOHN C. HENDERSON, B.S.	.....	Supervisor of Recreation, Portland Bureau of Parks

RALPH C. HOEBER, M.A.	Instructor in Public Speaking and Economics, Portland Center
EARL KILPATRICK, B.A.	Dean of the Extension Division, Oregon
ESTELLA FORD WARNER, M.D.	Medical Director, Bureau of Child Hygiene, Oregon State Board of Health
ROBERT KROHN	Supervisor of Physical Education, Portland Public Schools
H. G. LULL, Ph.D.	Director Teachers' Training, State Teachers' College, Emporia, Kansas
CHARLES MCKINLEY, M.A.	Assistant Professor of Political Science, Reed College
FRITZ MARTI, Ph.D.	Instructor in Philosophy
MABLE HOLMES PARSONS, M.A.	Professor of Rhetoric, Oregon
PHILIP A. PARSONS, Ph.D.	Professor of Sociology, Oregon; Director of Portland School of Social Work
MARY H. PERKINS, M.A.	Professor of English, Oregon
ALFRED POWERS, B.A.	Associate Professor of Journalism, Oregon
IRA RICHARDSON, M.A.	Acting Dean of the Graduate School, State Teachers' College, Greeley, Colorado
ALBERT R. SWEETSER, M.A.	Professor of Botany, Oregon
CLINTON H. THLENES, M.A., M.D.	Instructor in University of Oregon Medical School
ELNORA E. THOMSON, R.N.	Pacific Coast Field Director, American Child Health Association
F. MIROU WARRINGTON (Diplome de l'Universite de Paris)	Professor of Commerce, Oregon
ESTHER W. WUEST	Supervisor of Art, Portland Public Schools

INTRODUCTORY

The twenty-first annual summer session of the University of Oregon will be held simultaneously on the campus at Eugene and in the Portland Center, beginning the week after commencement and continuing for six weeks.

On the campus at Eugene, emphasis will be placed upon courses of specialized, advanced and graduate character wherein the libraries and laboratories of the University can be utilized fully. In the Portland Center courses of more general character will be offered, reference work being done in the Multnomah County Library. The differentiation does not mean that there will be no elementary courses at Eugene and no advanced courses at Portland. It means, rather, that elementary courses will be offered at Eugene only in those subjects which the demand is heavy or the need for the specialized facilities evident; and that advanced work in Portland will be restricted to courses in which large enrollment can be predicted.

REGISTRATION

Registration for the 1925 sessions will take place on Monday, June 22. The registration fee for the summer session is twelve dollars and fifty cents (\$12.50). 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 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 a 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:

English	3	History	1
Algebra	1	Science (with laboratory)	1
Geometry	1	Additional unit in any subject in this group	1
One foreign language	2		

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 Requirement for Degrees—At least 45 term-hours must be earned in residence at the University of Oregon. The 45 term-hours immediately preceding graduation must also be earned with the University, although not necessarily in residence.

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.

GRADUATE WORK

Special consideration is given to the requirements of graduate students in planning the work of the campus summer session. A number of courses are offered which are open to graduate students only. Many of the upper division courses are so arranged that they may be used for graduate credit. The visiting members of the summer session faculty are selected for the stimulus which they can bring to the graduate work. In most departments the summer courses are arranged in two or three year sequences. Qualified students doing advanced or graduate work may, by special arrangement with their instructors, continue independent study for an additional six weeks in the library or the laboratories of the university.

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 graduate study published in the bulletin of the graduate school (to be had upon application to the Registrar).

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, 652 Courthouse, Portland, Oregon.

THE EXTENSION DIVISION

OFFICERS OF ADMINISTRATION

PRINCE L. CAMPBELL, B.A., LL.D.	President of the University
EARL KILPATRICK, B.A.	Dean of the Extension Division, and Director of the Portland Center
CARLTON E. SPENCER, B.A., LL.B.	Registrar of the University
DAN E. CLARK, Ph.D.	Director of Instruction by Correspondence
ALFRED POWERS, B.A.	Director of Social Welfare and Visual Instruction
EDMUND F. CARLETON, B.A.	Field Representative
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
CELIA V. HAGER, M.A.	Instructor in Psychology
HELEN S. HARTLEY, B.S., R.N.	Director of Public Health Nurse Training; Assistant Professor of Applied Sociology
PHILIP W. JANNEY, B.A. (C.P.A.)	Assistant Professor of Business Administration
EARL KILPATRICK, B.A.	Professor of Sociology
*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
F. MIRON WARRINGTON, Diplôme de l'Université de Paris	Professor of Business Administration
PERGY P. ADAMS, B.S.	School of Architecture and Allied Arts, University of Oregon
DONALD G. BARNES, Ph.D.	Department of History, University of Oregon
HAROLD R. BENJAMIN, M.A.	School of Education, University of Oregon
ROBERT L. BENSON, M.A., M.D.	School of Medicine, University of Oregon
GEORGE E. BURGET, Ph.D.	School of Medicine, University of Oregon
DAN E. CLARK, Ph.D.	Department of History, University of Oregon
ROBERT C. CLARK, Ph.D.	Department of History, University of Oregon
RUDOLPH H. ERNST, Ph.D.	Department of English, University of Oregon
FRANKLIN E. FOLTS, M.B.A.	School of Business Administration, University of Oregon
WILMOT C. FOSTER, M.A., M.D.	School of Medicine, University of Oregon
EDWIN T. HODGE, Ph.D.	Department of Geology, University of Oregon
RALPH C. HOEBER, M.A.	Department of Economics, University of Oregon
OLOF LARSELL, Ph.D.	School of Medicine, University of Oregon
ELLIS F. LAWRENCE, M.S.	School of Architecture and Allied Arts, University of Oregon
FRITZ MARTI, Ph.D.	Department of Philosophy, University of Oregon
FRANK R. MENNE, B.S., M.D.	School of Medicine, University of Oregon
EARL L. PACKARD, Ph.D.	Department of Geology, University of Oregon
ALFRED POWERS, B.A.	School of Journalism, University of Oregon
KATE SCHAEFER, B.A.	School of Architecture and Allied Arts, University of Oregon
FRIEDRICH G. G. SCHMIDT, Ph.D.	Department of Germanic Languages and Literature, University of Oregon
HARRY J. SEARS, Ph.D.	School of Medicine, University of Oregon
HENRY DAVIDSON SHELDON, Ph.D.	School of Education, University of Oregon
WARREN D. SMITH, Ph.D.	Department of Geology, University of Oregon
FRED L. STETSON, M.A.	School of Education, University of Oregon
W. F. G. THACHER, M.A.	Department of English, University of Oregon
CLINTON H. THIENES, M.A., M.D.	School of Medicine, University of Oregon
GEORGE TURNBULL, B.A.	School of Journalism, University of Oregon
WILLIAM H. BOYER	Supervisor of Music, Portland Public Schools
VICTOR L. O. CHITTRICK, Ph.D.	Professor of Contemporary and American Literature, Reed College
GEORGE EHINGER, B.A.	Secretary of the Oregon Child Welfare Commission
FRED A. FRITSCH	Portland
MADAME GEORGE E. FROST, Diploma, State Examination in Philology, Berlin	Portland
FREDERICK W. GOODRICH	Portland
HENRY M. GRANT, B.A.	Executive Secretary, Oregon Social Hygiene Society
ALFRED R. HEDRICK, M.A.	Instructor in English and Latin, Washington High School, Portland
JOHN C. HENDERSON, B.S.	Portland Community Service
J. HUNT HENDRICKSON, B.A., LL.B.	Dean of the Northwestern School of Law, Portland
FRANK H. HILTON, J.D.	Attorney, Portland
NICHOLAS JAUREGUY, B.A., LL.B.	Portland
WILLIAM S. KIRKPATRICK	Portland
GEORGE L. KOEHN	Portland

* Leave of absence, 1924-25.

ESTHER M. KREBS.....	Portland
ROBERT KROHN.....	Supervisor of Physical Culture, Portland Public Schools
RICHARD H. MARTIN.....	Portland
I. A. MELENDY, M.A.....	Vice-Principal of Franklin High School, Portland
*HENRIETTA E. MOORE, Ph.D.....	Portland
DOUGLAS POWELL.....	Portland
HENRY F. PRICE, Ph.D.....	Professor of Mathematics, Pacific University
BENIAMINO RE, Colgate Theological Seminary.....	Portland
CHARLES N. REYNOLDS, M.A.....	Executive Secretary, School of Medicine, Portland
CHARLES A. RICE, M.A.....	Assistant Superintendent, Portland Public Schools
M. ELEANOR SLINGERLAND, B.A.....	Portland
HAROLD S. TUTTLE, M.A.....	Professor of Education, Pacific University
FRED I. WEBER.....	Assistant Cashier, Hibernia Bank, Portland
ESTHER W. WUEST, Chicago Art Institute.....	Supervisor of Art, Portland Public Schools

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.

DEPARTMENT OF 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 1924 to audiences totaling approximately 250,000.

DEPARTMENT OF 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

* Leave of absence, 1924-25.

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 Portland extension center, organized in 1917, maintains an office in the Multnomah county court house and holds its classes in the Lincoln high school and elsewhere.

The purposes of the Portland center are: (a) to make it possible for a large group of people to acquire some degree of higher education, or to continue or supplement their higher education, even though they be not able to drop their daily work and go to college; (b) to furnish information and counsel concerning University procedure, admission, credit, selection of courses, etc.

The activities of the Portland center are fully coordinated with those of the campus by the use of many campus instructors, and by frequent conferences with deans of schools and heads of campus departments.

GRADUATE WORK

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. For special requirements see section on the graduate school in this catalogue.

Description of Courses

Following is the offering of courses in the Portland extension center. The classes are in most cases evening classes, held at the Lincoln high school and the Central Library. Students may register for not more than six hours of work for each term. Students who have not matriculated in the University receive provisional credit only.

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.

COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS

CHEMISTRY

Dr. THIENES

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. *Four hours, each term.*

2. *Qualitative Analysis*. Fall term, lecture and laboratory. Winter and spring term, laboratory only.

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

3. *Quantitative Analysis*. Open to qualified students. Laboratory only. *One hour, each term.*

ENGLISH

Dr. ERNST, Professor THACHER, Dr. MOORE, Dr. CHITTICK, Professor PARSONS, Mr. HEDRICK

WRITTEN ENGLISH

Dr. MOORE, Professor PARSONS, Mr. HEDRICK

50. *English Usage and Composition.* Modern English usage in grammar, punctuation, sentence structure and choice of words. Constant practice in the organization and effective presentation of thought. Hedrick. *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. Not given 1924-25.

57. *Short Story.* A course designed to develop proficiency in the art of writing the short story. Thacher. *Two hours, each term.*

59. *Advanced Written English.* Students who have had English Usage and Composition or its equivalent, will be given an opportunity for more extended efforts in composition. Hedrick. *One hour, each term.*

103. *Magazine and 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, poetry, or "features" of magazine type. Not given 1924-25.

ENGLISH LITERATURE

Dr. ERNST, Dr. CHITTICK, Professor PARSONS

101. *The Romantic Revolt.* A study of the European reaction against pseudo-classical and feudalistic conventions, as exemplified principally in the literature of England, stressing its literary, political, and philosophical implications. Chittick. *One hour, each term.*

102. *The Victorian Compromise.* A study of the conflict between British orthodoxy and the desire for comfort and security on the one hand, and the effects of romanticism and political and scientific radicalism on the other, as reflected in the literature of the period. Chittick. *One hour, each term.*

103. *Contemporary Literature.* Fall term: continental European. Study of the works of Hamsun, Mann, Couperus, Wasserman, Nexø, Anatole France, Rolland, Proust, Andreyev. Winter term: British. Shaw, Galsworthy, Bennett, Wells, Hardy, Chesterton, Joyce, Lawrence, Kaye-Smith, Masefield. Spring term: American. Dreiser, Herrick, Wharton, Hergesheimer, Lewis, Masters, Robinson, O'Neill. Ernst. *Two hours, each term.*

104. *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. Not given 1924-25.

105. *Comparative Criticism*. A consideration of the literature of criticism in England from the 16th century to the present day compared with that of France and other countries. Parsons. Not given 1924-25.

106. *Recent Development in Fiction*. A consideration of the tendencies and changes in recent novels both English and American. Parsons. Not given 1924-25.

201. *English Seminar*. For graduate students majoring in English, but open to specially qualified undergraduates. Thesis needs will be cared for in this course. Ernst. *Two hours, each term.*

GEOLOGY

Dr. SMITH, Dr. PACKARD, Dr. HODGE

1. *The Geology of Oregon*. The geography and physiography of the state; geologic history, mineral resources. Special topics, such as the Willamette valley and the geology of the Cascades will be discussed. *Two hours, winter term.*

GERMAN

Dr. SCHMIDT

1. *Elementary German*. Essentials of grammar; pronunciation, composition, and translation of easy prose and poetry. *One hour, each term.*

110. *German Literature*. Fall term, reading and translation of some of the following works: Lessing's *Minna Von Barnhelm*, Goetz von Berlichingen or Hermann and Dorothea; Schiller's *Maria Stuart*; Grillparzer's *Sappho* or *Die Ahnfrau*. Winter term, German novels and stories: Wildenbruch's *Der Letzte*; Sudermann's *Der Katzensteg* or *Frau Sorge*; Frenssen's *Peter Moor*; Heyse's *L'Arrabiata*; Auerbach's *Brigitta*. Spring term, Heine's prose; Harzreise, *Die Romantische Schule* or other works. *One hour, each term.*

202a,b,c. *Old High German*. For graduate students. Other courses may be substituted.

204a,b,c. *History of 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 1, or its equivalent. *One hour, each term.*

HEALTH EDUCATION

Miss HARTLEY

1. *Methods in Health Education*. Some of the factors in a school health program and the part of the teacher in that program; the use of public and voluntary health agencies in teaching; class room methods, and the correlation of health and other subjects. *One hour, each term.*

101. *Seminar in Methods in Health Education.* Open to students who have taken course 1 or its equivalent. Types and contents of various school health programs. Consideration of principles related to the student's program of interest. *Two hours, each term.*

HISTORY

Dr. R. C. CLARK, Dr. BARNES, Dr. DAN E. CLARK

111, 112, 113. *Ancient History.* Greek and Roman civilizations from the Cretan period to 395 A. D. Barnes. *One hour, each term.*

131. *The Reformation.* The history of the attempts made to reform the Papacy and correct the abuses in the Church from the death of Boniface VIII in 1303 through the Council of Trent in 1563. Barnes. *One hour, fall term.*

171p. *Growth of Popular Government in the United States.* The history of the movement toward democratic government in the United States. Universal suffrage and the introduction of the merit system, the initiative and the referendum, the recall and the short ballot. The influence of the frontier and of general economic and social movements. Dan E. Clark. *One hour, fall term.*

174p. *American World Relations.* Foreign relations of the United States from 1783 to the present day. Development of distinctive foreign policies, such as isolation, the Monroe doctrine, the Open Door, and the policy relating to the Carribean Sea. Relations with Great Britain, Latin America, and the Orient. R. C. Clark. *One hour, each term.*

175p. *History of Political Parties in the United States.* Political parties in the United States; the development of nominating systems and party machinery, the issues of the major parties, rise and influence of minor parties, presidential campaigns and the work of party leaders. Dan E. Clark. *One hour, winter and spring terms.*

177p, 277p. *The Pacific Northwest.* A study of the building of civilization in the western portion of the United States, particularly in Oregon and the Northwest. R. C. Clark. *One hour, each term.*

LATIN

Professor WARRINGTON

1. *Elementary Latin.* Beginning Latin; the correlation of English and Latin. Students who have studied French or Spanish will be given special work on comparative grammar and derivations.

Two hours, each 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. *Two hours, fall and winter terms.*

4. *Trigonometry*. Open to students who have had course 3 or its equivalent. *Two hours, fall and winter terms.*

5. *Analytical Geometry*. Open to students who have had trigonometry and college algebra or their equivalents. Not given 1924-25.

61. *Differential and Integral Calculus*. Not given in 1924-25.

PHILOSOPHY

Dr. MARTI

3. *Introduction to Philosophy*. The philosophic assumptions and problems involved in every day life, leading to those questions which have made the central content of philosophy. Such concepts as time, space, matter, force, cause, law of nature, truth, good, self, etc. will be subjected to analysis. *One hour, each term.*

121. *Nineteenth Century Thought*. The general direction and scope of nineteenth century philosophy; positivism, materialism, natural science as a philosophy, Schopenhauer, Nietzsche. *One hour, each term.*

POLITICAL SCIENCE

Dr. DAN E. CLARK

1. *Principles and Problems of Government*. Outstanding problems of American government, with reference to other modern governments. Nature and purpose of government, problems of public control of government, principles and problems of organization and administration. *One hour, each term.*

PSYCHOLOGY

Miss HAGER

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. *One hour, each term.*

124. *Advanced Psychology*. The nervous system, reflexes, habit, sensation, and perception. Frequent demonstration of experimental methods. Course 1, or its equivalent prerequisite. For advanced undergraduates and graduates. Not given 1924-25.

125. *Advanced Psychology*. The problems of attention, memory, imagination, association, etc. Parallels 124. Not given 1924-25.

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. Not given 1924-25.

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.

129. *Applied Psychology*. A brief review of principles and their application to problems of abnormal and border line psychology with special reference to mental hygiene. The psychology of play and art, ethics and religion. Vocational problems, personnel, the instincts in industry, etc.

Two hours, each term.

PUBLIC SPEAKING

Mrs. SENN, Mrs. 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 aspects 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. *Public Speaking for Business and Professional Men*. Organizing material for short talks before business organizations, lodges, clubs, etc. Development of an easy extempore style for ordinary occasions. Not given 1924-25.

One hour, each term.

5. *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 1924-25.

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. *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.

105. *Short Plays*. The technique of character portrayal; management of voice and body in acting. Time and hours to be arranged. Slingerland.

106. *Practical Speech Making.* Preparation and delivery of speeches adapted to selected audiences and occasions. Not given 1924-25.

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 Year French.* French syntax with exercises in composition and oral practice. Reading from standard authors. Conducted in French. Frost. *Two hours, each term.*

3. *Third Year French.* French conversation; exercises in composition and reading from French authors. Continuation of second year French. Frost. *One hour, each term.*

4. *French for Practical Affairs.* French conversation. Intended for persons with some knowledge of French. May not be substituted for any other scheduled course in French. May be taken only once for credit by a qualified student. Warrington. *One hour, each term.*

104. *French Literature.* A general survey of the seventeenth, eighteenth or nineteenth century French literature, according to the preference of the class, with intensive study of the chief works of a number of the most representative writers. Frost. *One hour, each term.*

ITALIAN

31. *Elementary Italian.* Grammar, pronunciation, conversation, reading and translation. Italian will be used as much as possible. Re. *Two hours, each term.*

33. *Third Course in Italian.* Continuation of second course in Italian; rapid review of grammar, advanced work in syntax, reading, writing, and conversational exercises based upon several Italian authors. Re. *One hour, each term.*

133. *Sixteenth Century Italian Literature.* Machiavelli, Ariosto, Cellini, Tasso, Castiglione, Aretino, and several minor writers like Giraldi, Bandello, etc. Given entirely in Italian. Re. *One hour, each term.*

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.*

121. *Twelfth to Seventeenth Century Spanish Literature.* Early national literature; old ballads; chronicles; romances of chivalry; early

drama; prose writers of the latter half of the fifteenth century; Spain and her literature in the sixteenth century; contest concerning the Italian school. Warrington. Not given 1924-25.

122. *Seventeenth and Eighteenth Century Spanish Literature.* The classic school; Gongora; the school of Calderon; mysticism; decadence of Gongorism; French influence. Warrington. Not given 1924-25.

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.*

SOCIOLOGY

PROFESSOR PARSONS, PROFESSOR KILPATRICK, MISS CREECH, MR. REYNOLDS,
MR. GRANT, MR. HENDERSON

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.

3. *History and Meaning of the Play Movement.* The play movement in the United States; origin, history, and present trends. The community house; recreation in industry, etc. Henderson. *One hour, each term.*

102. *Principles of Sociology.* An introduction to the scientific study of social life, its origin, evolution, and organization. Reynolds.

One hour, each term.

103. *Social Origins.* Social activities, organizations and institutions of primitive man. The evolutionary character of social institutions traced through developing culture in tribal life, down to historical times. Reynolds.

One hour, each term.

140. *Community Organization.* Principles and practice of effective community organization. Kilpatrick.

Two hours, fall 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.

153. *Criminology.* Nature and causes of crime; society's reaction to the criminal and the consequent effect upon criminality. Proposals for reducing the amount of crime. Parsons. *Two hours, winter term.*

154. *Matrimonial Institutions and Divorce.* The history and function of matrimonial institutions and the social consequences of the breakdown of the monogamous family in the divorce problem. Parsons.

Two hours, spring term.

218. *Graduate Seminar in Applied Sociology.* Limited to graduate students taking a major or minor in sociology. Parsons.

Two hours, each term.

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

Dean LAWRENCE, Professor ADAMS, Miss WUEST, Miss SCHAEFER,
Mrs. KREBS, Mr. FRITSCHE

ARCHITECTURE

1. *Architectural Design.* Fritsch. *One hour, each term.*

2. *Architectural History.* Lawrence. *One hour, each term.*

CONSTRUCTION

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.*

FINE ARTS AND NORMAL ARTS

41-42-43. *History of Art.* Fall term, ancient and medieval; winter term, renaissance period; spring term, modern art. Wuest. Not given 1924-25.

CRAFTS

1-2-3. *Metals and Jewelry.* Principles of constructive and decorative design, applied to specific problems. Wuest. Not given 1924-25.

4. *Metals and Jewelry, Advanced.* Work in silver and gold. Processes. Enameling and carving. Wuest. Not given 1924-25.

5-6. *Block Printing.* Decoration developed by means of wood block and linoleum printing. Krebs. *One hour, fall and winter terms.*

7. *Bookbinding.* Constructive and decorative design in relation to the making of books. Wuest. Not given 1924-25.

8. *Textiles, Batik.* Development of design in relation to batik. Methods of modern application. Dyes, methods, and processes in relation to materials. Not given 1924-25.

9. *Crafts.* (a) Gesso. Decoration in relief; a revival of an old Italian art, which offers a simple and inexpensive medium for decoration. (b) Parchment. Methods of developing transparent decoration on paper and cloth for decorative purposes. Wuest.

One hour, fall term.

DESIGN

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 and Composition.* Natural forms as a basis for decoration. Analysis of forms. Conventionalization and adaptation. Principles governing line, form, tone, and color relations. Krebs.

One hour, winter term.

3. *Color.* Color standards, appearances, and harmonies. Mediums used to express color in pictorial and decorative art. Wuest.

One hour, winter term.

4. *Lettering.* Principles of letter construction. Types and styles of letters. Lettering for commercial and decorative purposes. Krebs.

One hour, spring term.

5. *Commercial Design.* Composition and design in relation to commercial problems. Methods of interpretation and rendering. Krebs.

One hour, spring term.

6. *Commercial Design.* Lettering and decoration. Fundamental principles of poster design. Materials, mediums, and methods of rendering. Wuest. Not given 1924-25.

8. *Designing for Crafts.* Application of design principles to problems for the various crafts. Decoration in relation to material. Planning and adapting designs for various purposes. Wuest. *One hour, fall term.*

9. *Designing for Home Decoration.* Design principles in relation to interior decoration. Constructive and decorative design, and their relations to each other. Principles and applications of color study. Wuest.

One hour, winter term.

METHODS

1. *Design.* Courses of study for the elementary schools. Standards; class room methods. Wuest. Not given 1924-25.

2. *Representation.* Appearance of form as presented in elementary education. Wuest. Not given 1924-25.

3-4. *Industrial Art.* Primary hand work, and paper, cardboard and wood. Methods and processes involved in classroom projects. Wuest. Not given 1924-25.

5-6. *Industrial Art, Textiles and Crafts.* A study of design and process in materials. Not given 1924-25.

7. *Picture Study.* Consideration of pictures from the standpoint of the public schools. Correlation with other school subjects. Wuest.

One hour, fall term.

8. *Commercial Lettering and Poster Design.* Construction and grouping of letters. Standard alphabets. Design in its relation to lettering. Commercial problems; fundamental principles of poster design; materials, mediums, and methods of rendering. Wuest. *One hour, winter term.*

REPRESENTATION

1. *Freehand Drawing*. Laws governing the appearance of form. Application of principles to freehand drawing. Wuest. *One hour, fall term.*
2. *Freehand drawing*. Structural drawing. Perspective of interiors and exteriors. Wuest. Not given 1924-25.
3. *Pictorial Composition*. Principles of spacing and arrangement with reference to pictorial expression. Wuest. Not given 1924-25.
4. *Decorative Composition*. Basic principles of the composition of line, mass and color. Structure in composition and the effect of changes in values and in color combinations. Figure drawings and the use of figures in decorative work. Wuest. *One hour, spring term.*
5. *Pencil, and Pen and Ink*. Technique of pencil, and pen and ink, rendering in line and mass treatments. Krebs. *One hour, winter term.*
6. *Painting in Oil*. Theory and practice. Composition and interpretation for decorative painting. Wuest. *One hour, spring term.*
7. *Painting in Oil*. Advanced. Problems in color composition. Technique of medium, and methods of rendering. Wuest. Not given 1924-25.
8. *Tempera and Show Card Colors*. Opaque mediums in decorative art. Color composition and harmonies. Wuest. Not given 1924-25.
9. *Water Color*. Water color in pictorial and decorative expression. Not given 1924-25.

SCULPTURE

21. *Sculpture*. Modeling from the human figure. Schaefer. *One hour, each term.*
23. *Drawing. Sketch Class*. Modeling and drawing from life. *One hour, each term.*

SCHOOL OF BUSINESS ADMINISTRATION

ACCOUNTING

Mr. JANNEY

The schedule of courses in Accounting as laid out, implies normally a period of three years for its accomplishment.

1. *Principles of Accounting*. Fundamentals of accounting and their application in modern business; accounting methods and records of the proprietorship, the partnership, and the corporation. This course or an equivalent knowledge of the essentials of accounting is prerequisite to all advanced accounting courses. *Two hours, each term.*
2. *Cost Accounting*. Elements of cost methods, cost-finding, factory routine, and detailed reports; cost records; cost systems and their installation, simplified cost-finding methods, and cost-plus contracts. *One hour, each term.*
3. *Accounting Theory and Practice*. Advanced work in partnership and corporation accounting. *Two hours, each term.*

4. *Advanced Theory and Auditing.* A study of the analytical and critical phase of the accountant's work. Continuation of course 3. Not given 1924-25.

5. *Income Tax Procedure.* Federal income tax laws, their interpretation and their application. *One hour, each term.*

6. *C. P. A. Problems.* Problems given in the examinations of the American Institute of Accountants, The Oregon State Board of Accountancy, and other state boards. *Two hours, each term.*

ADVERTISING

Mr. KIRKPATRICK, MR. POWELL

Work in advertising is offered in consultation and cooperation with the Portland Advertising Club. The study of advertising is planned as a three year program.

1. *Elementary Advertising.* Theory and practice of advertising; relationship to business and finance; etc. *Two hours, each term.*

101. *Advanced Advertising.* Practical application of advertising principles. *Two hours, each term.*

103. *Advertising as a Profession.* The advertising agency; the advertising manager; ethics of advertising practice; the seller of media, and his obligation; the buyer of space, and what he must seek. *One hour, each term.*

BUSINESS LAW

Mr. HILTON

1. *Business Law.* First term, a general view of various branches of law; the relation of law to business. Contracts. Second term, sales of goods. Third term, agency. *Two hours, each term.*

2. *Negotiable Instruments.* Bills and notes; corporations; bankruptcy. *One hour, fall term.*

3. *Landlord and Tenant.* Creation of relationship, obligations, and remedies of each. *One hour, winter term.*

4. *Liens on Chattels and Real Property.* Liens, how enforced and usual defects. Descent and distribution of property after death. *One hour, spring term.*

FOREIGN TRADE

Professor WARRINGTON

1. *Foreign Trade.* A practical course, to be taken in connection with trade geography. *One hour, each term.*

2. *General Trade Geography.* First term, Europe. The physical basis of European commercial life. Second term, Latin America. Physical features, climates and resources; geographic influence on the trade between Latin America and the United States. Third term, Asia. Influence of geographic conditions on the life of each region, and relations to each other. *One hour, each term.*

COURSES OFFERED FOR THE AMERICAN INSTITUTE OF BANKING
PORTLAND CHAPTER

Professor FOLTS, Mr. HENDRICKSON, Mr. JAUREGUY, Mr. MARTIN, Mr. JANNEY,
Mr. HOEBER, Mr. KOEHN, Mr. WEBER

ACCOUNTING

Mr. JANNEY

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. Financial statements, many special topics.

Two hours, fall and winter terms.

BANKING

Professor FOLTS, Mr. WEBER

1. *Elementary Banking.* An elementary practical course to meet the needs of beginners in bank experience. Weber.

Two hours, fall and winter terms.

2. *Standard Banking.* Some of the daily practices and problems of banking, as well as the history and principles of money, credit, and banking. Folts.

Two hours, fall and winter terms.

BUSINESS LAW

Mr. HENDRICKSON, Mr. JAUREGUY

1. *Negotiable Instruments.* The law of bills of exchange, notes, checks, and other negotiable paper, with special reference to the banking business; together with practical illustrations of the various methods of transferring title to negotiable paper and including discussions of form and interpretation, consideration, rights of the parties, presentment, notice of dishonor and discharge. Jaureguy.

Two hours, fall and winter term.

2. *Commercial Law for Bankers.* Based upon the text in Commercial Law issued by the American Institute of Banking. Will cover contracts, agency, partnership, probate of estates, corporations, sales, mortgages, transfer of stock, bills of lading, and bankruptcy, with special attention given to relations of these subjects to the banking business. The work will be supplemented by reference to the Oregon law and by use of mimeographed forms. Hendrickson.

Two hours, fall and winter terms.

CREDITS

Professor FOLTS

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.

Two hours, fall and winter terms.

INVESTMENTS

Mr. MARTIN

1. *Investments.**Two hours, fall term.*

POLITICAL ECONOMY

Mr. HOEBER

1. *Principles of Political Economy.* An analysis of the principles underlying production, exchange and distribution. Consideration of such problems as banking and currency reform, regulation of international trade, revenues and taxation, the labor movement, wages and prices, regulation of transportation agencies, control of trusts, etc.

Two hours, fall and winter terms.

PUBLIC SPEAKING

Mr. KOEHN

1. *Public Speaking for Bankers.* *Two hours, fall and winter terms.*

SCHOOL OF EDUCATION

Dr. SHELDON, Professor STETSON, Mr. BENJAMIN, Mr. TUTTLE, Mr. RICE

1. *Educational Psychology.* Mental processes involved in education; stimuli and reactions; the modifications of instincts; laws of habit and memory; reasoning; principles of motivation. Tuttle.

One hour, each term.

101. *Discipline and Character Education.* Objectives; means and methods. Development of a program of character education. Tuttle.

One hour, each term.

102. *The Elementary Curriculum.* For teachers, principals and supervisors. The place of the curriculum in the scheme of education, the nature and method of construction of the present curriculum; five modern theories of curriculum making; scientific studies in the construction of curricula. Benjamin.

One hour, each term.

103. *Methods of Instruction.* The theory of the project, supervised study, types of class organization, the uses of diagnostic instruments, economy in learning, and the function of supervision from the teacher's standpoint. Benjamin.

One hour, each term.

104. *Problems in Present Day Education.* Organization and administration of the work-study, or platoon plan. Class room technique, and related subjects; the curriculum of the elementary school. Rice.

One hour, each term.

105. *Education Reformers of the Present.* The educational ideas of John Dewey, Madame Montessori, Count Leo Tolstoy, Rabindranath Tagore, H. G. Wells in his Sanderson of Oundle, and other contemporary educational literature. For teachers and supervisors of maturity and for graduate students. Stetson.

One hour, each term.

106. *Educational Sociology.* Primary social groups, the school as a social group, psychology of leadership, etc. School situations arising in the field of discipline, school societies, playground and amusement prob-

lems. Open to seniors and graduates who have met the practice teaching requirement. Prerequisite, consent of instructor. Stetson.

One hour, each term.

201. *Seminar in Education.* Open to graduate students only. Sheldon.
Two hours, each term.

202. *Thesis Writing in Education.* Sheldon.

SCHOOL OF JOURNALISM

Professor TURNBULL, Professor POWERS

1. *Newswriting.* A beginning course; lectures, headwriting, copy-reading and proof-reading. Turnbull. *Two hours, each term.*

2. *Feature Writing.* Article writing for newspapers, for trade and class publications and for magazines. Markets for different kinds of non-fiction material. Powers. *Two hours, fall and winter terms.*

SCHOOL OF MEDICINE

ANATOMY

Dr. FOSTER

1. *Histology and General Embryology.* Cell tissue and organ structure of the human body, and its general embryology. *Two 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. *Two hours, winter and spring terms.*

BIOLOGY

Dr. LARSELL

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. *One hour, each term.*

102. *Neurology.* *One hour, each term.*

PATHOLOGY

Dr. BENSON, Dr. MENNE

101-102. *Pathology.* Lectures and demonstrations dealing with the gross and microscopic appearance of diseased tissue, and associated impairment of function. Prerequisite, Bacteriology. Benson. *Two hours, fall and winter terms.*

103. *Pathology of Tumors.* A consideration of the theories as to the causes and character covering both malignant and benign. Menne. *One hour, spring term.*

PHYSIOLOGY

Dr. BURGET

1. *Physiology*. Digestion, metabolism, secretions. Primarily for nurses and teachers of physiology in the grades and high schools. Nutrition, vitamins, body temperature, and the central nervous system.

One hour, each term.

PUBLIC HEALTH

Dr. SEARS

1. *Public Health and Sanitation*. The control of communicable disease; problems of public health administration.

One hour, fall and winter terms.

SCHOOL OF MUSIC

Mr. GOODRICH, Mr. BOYER

1. *History and Appreciation of Music*. Epochs of musical history, a series of lectures on neglected and forgotten composers with illustrations from their works. Fall term, music in England during the later Tudors and Stuarts; winter term, Italian opera of the late eighteenth and early nineteenth century; spring term, music in France during the seventeenth, eighteenth and early nineteenth centuries. Goodrich.

One hour, each term.

2. *The Pedagogy of the Pianoforte*. Methods of teaching; the literature of the instrument with its form and analysis; the selection of suitable graded material to meet difficulties; changes in technique to meet modern methods of composition. Goodrich.

One hour, each term.

3. *Harmony*. Theory and practice as exemplified by the composers of the strict, classical, modern and impressionistic schools; the technique of chord building. Goodrich.

One hour, each term.

11. *Public School Methods for Primary Grades*. Ways of arousing and holding interest; development of the sense of pitch and rhythm through rote singing; phrasing and inter-relation; the various systems of music books and manuals used as texts; staff notation. Boyer.

One hour, each term.

12. *Public School Music for Advanced Grades*. Sight singing; melody writing; phrasing and interpreting and musical appreciations, with the use of the phonograph. Boyer.

One hour, each term.

13. *Sight Singing*. The practical reading of music. Boyer.

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.

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. *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.*

BUSINESS ADMINISTRATION

1. *Banking Procedure and Practice.* Upper division course. *Six term hours.*

2. *Principles of Investment.* The forms, channels and principles of successful investment; stocks, bonds, mortgages, public utility securities, and other forms of investment. Upper division course. *Six 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.* Purely graphic methods of solving problems in statical mechanics with special reference to their application to trusses, beams and structural design in general. The work includes the determination of stresses and framed structures; calculation of sizes of truss members; design of joint connections in wooden trusses, etc. No training in mathematics is required except the ability to solve a formula. Upper division course. *Six term hours.*

3. *Elementary Structural Design.* The principles that enable one to compute the proper sizes to use in the various parts of trusses, machines, steel frame work, or any other objects that are under stress, explained and applied to practical problems. The applications include trusses in both wood and steel, machine parts, riveting, plate girders, reinforced concrete arches. Upper division course. *Three term hours.*

ECONOMICS

1. *Economic History*. A study of the primitive stages of industry, the origin and growth of institutions and property, the rise of the modern industrial system, the development of foreign trade, the epoch of the great inventions, and the chief characteristics of modern industry. Lower division 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*. Evolution in industry and the characteristics of successive forms of association; the different types of combination and the development of public policy toward practices and business policies involving degrees of monopoly and restraint of trade. Principles of economics is a prerequisite. Lower division course. *Seven and one-half 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 for the entire course 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 principals of schools. Part one: school organization, administration, and general business management. Part two: school supervision. Upper division course. *Six term hours.*

9. *Educational Classics.* For graduate students, 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.

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.* To enable the student to express himself in a clear and correct way is the end sought. Drill is given in 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. *Short Story Writing.* Designed to enable students to try out their abilities in creative writing. Prerequisite: English composition and advanced writing or equivalent. Lower division course. *Three term hours.*

4. *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.*

5. *Commercial English.* Training in concise, forceful expression, in assembling and interpreting data, and in good usage in form. Lower division course. *Three term hours.*

6. *Methods in Grammar School English.* Practical methods of presenting English to classes. Upper division course. *Three term hours.*

7. *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.*

8. *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.

DEBATING

An elementary study prepared especially for inexperienced students in the form of methods of effective argument. Students who wish to study debating and argument apart from English may register for this as a separate course. Lower division course. *Three term 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.* A continuation of Course 1 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.* Rudyard Kipling, *The Light That Failed*; George Moore, *The Lake*; John Galsworthy, *The Freelanders*; H. G. Wells, *Mr. Brifling Sees It Through*; Arnold Bennett, *Buried Alive*; W. J. Locke, *Septimus*; May Sinclair, *Three Sisters*; Gilbert Keith Chesterton, *Manalive*. 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 graduate students or those 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 and graduate 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 Masefield, 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 graduate students. Graduate division course. *Nine term hours.*

GEOLOGY

1. *General Geology.* 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.*

3. *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.*

4. *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 and one-half 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 and one-half 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 and one-half term hours.

4. *Differential and Integral Calculus*. Two courses. Prerequisites are plane trigonometry and analytical geometry. Lower division course. Fifteen term hours are given for the completion of the whole, or seven and one-half 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.*

SPANISH

Commercial Spanish. 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, Freytag-Lorenz, and an outline of the history of German literature. Upper division course. *Four and one-half 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

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.

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.

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.

English and Literature. The following courses in English and literature are based upon the state course of study for high school English (1922-1924). 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. *Entrance English I.* *One-half entrance unit.*

2. *Entrance English II.* *One-half entrance unit.*

3. *Entrance English III.* *One-half entrance unit.*

4. *Entrance English IV.* *One-half entrance unit.*

5. *Literature V.* Texts: Shakespeare, Julius Caesar, The Merchant of Venice, and Twelfth Night; Milton, Comus. Long, English Literature.

One-half entrance unit.

6. *Literature VI.* Texts: Long, English Literature; Carlyle, Essay on Burns; Burns, Poems; Shakespeare, Macbeth and Hamlet; Goldsmith, The Vicar of Wakefield; Gray, Elegy Written in a Country Churchyard; Milton, L'Allegro and Il Penseroso. *One-half entrance unit.*

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.

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.

SCIENCE

Elementary Physics. The work follows the state high school course, and when supplemented by a satisfactory amount of laboratory work in a high school or in a summer session of the University, will satisfy the entrance requirements of the University. Also designed as preparation for the teacher's examination. The course presupposes some familiarity with elementary algebra and plane geometry. *One entrance unit, when supplemented by the necessary amount of laboratory work.*

DEGREES CONFERRED DURING YEAR 1923-1924

College of Literature, Science and the Arts

BACHELOR OF ARTS

Alevia Stiles Alexander, Portland
 Francis Altstock, Portland
 Alice Gladys Baker, Oakland
 Charles T. Baker, Eugene
 A. Lot Beatie, Oregon City
 Hallie R. Beaver, Creswell
 Georgia Searle Benson, Portland
 Hally LeLonz Berry, Junction City
 Albert Cecil Bouck, Eugene
 Gertrude Marion Braden, Albany
 Ruby Lenore Brodersen, Payette, Idaho
 Wolcott E. Buren, Salem
 Helen S. Burfield, Portland
 Margaret Burroughs, Salem
 Wallace T. Cannon, Roseburg
 Claralee Cheadle, Lebanon
 Dorothy Condon, Portland
 Maude Winston Cooke, Oregon City
 Eyolf Frantz L. Corneliussen, Portland
 Lurline B. Coulter, Cascade, Idaho
 Fern H. Curry, Eugene
 Dorothy Cushman, Eugene
 Mildred Ellen Dedman, Canby
 Frances Marion Douglas, Salt Lake, Utah
 Vernon Andrews Douglas, Portland
 Sylvia E. Erdmann, Elmira
 Eleanor Margaret Everett, Lebanon
 Cecil R. Fargher, Dufur
 Douglas T. Farrell, Portland
 John Corscaden Findlater, Eugene
 Ruth Fowler, Pasadena, Cal.
 Alice Mildred Frankson, Portland
 Gladys E. Gallier, Bandon
 Wilbur Russell Godlove, Medford
 Maud F. Gorrie, Springfield
 Elizabeth W. Griggs, Portland
 Clause R. Groth, Dundee
 Francis Haworth, Newberg
 Teka Haynes, Roseburg
 Anna A. Hill, Merrill
 Evelyn M. Hogue, Portland
 George Horsfall, Marshfield
 Helen Daye Idleman, Salem
 Margaret Jackson, Baker
 C. Andrew Karpenstein, Eugene
 Henry Karpenstein, Eugene
 Esther Kerlee, Eugene
 Josephine Kirtley, Eugene
 Henryetta A. Lawrence, Portland
 Darrell D. Larsen, Imbler
 Marion Dreka Lay, The Dalles
 Areta Littlejohn, Athena
 Dan Broox Lucas, Tillamook
 Cecile McAlister, Eugene
 Edward Dorris McAlister, Eugene
 Troy Lincoln McCraw, Eugene
 Rose Amélie McGrew, Eugene
 Gertrude Mae McIntyre, Helix
 Helen Bertha Mayer, The Dalles
 Grace Murfin, Milwaukie
 Jennie Noren, Portland
 Nellie V. Nygren, Albany
 Hazel Orchard, Sweet Home
 Dorothy M. Ostrander, Portland
 Sam Ray Page, Corvallis
 Walter Lyle Palmer, Baker
 Virginia Elizabeth Pearson, Portland
 Andrée Pellion, France
 Rae Lucile Peterson, Astoria
 Shannon Pettinger, Oswego
 Cornelia Bowden Pipes, Portland
 M. Marie Porter, Ashland
 Ruth M. Powell, Roseburg
 Leila Ptack, Juneau, Alaska
 Benjamin McDowell Reed, Portland
 Reta Wilma Ridings, Eugene
 George P. Robbins, Eugene
 Claude E. Robinson, Portland
 Remigio B. Ronquillo, Philippine Islands
 William Arthur Rosebraugh, Salem
 Geraldine Sanford, Portland
 Herbert E. Scheidt, Hillsboro
 Doris Sengstacken, Marshfield
 William Earl Shafer, Salem
 Helen E. Smith, Portland
 Albert Ralph Spearow, Eugene
 Ethel Lucille Stone, Eugene
 Beatrice Irene Towers, Garibaldi
 Albert Horace Vincent, Los Angeles, Cal.
 Frank H. Vonder Ahe, Eugene
 Karl L. Vonder Ahe, Eugene
 Virginia Overton West, Portland
 Hazel Edyth Wilson, Astoria
 Mae Leone Worrell, St. Anthony, Idaho
 Beulah Wright, Portland
 Elizabeth Clare Yorán, Eugene
 Don Zabriskie Zimmerman, Eugene

BACHELOR OF SCIENCE

Clarence Rowley Baldwin, Hawaii
 Norborne Berkeley, Jr., Pendleton
 Mildred G. Braaten, Eugene
 Frank Godfrey Carter, Eugene
 Lillian R. Clave, Eugene
 Mary Druley, Boston, Indiana
 Wenona Dyer, Astoria
 Harold W. Emmons, Eugene
 Warner Barry Fuller, Portland
 Richard Warner Ginn, Moro
 Wadim Joseph Glovatzky, Portland
 Willard F. Hollenbeck, Portland
 Donald D. Huntress, Portland
 Minnie Charlotta Johnson, Weston
 Frank Dyer Jue, Portland
 Katherine Kaye, Jacksonville
 Arthur John Larson, McMinnville
 Hugh Carlyle Latham, Silverton
 Darrell G. Leavitt, Portland
 Laurie Paul Lind, Portland
 Warren E. Page, Portland
 Katherine Emily Pinneo, Astoria
 Raymond L. Porter, Portland
 Theresa Rauschert, Olympia, Wash.
 Raymond M. Rice, Portland
 Philip Hamilton Ringle, Salem
 Ruth W. Russell, Portland
 Moe Sax, Portland
 Cleona M. Smith, Halsey
 Edna Muriel Thornber, Eugene
 Lester A. Wilcox, Marshfield
 Robert Harold Wynd, Eugene

School of Architecture and Allied Arts

BACHELOR OF SCIENCE IN ARCHITECTURE

Jesse W. Green, Milwaukie
Clarence Henry Irwin, Eugene

Fook Tai Lau, Portland

BACHELOR OF ARTS

Frank Bailey Dorman, Ontario
Florence Ernestine Hartman, Portland
Marjorie Hazard, Coquille

Eleanor Frances Kilham, Portland
Jessie LaRue Lewis, Hood River
Florence M. Moorhead, Junction City

BACHELOR OF SCIENCE

Merrill Doris Richmond, Salem
Alfred S. Teller, Portland

Eugene Paul Walters, Eugene

School of Business Administration

MASTER OF BUSINESS ADMINISTRATION

Dewitt W. Dormer, B.S., Oregon Agricultural College, Covina, Cal.

Thesis: An investigation of cost of manufacture and service cost of ice cream.

Sephus Wade Starr, B.B.A., University of Oregon, Silverton.

Thesis: Accounting for American steam railroads.

Al J. Moran, M.E., Montana State School of Mines, Butte, Mont.

Thesis: The safety and health movement in mining.

BACHELOR OF BUSINESS ADMINISTRATION

Bertram Shirley Edwards, Marshfield
Kenneth Gustin, Portland
Ray E. Harlan, Medford
Ramah Iler, Toledo
Carl Jaquet, Salem
George W. Johnston, Jr., Dufur
Linley Howard Lutz, Yoncalla

Albin Morgan Martinson, Portland
Mary A. Parkinson, Portland
William B. Purdy, Eugene
Raymond J. Russell, Eugene
Sephus Wade Starr, Silverton
Edward William Thompson, Portland

BACHELOR OF ARTS

Marie Andresen, Oregon City
Marcella Berry, LaGrande
Adolph Cereghino, Troutdale
Paul Meves DeKoning, Portland
James Wilson Gaily, Enterprise
Herbert Theodore Hacker, Portland

Hugh Alexander McColl, Canada
Miriam Swartz, Jefferson
Walter J. Taylor, Eugene
J. Neal Underwood, Eugene
Charles Albert Walker, Jr., Creswell

BACHELOR OF SCIENCE

Irwin Scott Adams, Milwaukie

Lester Sherwood Wade, Wasco

School of Education

BACHELOR OF SCIENCE IN EDUCATION

Chas. Frederick Stein, Eugene

John M. Watson, Jr., Turner

BACHELOR OF ARTS

Gladys Bernadine Anderson, Eugene
Bertha Atkinson, Eugene
Lottie Mae Bendshadler, Eugene
Gretchen Brown, Salem
Marjorie E. Brown, Springbrook
Jane Campbell, Eugene
James H. Collins, St. Helens
Edyth Lucile Driver, Portland
Clarence Herbert Eagy, Albany
Ida Margaret Flanders, Eugene
Alice Belle Fuller, Orange, Cal.
Margaret M. Griffith, Salem
Thelma Eloise Kimberling, Eugene

Edna May Largent, Silverton
Anabel Jean MacKenzie, Portland
Florence Jane McGillivray, Pipestone, Minn.
Helen M. Murdoch, Portland
Mary Ottinger, Eugene
Sarah M. Parr, Laurel
Selma W. Rhode, Cornelius
Dallas Claiborne Rice, Milton
William Phene Sutton, Puyallup, Wash.
Dorothea E. VonBerg, Albert Lea, Minn.
John Maurice Weaver, Carnation, Wash.
Edgar H. Whitney, Portland

BACHELOR OF SCIENCE

Pauline Beck, Eugene
Lucrezia Huddleston Benefiel, Eugene
Walter J. Brown, Newberg
Mildred McKenzie Dow, Portland
Alice Elizabeth Driscoll, Portland
Evelyn Fitzgibbon, Portland
Weina Johanna Granberg, Portland

Ruth Kneeland, Eugene
Marion MacMaster, Eugene
Margaret Agnes Nugent, Portland
Frederick M. Roth, Springfield
Margaret Elizabeth Seymour, Gardiner
Crystal H. West, Nyssa

School of Journalism

BACHELOR OF ARTS IN JOURNALISM

Freda Goodrich, Portland

BACHELOR OF SCIENCE IN JOURNALISM

Vishnu Vitthal Oak, India

BACHELOR OF ARTS

Fremont Edison Byers, Portland
 Lawrence Cook, Portland
 Alfred Erickson, Clatskanie
 Rosalia Keber, Mt. Angel
 Daisee M. Leffler, Gaston

John W. Piper, Portland
 Marion Playter, Portland
 Arthur Sarell Rudd, Pendleton
 Lester Turnbaugh, Eugene
 Nancy Wilson, Olympia, Wash.

BACHELOR OF SCIENCE

William Stark Akers, Portland
 Edwin M. Fraser, Ashland

Leonard L. Lerwill, Brownsville

School of Law

DOCTOR OF JURISPRUDENCE

Virl Bennehoff, B.A., Richland
 Howard Taylor McCulloch, B.A., Portland

Ivan Fay Phipps, B.A., Ashland
 William Arthur Rosebraugh, B.A., Salem

BACHELOR OF LAWS

James Mason Dillard, St. Helens

Allarick E. Hagglund, Eugene

BACHELOR OF ARTS

Marion Eugene Dickey, Portland

James K. King, Prineville

BACHELOR OF SCIENCE

Russell S. Brown, Eugene
 Tom Chatburn, Bandon

Verne S. McClellan, Klamath Falls

School of Music

BACHELOR OF MUSIC

Cecilia Claire Collette, Eugene
 Annabel Denn, Roseburg
 Gwladys Keeney, Portland

Glen E. Morrow, Eugene
 Edith May Sliffe, John Day

BACHELOR OF ARTS

Josephine Winona Getchell, Eugene
 Kathleen Gibson, Livingston, Mont.
 Georgia Leona Gregory, Molalla
 Henrietta Ida Hansen, Astoria

Mable Fern Johnson, Monmouth
 Eloise McPherson, Portland
 Constance Lorena Miller, Centralia, Wash.
 Elizabeth O'Connor Nelson, LaFayette

School of Physical Education

BACHELOR OF ARTS

Maud Velora Graham, Forest Grove
 Harriet Howells, Eugene
 Cecile Lucile Johnson, Eugene

Gertrude Bradley Manchester, Eugene
 Ellen Margaret Mylne, McMinnville
 Harriet Lyle Veazie, Portland

BACHELOR OF SCIENCE

Bernice Corpron Gance, Eugene
 Charles A. Huntington, Eugene
 Mildred Yvonne LeCompte, Portland
 Irene Perkins, Portland

Pearl M. Pyritz, Reedsport
 Theresa Bell Robinette, Summer Lake
 Sue M. Stewart, Eugene

School of Sociology

BACHELOR OF ARTS

Mrs. Grace B. Hiestand, Portland	Bertha Margaretha Koch, Aurora
Johannah Johnson, Portland	F. Bernice Myer, Ashland
Anne E. Karagozian, Portland	Mary Estelle Raker, Portland

BACHELOR OF SCIENCE

James H. Baker, Oakland	Lucile Evelyn McClung, Portland
Vernon Pantall Duncan, Portland	Geraldine Colburn Pilkington, Portland
Mrs. Kate Schermerhorn Duniway, Portland	Haddon C. Rockhey, Eugene
Mabel Maude Howard, Portland	Bertha G. Wilson, Portland

SOCIAL WORK DIPLOMA

Agnes E. Burns, Portland	Mrs. Kate Schermerhorn Duniway, Portland
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PUBLIC HEALTH NURSING CERTIFICATES

Ruth Rich, Portland	Juliet A. Whitteker, Portland
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School of Medicine

DOCTOR OF MEDICINE

Erwin H. Barendrick, B.A., Portland	Kenneth C. Lum, Portland
Bernard G. Barkwill, San Francisco, Cal.	R. Harrison Mast, Portland
George H. Bendshader, B.S., Portland	Christiane Melgard, Seattle, Wash.
Morris L. Bridgeman, Ph.G., Great Falls, Mont.	Joseph R. Mizner, Mill City
Wilford Myron Briggs, B.A., Dilley	Clarence D. Moffatt, Kelso, Wash.
Russell W. Christiansen, Toledo	Wilmoth Osborne, B.A., Portland
Harris Clifford Christopher, B.A., Portland	Edwin E. Osgood, M.A., Colfax, Wash.
Clyde Wallace Countryman, B.S., Portland	Carl H. Phetteplace, Springfield
Vernon Andrews Douglas, B.A., Portland	Kirk H. Prindle, B.A., Spirit Lake, Idaho
Hugh A. Dowd, B.S., Portland	Charles G. Pugh, Portland
William Felberbaum, Portland	Peter N. Root, B.S., Portland
Charles A. Haines, Portland	Shohei Sawamura, Seattle, Wash.
Willard F. Hollenbeck, B.S., Portland	Otis B. Schreuder, B.S., Portland
Clyde D. Horner, Portland	Max Simons, Portland
Wayne A. Hunt, Portland	F. Floyd South, Seio
Warren C. Hunter, B.A., Portland	Richard Thompson, B.A., Oswego
Norris R. Jones, B.A., Portland	Ruth E. Watkins, Hoquiam, Wash.
Raymond T. Kaupp, Wenatchee, Wash.	Solomon N. Weil, B.A., Portland
Thurston W. Laraway, B.A., Hood River	Merritt B. Whitten, B.S., Portland
Marion LeCocq, Lynden, Wash.	Lewa Wilkes, Hillsboro
	Milton E. Wilson, Portland

Military Science

The following students have 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

Harley Woodford Covalt	Jack Stevens Myers
Douglas Theodore Farrell	Benjamin McDowell Reed
Theodore Charles Janes	*Wade Henry Kerr
James Alton Meek	*Mr. Kerr will receive his commission at camp.

FIRST LIEUTENANTS, MEDICAL SECTION

Bernard Gale Barkwill	Marion Le Cocq
Morris Louis Bridgeman	Kenneth Lum
Wilford Myron Briggs	Reuben Harrison Mast
Russell William Christiansen	Joseph Roscoe Mizner
Harris Clifford Christopher	Clarence Donald Moffatt
Vernon Andrews Douglas	Carl Harold Phetteplace
Hugh Amos Dowd	Kirk Hubbard Prindle
William Felberbaum	Peter Nathaniel Root
Wayne Alvin Hunt	Otis Blaine Schreuder
Warren Clair Hunter	Francis Floyd South
Norris Richard Jones	Solomon Neubauer Weil
Raymond Theodore Kaupp	Merritt Bryant Whitten
Thurston William Laraway	Milton Earl Wilson

Graduate School

MASTER OF ARTS

- Raymond E. Baker, B.A., Kansas Christian College, Albany.
Major, Education. Minor, English.
Thesis: Rural school administration and supervision in Oregon.
- Harold Raymond Benjamin, B.A., University of Oregon, Eugene.
Major, Education. Minor, English.
Thesis: Subject and grade costs in Oregon high schools.
- D. W. Boitnott, B.A., University of Oregon, Eugene.
Major, Education. Minor, botany.
Thesis: Changing conception in the teaching of physiology and hygiene in the last four decades as revealed by a critical study of text-books, current literature and courses of study.
- Norman T. Byrne, B.A., University of Oregon, Eugene.
Major, Philosophy. Minor, English.
Thesis: A defense of hedonism in ethics.
- Ian Campbell, B.A., University of Oregon, Eugene.
Major, Geology. Minor, Chemistry.
Thesis: A geologic reconnaissance of the McKenzie River section of the Oregon Cascades with petrographic descriptions of some of the more important rock types.
- James Kirtley Cossman, B.A., University of Oregon, Eugene.
Major, Physical Education. Minor, Education.
Thesis: The relation of types of stature to physical ability.
- Mabel Anne Davenport, B.A., University of Oregon, Portland.
Major, English. Minor, Philosophy.
Thesis: The vogue of Fyodor Dostoevsky in England and the United States.
- Germaine Dew, B.A., University of Oregon, Eugene.
Major, French. Minor, Sociology.
Thesis: L'exotisme de Loti.
- Richard M. Elliott, B.S., Pacific College, Newberg.
Major, Mathematics. Minor, Physics.
Thesis: Linear equations in an infinite number of variables.
- Charles Edwin Franseen, Graduate of four-year course, Cheney Normal School, Eugene.
Major, Education. Minor, Sociology.
Thesis: A diagnostic test in elementary school language.
- John Tilson Ganoë, B.S., University of Oregon, Portland.
Major, History. Minor, Economics.
Thesis: The history of the Oregon and California railroad.
- Henriette Octavie Gouy, B.S., University of Marseille; B.A., Colorado College; Marseille, France.
Major, French. Minor, English.
Thesis: Le Parnasse et Les Parnassiens.
- Minnie M. Holman, B.A., University of Oregon, LaGrande.
Major, Mathematics. Minor, Botany.
Thesis: History of function theory in the United States.
- Elbert Liston Hoskin, B.S., Hiram College, Eugene.
Major, Education. Minor, Sociology.
Thesis: An introductory course in the biological sciences for secondary schools.
- Harold Newton Lee, B.A., University of Oregon, Newberg.
Major, Philosophy. Minor, English.
Thesis: A critical analysis of the katharsis theory of tragedy.
- William Carr McInnis, B.A., Stanford University, Palo Alto, Cal.
Major, Education. Minor, History.
Thesis: The changing concept of the teaching of history and civics in the elementary and high schools of the United States during the last three decades.
- Thomas L. Meador, B.A., University of Oregon, Prairie City.
Major, Chemistry. Minor, Physics.
Thesis: The purification of electrolytic zinc sulphate solutions by means of activated charcoal and the theory of absorption.
- Troy Aubrey Phipps, B.A., University of Oregon, Ashland.
Major, Physics. Minor, Mathematics.
Thesis: Magnetic susceptibility as a function of the composition for various alloys.
- Hugo A. Reed, B.S., University of Oregon, Astoria.
Major, Chemistry. Minor, Physics.
Thesis: A quantitative study of pyroigneous acid.
- Florence Kathleen Riddle, B.A., University of Oregon, Grants Pass.
Major, Psychology. Minor, Education.
Thesis: The standardization of a primary group test.
- Peter L. Spencer, B.S. in Ed., University of Oregon, Ashland.
Major, Education. Minor, Psychology.
Thesis: A diagnostic test in arithmetic.
- Florence Whyte, B.A., University of California, Hillsdale, N. J.
Major, Spanish. Minor, History.
Thesis: Spanish themes in American literature, 1816-1850; a study in exoticism.

MASTER OF SCIENCE

Ivon Roy Taylor, B.A., Reed College, Portland.

Major, Zoology. Minor, Chemistry.

Thesis: The effect upon the nuclei of Euplotes and the division rate of certain ciliates produced by altering the oxygen concentration in the surrounding medium.

DOCTOR OF LAWS

The University of Oregon, in recognition of many years of distinguished service, confers the Degree of Doctor of Laws upon

RICHARD HARWOOD THORNTON

First Dean of the Law School

and

SIMEON EDWARD JOSEPHI

First Dean of the Medical School

HIGHEST HONORS

BUSINESS ADMINISTRATION

Irwin Scott Adams

DRAMA AND THE SPEECH ARTS

Darrell Larsen

Katherine Pinneo

GEOLOGY

Hally Berry

HONORS IN GENERAL SCHOLARSHIP

Claude E. Robinson

Harriett L. Veazie

HONORABLE MENTION

Irwin S. Adams
Hally L. Berry
Helen S. Burfield
Cecilia Claire Collette
Annabel Denn
Freda Goodrich
Henrietta Hansen
Francis Haworth
Evelyn Hogue
Josephine Kirtley

Darrell Larsen
Cecile McAlister
Gertrude Manchester
Rae L. Peterson
Shannon Pettinger
John W. Piper
William Arthur Rosebraugh
Beatrice Towers
Lester Turnbaugh
Crystal H. West

STATISTICAL SUMMARY
ENROLLMENT IN THE UNIVERSITY, 1923-24

GRADUATE SCHOOL

	Men	Women	Total
Portland	22	35	57
Eugene	75	43	118*
	97	78	175
UNDERGRADUATES			
Seniors	175	169	344
Juniors	229	282	511
Sophomores	321	271	592
Freshmen	392	362	755
Special and one-course students	58	34	92
Law students	48	2	50
	1,223	1,121	2,344
SCHOOL OF MEDICINE	191	17	208
SUMMER SESSIONS, 1924			
EUGENE			
Graduates	63	53	116
Undergraduates	115	174	289
	178	227	405
PORTLAND			
Graduates	20	26	46
Undergraduates	75	388	463
	95	414	509
Totals for Summer Session, 1924	273	641	914
Total regular enrollment	1,784	1,857	3,641
Duplicate enrollments	106	148	254
Total registration of regular students	1,678	1,709	3,387
EXTENSION			
Portland Extension	801	1,122	1,923
Correspondence	649	1,219	1,868
	1,450	2,341	3,791
Total registration in University, 1923-24	3,128	4,050	7,178
Duplicate registration	22	35	57
Net enrollment	3,106	4,015	7,121

REGISTRATION, FALL TERM, 1924-25

	Men	Women	Total
Graduate students	62	27	89
Seniors	195	234	429
Juniors	249	220	469
Sophomores	317	266	583
Freshmen	413	400	813
Specials	50	30	80
School of Law	64	3	67
School of Medicine	193	16	209
Total registration	1,548	1,196	2,739

* Includes student working for master's degree in School of Medicine, Portland.

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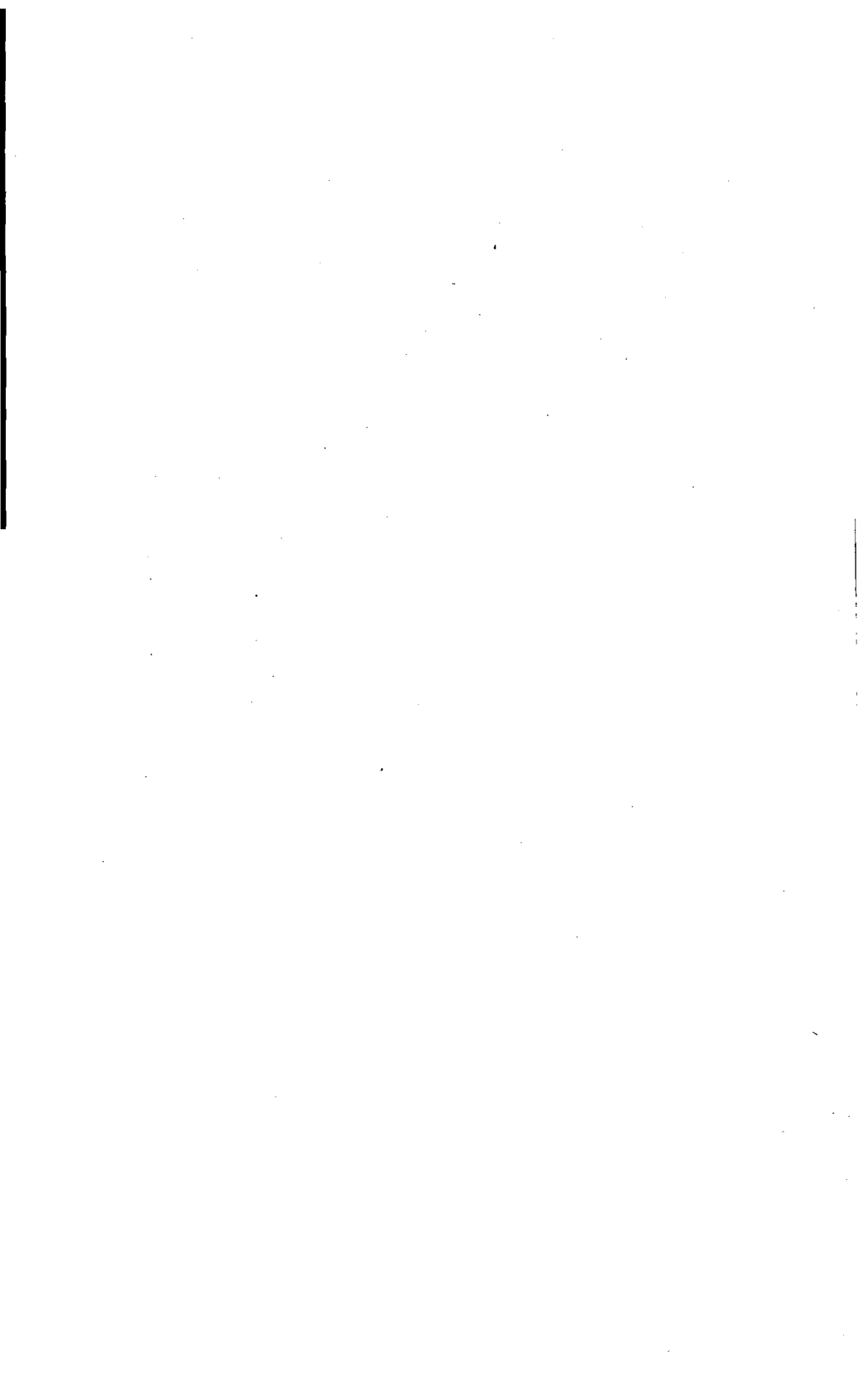
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