

THE UNIVERSITY OF
OREGON
BULLETIN



CATALOGUE 1928-1929

ANNOUNCEMENTS
1929-1930

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HIGHER EDUCATION IN OREGON

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

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

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

OREGON STATE AGRICULTURAL COLLEGE—CORVALLIS

I. DEGREE-GRANTING SCHOOLS AND DEPARTMENTS

- The School of Agriculture** (B.S. and M.S. degrees)
Major curricula in General Agriculture, Agricultural Bacteriology, Agricultural Chemistry, Agricultural Economics, Agricultural Education, Agricultural Engineering, Animal Husbandry, Botany and Plant Pathology, Dairy Husbandry, Agriculture and Entomology, Farm Crops, Farm Management, Horticulture (Horticultural Products, Landscape Architecture, Pomology, Vegetable Gardening), Poultry Husbandry, Soils, Agriculture and Zoology. Special curriculum for women. Graduate study and research in all departments including Veterinary Medicine.
- The Department of Chemical Engineering** (B.S. and M.S. degrees)
A major curriculum in Chemical Engineering including application of chemistry in the industries. Graduate study and research.
- The School of Commerce** (B.S. degree; M.S. degree in Agricultural Economics and Rural Sociology)
A major curriculum in Commerce including Accounting and Management, Advertising and Selling, Agricultural Economics, Banking and Finance, Commercial Education, Economics and Sociology, General Business, Markets and Marketing, Political Science, Real Estate, Secretarial Training. Graduate study and research in Agricultural Economics and Rural Sociology.
- The School of Engineering and Mechanic Arts** (B.S. and M.S. degrees)
Four-year major curricula as recommended by the national Engineering Societies and the National Society for the Promotion of Engineering Education, in Civil Engineering including Structural, Highway, Hydraulic, Sanitary, Railroad, and Construction Engineering; in Electrical Engineering including Power Generation and Transmission, Railways, Lighting, High Voltage, and Telephony; in Mechanical Engineering including Machine Design, Heat, Power, Ventilation, Refrigeration, Heating, Gas, and Aeronautical Engineering; in Industrial Shop Administration. Graduate study and research.
- The School of Forestry** (B.S. and M.S. degrees)
Major curricula in Logging Engineering, Lumber Manufacture, Technical Forestry. Graduate study and research.
- The School of Home Economics** (B.S. and M.S. degrees)
General and professional major curricula in Home Economics including Clothing and Textiles and Related Arts, Foods and Nutrition, Home Economics Teaching, Household Administration, Institutional Management. Graduate study and research.
- The Department of Military Science and Tactics** (B.S. degree)
A major curriculum in Reserve Officers' Training Corps including Cavalry, Engineers, Field Artillery, Infantry. Commission in United States Army.
- The School of Mines** (B.S. and M.S. degrees)
A major curriculum in Mining Engineering including Geology and Metallurgy. Graduate study and research.
- The School of Pharmacy** (Ph.C., B.S., and M.S. degrees)
A major curriculum in Pharmacy including Pharmacology, Pharmaceutical Analysis, Pharmacognosy. Three-year Ph.C. curriculum. Graduate study and research.
- The School of Vocational Education** (B.S. and M.S. degrees)
A major curriculum in Vocational Education including administration, supervision, and teaching of agriculture, commerce, home economics, industrial arts; vocational counseling and guidance. Graduate study and research. Service departments: Education, Psychology.

II. SCHOOL OF BASIC ARTS & SCIENCES AND OTHER SERVICE DEPARTMENTS

In these departments no major work is offered and no degrees are granted.

The School of Basic Arts and Sciences: Departments of Art and Rural Architecture, Bacteriology, Botany and Plant Pathology, Chemistry, English Language and Literature, Entomology, History, Mathematics, Modern Languages (French, German, Spanish), Physics, Public Speaking and Dramatics, Zoology.

Other Departments: Industrial Journalism, Library Practice, Music (Theory, Piano, Organ, Violin, Singing, Band Instruments), Physical Education for Men, Physical Education for Women.

III. RESEARCH AND EXPERIMENTATION

The Agricultural Experiment Station; the Engineering Experiment Station; graduate study and research in all degree-granting divisions of the College, except that in Commerce graduate study is limited to Agricultural Economics and Rural Sociology.

IV. EXTENSION SERVICE

Adult extension work by lectures, demonstrations, conferences, extension schools, correspondence study, publications, radio broadcasting, visual instruction. This includes the work of county agricultural agents, home demonstration agents, and specialists in various fields supported cooperatively by the Federal government, the State, and the counties. Junior extension work through boys' and girls' club projects, correspondence study, and other methods. Extension work is limited to the special fields assigned to the College.

THE UNIVERSITY OF OREGON—EUGENE AND PORTLAND

I. THE COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS (B.A., B.S. degrees)

(A) Degree Granting Departments:

The Division of Biology, composed of the major departments of Animal Biology including Physiology, and Plant Biology including Bacteriology; the major departments of Chemistry, Economics, English (Literature, Written English, Spoken English, Drama and Play Production, Library Training), Geology, Germanic Languages (German, Norwegian, Swedish), Greek, History, Latin, Mathematics, Military Science, Philosophy, Physics, Political Science, Psychology, Romance Languages (French, Spanish, Italian, Portuguese), Sociology.

(B) Service Department:

Household Arts; no major work and no professional training is given in this department and no degrees are granted.

II. THE PROFESSIONAL SCHOOLS

- The School of Architecture and Allied Arts** (B.Arch. and M.Arch. degrees; also B.A., B.S.; and M.A., M.S., M.F.A. degrees through the Graduate School)
Major work in Architecture, Drawing and Painting, Sculpture, and Normal Arts.
- The School of Business Administration** (B.B.A., B.A., B.S., M.B.A. degrees)
Professional training in Finance, Accounting, Foreign Trade, Marketing, Advertising, Transportation, Personnel Management, and Production; and combination courses in Law and Business Administration. The graduate division of the school offers the only graduate work in Business Administration given in the state of Oregon.
- The School of Education** (B.S. in Education, B.A., B.S., and also M.A., M.S., and Ph.D. through the Graduate School)
Secondary Education; School Supervision and Administration; Educational Psychology and Atypical Children; Educational History, Sociology, and Moral Values.
- The School of Journalism** (B.A. and B.S. in Journalism, B.A., B.S.; and also M.A., M.S., and Ph.D. through the Graduate School)
Comprehensive training in Journalism and Publishing in newspapers (metropolitan and rural), magazines, and class and trade papers; Advertising, Printing.
- The School of Law** (LL.B., J.D. degrees)
- The School of Medicine** (M.D., M.A., M.S., Ph.D. degrees through the Graduate School)
- The School of Music** (B.M., B.A., B.S.; and M.A., M.S., M.F.A. degrees through the Graduate School)
Major courses in the History, Theory, Composition, and Literature of Music; Teaching of Music, Public School Music, and Operatic Fundamentals; and professional training in piano, organ, voice, stringed instruments, and other instruments of the orchestra and band.
- The School of Physical Education** (B.S. and B.A. degrees for the professional and teachers training courses, and M.S. and M.A. through the Graduate School)
The departments are Physical Education for Men, Physical Education for Women, Athletics, and the Health Service.
- The School of Sociology** (B.A., B.S.; and M.A., M.S. degrees through the Graduate School)
- The Portland School of Social Work** (B.A., B.S. degrees, and the Certificate of Social Work Training, and the Certificate of Public Health Nursing)
Training courses in various forms of social work and public health nursing.

III. THE GRADUATE SCHOOL (M.A., M.S., M.F.A., Ph.D. degrees)

Majors in all of the degree-granting departments of the College of Literature, Science, and the Arts, and in several of the professional schools.

IV. RESEARCH

The Research Committee; the Bureau of Business Research; the Bureau of Educational Research; the departments of the Graduate School; surveys and investigations by the Extension Division.

V. THE EXTENSION DIVISION (B.A., B.S. degrees, and M.A., M.S. degrees through the Graduate School)

Adult education in the liberal arts and professional fields allotted to the University in major lines of work leading to a degree, but not in the service departments; visual instruction and social welfare departments. Correspondence Study department giving work in the major lines of work offered for a degree, but not in the service departments; entrance work in Civics, English, History, Languages, Mathematics, and Science.

UNIVERSITY OF OREGON CALENDAR, 1929-30

FALL TERM

September 23-28	Freshman Week.
September 30, Monday	University classes begin.
October 12, Saturday	Last day to enter the University.
November 28-December 1, Thursday to Sunday	Thanksgiving vacation.
December 16-20, Monday to Friday	Fall term examinations.
December 21, Saturday	Christmas vacation begins.

WINTER TERM

January 2, Thursday	Registration day.
January 3, Friday	University classes begin.
January 16, Thursday	Last day to enter the University.
March 17-21, Monday to Friday	Winter term examinations.
March 22, Saturday	Spring vacation begins.

SPRING TERM

March 31, Monday	Registration day.
April 1, Tuesday	University classes begin.
April 12, Saturday	Last day to enter the University.
May 16-18, Friday to Sunday	Junior Week-End (classroom exercises suspended).
May 30, Friday	Memorial Day, a holiday.
June 9-13, Monday to Friday	Spring term examinations.
June 14, Saturday	Alumni Day.
June 15, Sunday	Baccalaureate sermon.
June 16, Monday	Commencement.

SUMMER SESSIONS

June 23, Monday	Registration day.
June 24, Tuesday	Classes begin.
July 4, Friday	Independence Day, a holiday.
August 1, Friday	Summer Session ends.
August 4, Monday	Post session begins.
August 29, Friday	Post session ends.

1930-31

FALL TERM

September 22-27, Monday to Saturday	Freshman Week.
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(Above gives one week between winter and spring terms and one week between spring term and summer session.)

BOARD OF REGENTS

OFFICERS

HON. FRED FISK, *President*
 MRS. G. T. GERLINGER, *Vice President*
 L. H. JOHNSON, *Secretary*

EXECUTIVE COMMITTEE

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

EX OFFICIO MEMBERS

HON. ISAAC L. PATTERSON, *Governor*.....Salem
 HON. HAL E. HOSS, *Secretary of State*.....Salem
 HON. CHARLES A. HOWARD, *Superintendent of Public Instruction*.....Salem

APPOINTED BY THE GOVERNOR

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

OFFICERS OF ADMINISTRATION

THE UNIVERSITY

ARNOLD BENNETT HALL, A.B., J.D., LL.D.....	<i>President of the University</i>
BURT BROWN BARKER, A.B., LL.B.....	<i>Vice-president of the University</i>
KARL W. ONTHANK, M.A.....	<i>Executive Secretary of the University</i>
EARL M. PALLETT, M.S.....	<i>Registrar and Acting Dean of Men</i>
HUGH L. BIGGS, B.A.....	<i>Assistant Dean of Men</i>
*VIRGINIA JUDY ESTERLY, A.B.....	<i>Dean of Women</i>
HAZEL PRUTSMAN, Ph.B.....	<i>Acting Dean of Women</i>
M. H. DOUGLASS, M.A.....	<i>University Librarian</i>
GERTRUDE BASS WARNER.....	<i>Director, Oregon Museum of Fine Arts</i>

THE COLLEGE AND SCHOOLS

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

* Leave of absence, 1928-29.

† Died, January 4, 1929.

‡ Resigned, January, 1929. Successor to be named by Governor Patterson.

THE FACULTY OF THE UNIVERSITY

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

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

* Leave of absence, 1928-29.

- *MARY E. WATSON BARNES, M.A. *Professor of English*
B.A., Oregon, 1909; M.A., 1911; graduate student, Columbia, 1918-19. Faculty, Oregon, from 1911.
- WALTER CARL BARNES, B.A. (Oxon) *Professor of History*
A.B., Colorado College, 1912; graduate student, California, 1912-13; Rhodes scholar, Honour School of Modern History, Oxford University, England, 1913-16; B.A. (Oxon), 1916. Faculty, British Columbia, 1917-18; California, 1918-20; Oregon, from 1920.
- JAMES DUFF BARNETT, Ph.D. *Professor of Political Science*
A.B., Emporia, 1890; fellow in political science, Wisconsin, 1902-03; assistant in political science, 1903-05; Ph.D., 1905. Faculty, Oklahoma, 1905-08; Oregon, from 1908; head of department, from 1909.
- OLIVER L. BARRETT. *Instructor in Modeling*
Studied under Albert Herter; Emil Jacques, Avard Fairbanks. Faculty, Oregon, 1927.
- W. G. BEATTIE, B.A. *Extension Lecturer*
B.A., Oregon, 1901; graduate student, Oregon, 1915, 1921, 1927; graduate student, Stanford University, 1925. Faculty, Oregon, 1926.
- ANNE LANDSBURY BECK, B.A. *Professor of Music*
Student, Simpson College; Colorado Normal; California; B.A., Oregon, 1919. Faculty, Oregon, from 1918.
- †JAMES FRANCIS BELL, M.B., L.R.C.P. *Emeritus Professor of Medicine*
M.B., Toronto, 1882; L.R.C.P., Royal College Physicians, London, England. Faculty, Oregon, from 1887.
- ROBERT L. BENSON, A.M., M.D. *Professor of Pathology, School of Medicine, Portland*
A.B., Michigan, 1902; A.M., 1904; M.D., Rush Medical College, 1910; graduate student with Dr. Warthin, Michigan, 1921; research fellow in pathology, Chicago, 1909-10. Faculty, Oregon, from 1912.
- GEORGE V. BLUE, B.A., M.A. *Assistant Professor of History*
B.A., Oregon, 1922; M.A., California, 1923; teaching assistant, California, 1922-23, 1925-26. Faculty, Hawaiian University, 1923-25; traveling fellow, California; University of Paris, 1926-28; faculty, Oregon, 1928.
- JOSEPH BROWN BILDERBACK, M.D. *Professor of Pediatrics, School of Medicine, Portland*
M.D., Oregon, 1905; post-graduate study in New York, Boston, Berlin, London, and Vienna. Faculty, Oregon, from 1910.
- HAROLD F. BLUM, Ph.D. *Assistant Professor of Physiology*
A.B., California, 1922; graduate student, California Medical School, 1922-23; Harvard Medical School, 1923-24; Ph.D., California, 1927. Faculty, Oregon, 1927.
- JESSE H. BOND, Ph.D. *Professor of Business Administration*
B.A., Oregon, 1909; M.A., 1918; Ph.D., University of Wisconsin, 1915. Faculty, University of Idaho, 1915-17; Simpson College, 1917-18; University of North Dakota, 1919-26, 1927-28; Princeton University, 1926-27. War department, 1918-19. Present position from 1928.
- NELSON L. BOSSING, Ph.D. *Associate Professor of Education*
B.A., Kansas Wesleyan, 1917; M.A., Northwestern, 1922; Ph.D., Chicago, 1925. Faculty, Simpson College, 1924-27; Oregon from 1927.
- JOHN FREEMAN BOYARD, Ph.D. *Dean of the School of Physical Education and Professor of Physiology*
B.A., California, 1903; M.A., 1906; graduate student, Harvard, 1914-15; Ph.D., California, 1916. Faculty, Oregon, from 1906; present position from 1920.
- RAY PRESTON BOWEN, Ph.D. *Professor of Romance Languages*
A.B., Harvard, 1905; A.M., Cornell, 1915, Ph.D., 1916; University of Geneva, Switzerland, University of Grenoble, France, 1911-12; University of Paris, 1921-22. Faculty, Huron College, 1909-14; Cornell, 1914-16; Syracuse, 1916-18; Earlham, 1918-19; Colorado College, 1919-20; Sorbonne (lecteur d'américain), 1921-22; Syracuse, 1920-25; Oregon, head of department, from 1925.
- C. V. BOYER, Ph.D. *Professor of English*
B.S., Princeton, 1902; M.A., 1909, Ph.D., 1911; University of Pittsburg Law School, 1902-04; Oxford, England, 1905; American Academy, Rome and Athens, 1906. Faculty, Illinois, 1911-26; Oregon, head of department, from 1926.

* Leave of absence, 1929-30.

† Deceased.

- *WILLIAM PINGRY BOYNTON, Ph.D. *Professor of Physics*
A.B., Dartmouth, 1890; M.A., 1893; graduate scholar in physics, Dartmouth, 1893-94; scholar and fellow in physics, Clark, 1894-97; Ph.D., 1897. Faculty, Southern California, 1890-93; California, 1897-1901; California College, 1901-03; Oregon, from 1903; head of department, from 1906.
- CAPTAIN CLARENCE H. BRAGG *Assistant Professor of Military Science and Tactics*
Oregon Agricultural College, 1915-17; U. S. Army since 1917. Faculty, Oregon, 1927.
- BESS EVELYN BROWN, A.B., B.S. *Assistant Professor of Applied Sociology*
A.B., College of Puget Sound, 1915; R.N., Seattle General Hospital, 1924; Certificate of Public Health, Washington, 1926; B.S., Columbia University, 1917. Faculty, Oregon, 1927.
- EYLER BROWN, B.A., M.Arch. *Instructor in Architecture*
B.A., Oregon, 1916; B.S. in Arch., 1917; M.Arch., Massachusetts Institute of Technology, 1922. Faculty, Oregon, from 1922.
- JAMES TYLER BROWN, A.B., M.B.A. *Assistant Professor of Business Administration*
A.B., DePauw University, 1926; M.B.A., Harvard University, 1928. Faculty, Oregon, 1928.
- ROY GRIFFIN BRYSON, A.B. *Instructor of Voice*
A.B., Oregon, 1925; pupil of Percy Rector Stephens and Horace Hunt. Faculty, Oregon, 1928.
- JULIA BURGESS, M.A. *Professor of English*
B.A., Wellesley, 1894; M.A., Radcliffe, 1901. Faculty, Oregon, from 1907.
- GEORGE E. BURGET, Ph.D. *Professor of Physiology, School of Medicine, Portland*
A.B., Indiana State Normal School; Ph.D., Chicago. Faculty, Oregon, from 1917.
- O. K. BURRELL, M.A. *Assistant Professor of Business Administration*
Cornell College, 1917-1919; B.S., Iowa, 1921; M.A., 1927. Faculty, Oregon, 1927.
- HARRY CAMDEN, B.F.A. *Assistant Professor of Sculpture*
B.F.A., Yale, 1924; Prix de Rome, 1924; fellow, American Academy in Rome, 1924-1927. Faculty, Oregon, from 1927.
- *MERTON KIRK CAMERON, Ph.D. *Associate Professor of Economics*
A.B., Princeton, 1908; A.M., Harvard, 1914; Ph.D., 1921. Faculty, Harvard, 1915-16; Hibbing Junior College, 1917-20; Oregon, from 1920.
- CHARLES E. CARPENTER, A.M., LL.B. *Dean of Law School and Professor of Law*
A.B., Kansas, 1903; fellow in sociology and history, 1902-04; A.M., 1904; LL.B., Harvard, 1908. Law faculty, North Dakota, 1909-14; Illinois, 1914-18; Washburn, 1919; dean, law school, Washburn, 1920-22; faculty, Oregon, from 1922.
- *RALPH D. CASEY, M.A. *Associate Professor of Journalism*
A.B., Washington, 1913; M.A., 1924; news staff, Seattle Post-Intelligencer, 1913-16; graduate student, Washington, 1914-16; news staff, New York Herald, 1920-21; editorial staff, American Boy Magazine, 1926. Faculty, Montana, 1916-19; Washington, 1919-20; Oregon, from 1922.
- ALBERT EDWARD CASWELL, Ph.D. *Professor of Physics*
A.B., Stanford, 1908; Ph.D., 1911; national research fellow, Princeton, 1919-20. Faculty, Purdue, 1911-18; Oregon, from 1918.
- JUAN A. CENTENO, Bachiller en Letras y Ciencias, Licenciado en Medicina. *Instructor in Romance Languages*
Bachiller en Letras y Ciencias, Institute de San Isidro, Madrid, 1920; Licenciado en Medicina, University of Madrid, 1927; resident student, Madrid, 1926-27. Faculty, Wisconsin, 1927-28; Oregon, 1928.
- DAN ELBERT CLARK, Ph.D. *Professor of History, Assistant Director of Extension Division*
B.A., Iowa, 1907; Ph.D., Iowa, 1910. Faculty, Iowa, 1909-1918; associate editor, State Historical Society of Iowa, 1908-1918; various positions with American Red Cross, 1918-1921. Faculty, Oregon, from 1921.
- ROBERT CARLTON CLARK, Ph.D. *Professor of History*
B.A., Texas, 1900; M.A., 1901; scholar in history, Wisconsin, 1901-02; fellow, 1902-03; Ph.D., 1905. Faculty, Oregon, from 1905; head of department from 1920; fellow, Texas Historical Association.
- TIMOTHY CLORAN, Ph.D. *Professor of Romance Languages*
B.A., Western Reserve, 1891; student, University of Berlin, 1897-98; University of Strassburg, 1898-99; Ph.D., Strassburg, 1901; student, University of Paris, 1904-05; University of Madrid, 1905-06. Faculty, Shurtleff College, 1898-97; Idaho, 1899-1900; Vanderbilt, 1900-04; Oregon, from 1906; head of department, 1906-1926.

* Leave of absence, 1928-29.

- MELTRUDE COE, B.A. *Instructor in Education*
B.A., Oregon, 1923. Present position, University High School, 1927.
- EDMUND S. CONKLIN, Ph.D. *Professor of Psychology*
B.H., 1903, Springfield, Mass.; A.M., Clark, 1909; fellow in psychology, Clark, 1909-11; Ph.D., 1911. Faculty, Oregon, from 1911; head of department from 1918.
- CHRISTINA ADELLA CRANE, A.B. *Instructor in Romance Languages*
A.B., Colorado College, 1926; Sorbonne, 1927. Faculty, Oregon, from 1926.
- MARGARET D. CREECH, B.A. *Assistant Professor of Applied Sociology, Portland School of Social Work*
B.A., Reed College, 1915; visitor for the Social Welfare Association, Grand Rapids, Michigan; executive secretary of the Home Service Section, Portland Chapter, American Red Cross; secretary of the Confidential Exchange, Portland, 1920-23. Faculty, Oregon, from 1923.
- HAROLD RANDOLPH CROSLAND, Ph.D. *Associate Professor of Psychology*
A.B., South Carolina, 1913; A.M., Clark, 1914; Ph.D., 1916; fellow in experimental psychology, Clark, 1913-16. Faculty, Minnesota, 1916-17; Arkansas, 1917-18; Pittsburgh, 1918-20; Oregon, from 1920.
- MARGARET L. DAIGH, A.B. *Instructor in Household Arts*
A.B., Washington, 1924. Faculty, Oregon, from 1925.
- DAVID R. DAVIS, Ph.D. *Assistant Professor of Mathematics*
B.A., Indiana, 1917; M.A., 1923; Ph.D., Chicago, 1926. Faculty, Illinois State Teachers' College, 1926; Oregon, from 1926.
- 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.
- EDGAR EZEKIEL DECOU, M.S. *Professor of Mathematics*
B.S., Wisconsin, 1894; M.S., Chicago, 1897; graduate student, Chicago, 1899-1900; graduate scholarship, Yale, 1900-01. Faculty, Bethel College, Kentucky, 1897-99, 1901-02; acting president, 1902; head of department of mathematics, Oregon, from 1902.
- LEROY ELLSWORTH DETLING, A.M. *Instructor in Romance Languages*
Ph.B., Philomath, 1920; A.B., Oregon, 1921; A.M., Stanford, 1923; Sorbonne, 1926. Faculty, Oregon, 1927.
- JOHN FOREST DICKSON, M.B., M.D., L.R.C.P.Ed. *Professor of Ophthalmology,*
M.B., Toronto, 1880; M.D., Victoria, 1880; Royal College Physicians, Edinburgh, 1189; post-graduate study in New York, Edinburgh, London and Paris, 1889-91; New York, London, Paris, Vienna and Berlin, 1902-04; New York, Boston, Philadelphia, etc., 1910; Vienna, Berlin, Paris, London, and New York, 1911-14. Faculty, Oregon, from 1915.
- RICHARD B. DILLEHUNT, M.D. *Dean of the School of Medicine, Portland*
Illinois, 1904-06; M.D., Chicago, 1910. Faculty, Oregon, from 1912.
- *HARL R. DOUGLASS, Ph.D. *Professor of Education*
B.S., Missouri, 1913; M.A., 1918; Ph.D., Stanford, 1927. Supervisor, University of Missouri High School, 1913-14; superintendent of schools, Missouri and Oregon, 1914-19. Faculty, Oregon, from 1919; Stanford, 1923-24.
- MATTHEW HALE DOUGLASS, M.A. *University Librarian*
B.A., Grinnell, 1895; M.A., Grinnell, 1898. Present position since 1908.
- MINNIE G. DOUGLASS. *Instructor in Music*
Oberlin Conservatory, 1898-99, 1900-03; pupil of Charles W. Morrison, George W. Andrews, E. B. Scheve, Francis Frothingham, Julia Lois Carruthers, Jane Waterman, and Jane Thacher. Faculty, Oregon, from 1920.
- FREDERIC STANLEY DUNN, A.M. *Professor of Latin*
A.B., Oregon, 1892; A.M., 1899; A.B., Harvard, 1894; holder of Austin Teachers' Scholarship at Harvard, 1902-03; A.M., 1908. Faculty, Willamette, 1895-98; head of department, Oregon, from 1898; leave of absence in Italy, 1918-19.
- VIRGIL D. EARL, B.A. *Professor of Physical Education; Director of Department of Athletics*
B.A., Oregon, 1906. Faculty, Oregon, from 1923.
- J. EARL ELSE, M.D., M.S., F.A.C.S. *Assistant Professor of Surgery, School of Medicine, Portland*
Ph.G., South Dakota State College, 1900; B.S., 1901; M.D., Northwestern University Medical School, 1905; M.S., Washington State College, 1910; University of Vienna, 1912-13. Faculty, Oregon, from 1913.
- DONALD M. EBB, M.A. *Assistant Professor of Economics*
B.S., Illinois, 1922; graduate assistant, Illinois, 1923-25; M.S., Illinois, 1924; graduate student, Harvard, 1925-27; Thayer fellow, Harvard, 1926-27; Ricardo prize, Harvard, 1927; M.A., Harvard, 1927. Faculty, Oregon, from 1927.

- ALICE HENSON ERNST, B.A., M.A. *Assistant Professor of English*
B.A., Washington, 1912; Denny fellow in English, 1913; M.A., 1913; graduate student, Radcliffe, 1919-20. Faculty, Washington, 1920-23. Studied theatres in Europe, 1924; graduate student, Yale University, 1928. Faculty, Oregon, 1924.
- RUDOLF HERBERT ERNST, Ph.D. *Associate Professor of English*
B.A., Northwestern College, Wisconsin, 1904; student, Theological Seminary, Wauwatosa, Wisconsin, 1905-07; University of Rostock, Germany, 1908-09; University of Leipzig, 1909-10; Sorbonne, Paris, 1910; M.A., Harvard, 1912; Ph.D., 1918; Thayer Fellowship, Harvard. Faculty, Northwestern College, 1904-05, 1907-08; Washington, 1912-23; Oregon, from 1923.
- *VIRGINIA JUDY ESTERLY, B.A. *Dean of Women*
B.A., California, 1923; dean of women of intercession, California, 1923; summer session, California, 1924. Present position, from 1923.
- JOHN STARK EVANS, B.A. *Associate Dean of the School of Music and Professor of Music*
B.A., Grinnell, 1913; pupil of Rudolph Ganz, New York; Rubin Goldmark, New York; Charles Widor, France; Isidor Philippe, Vienna. Faculty, Oregon, 1917; present position, from 1920.
- DAVID E. FAVILLE, M.B.A. *Dean, School of Business Administration and Professor of Business Administration*
B.A., Stanford, 1922; M.B.A., Harvard, 1925. Research supervisor, Harvard Bureau of Business Research, 1927. Faculty, Harvard, 1927-28; Oregon, 1925-27; dean, from 1928.
- WALTER L. FERRIS *Professor of Music*
Pupil of A. F. Weldon, James Llewellyn, Herman Bellstedt; handmaster and orchestra soloist, wind instruments; band master, Spanish-American War. Faculty, Oregon, from 1926.
- ANDREW FISH, Ph.D. *Assistant Professor of History*
A.B., Oregon, 1920; M.A., 1921; Clark, 1921-22; Ph.D., 1923. Faculty, Oregon, from 1920.
- DOROTHY GURLEY FISH, B.A., B.S. *Instructor in Household Arts*
B.A., State Teachers' College, Santa Barbara, California, 1923; graduate assistant, Oregon, 1923-24; B.S., Oregon, 1925. Faculty, Oregon, from 1924.
- WELLINGTON D. FLETCHER, B.S. *Athletic Trainer*
B.S., Wyoming, 1927; undergraduate student, Wheaton College, 1911, 1913; Normal School Physical Education, aBtite Creek, Michigan, 1913, 1915. Faculty, Oregon, 1927.
- WILLIAM A. FOWLER, M.B.A. *Associate Professor of Business Administration*
B.S., Whitman College, 1925; M.B.A., Oregon, 1927. Graduate student, Oregon, 1925-28. Faculty, Oregon, from 1928.
- LEO FRIEDMAN, B.S., Ph.D. *Instructor in Chemistry*
B.S., Maine, 1925; Ph.D., Wisconsin, 1928. Faculty, Oregon, 1928.
- ROBERT D. FANER, B.A., M.A. *Instructor in English*
B.A., Alleghany College, 1927; M.A., Iowa, 1928. Faculty, Oregon, 1928.
- BERNARD C. GAVIT, J.D. *Assistant Professor of Law*
B.A., Wabash College, 1915; J.D., University of Chicago, 1920. Practicing attorney, 1920-23. Faculty, Oregon, from 1923.
- ANDREW JACKSON GIESY, M.D. *Emeritus Professor of Clinical Gynecology, School of Medicine, Portland*
- JAMES HENRY GILBERT, Ph.D. *Dean of the College of Literature, Science, and the Arts, and Professor of Economics*
B.A., Oregon, 1903; Ph.D., Columbia, 1907. Faculty, Oregon, from 1907; head of department from 1920; acting dean of the college, 1925-27. Present position from 1927.
- GEORGE H. GODFREY *Assistant Professor of Journalism*
Oregon, 1919-25; staff, Eugene Register, 1923-24; Eugene Guard, 1924-25; editor, Hilo, Hawaii, Tribune-Herald, 1927; correspondent, Christian Science Monitor, Eugene, 1923-25; Territory of Hawaii, 1926-27; correspondent, New York Times, Territory of Hawaii, 1926-27. Faculty, Oregon, 1927.
- MARGARET BANNARD GOODALL, B.A. *Instructor in Education*
B.A., Oregon, 1904. Present position, supervisor of English in University High School, since 1916.
- MOZELLE HAIR, B.A. *Assistant Professor of Sociology; Director of Organization and Administration of Correspondence Study, Extension Division*
B.A., Oregon, 1908; graduate student, Columbia, 1921-22. Faculty, Oregon, from 1908.
- ROBERT C. HALL *Associate Professor of Journalism and Superintendent, University Press*
Faculty, Oregon, from 1918.

* Leave of absence, 1928-29.

- 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.
- WILLIAM L. HAYWARD *Professor of Physical Education*
Coach, Olympic Games, since 1912. Faculty, Oregon, from 1903.
- GILBERT L. HERMANCE, B.S. *Instructor in Physical Education*
B.S., Oregon, 1927; graduate student, Columbia, 1927. Faculty, Oregon, 1927.
- ARTHUR CLARK HICKS, B.A., M.A. *Instructor in English*
B.A., Oregon, 1922; M.A., Oregon, 1927. Faculty, Oregon, 1928.
- HERVEY CRANDALL HICKS, Ph.B., M.S., Ph.D. *Assistant Professor of Mathematics*
California, 1917-20; Ph.B., Chicago, 1921; M.S., Chicago, 1922; Ph.D., California Institute of Technology, 1928; instructor in mathematics, Brown University; teaching fellow, California Institute of Technology; Guggenheim fellow in aeronautics, California Institute of Technology. Faculty, Oregon, 1928.
- MARTHA HILL *Instructor in Physical Education*
Graduate, Kellogg School of Physical Education, 1920; student, Columbia University, 1926-27; Wisconsin, 1927; graduate, Portia Mansfield School of Dance and Related Arts, 1924-25; Dalcroze Eurythmics with Nelly Reuschel, 1927; dancing with Vestoff, Martha Graham, Anna Duncan, Kobeleff, 1927.
- 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, acting head of department, 1917-20; Oregon, from 1920.
- LOUISE HODGES *Instructor in Physical Education*
Diploma in Physical Education, Central School of Hygiene of Physical Education, 1924; Mary Baldwin, 1920-21-22; graduate student, Columbia University, 1927. Director of physical education, Lander College; counsellor at Camp Merrie-Woods; faculty, Oregon, 1928.
- WILLIAM BURROUGHS HOLDEN, M.D., F.A.C.S. *Clinician in Surgery, School of Medicine, Portland*
Battle Creek College, Mich., 1893-93; Michigan, 1893-94; Rush Medical College, 1895-97; M.D., 1897. Faculty, Oregon, 1914.
- GEORGE P. HOPKINS, B.A. *Professor of Music*
B.A., Oregon, 1921. Student, Peabody Conservatory, Baltimore. Piano with Alfred Butler, Los Angeles; Harold Randolph, Baltimore; Ernest Hutcheson, New York. Composition with Gustave Strube, Baltimore; Sigismond Stojowski and Rubin Goldmark, New York. Faculty, Oregon, 1919-23, and from 1925 to present time.
- J. K. HORNER, B.A. *Assistant Professor of English*
B.A., Oklahoma, 1922; graduate student, Harvard, 1922. Faculty, Oklahoma, 1922-26; Oregon, from 1926.
- CHARLES G. HOWARD, J.D. *Professor of Law*
B.A., Illinois, 1920; J.D., 1922. Practicing lawyer, 1922-27. Faculty, University of Illinois, 1924-28; Oregon, from 1928.
- HERBERT CROMBIE HOWE, B.L., A.B. *Professor of English*
B.L., A.B., Cornell, 1893; graduate scholar in philosophy, Cornell, 1893-95. Faculty, Oregon, from 1901; head of department, 1906-1925.
- KENNETH E. HUDSON, B.F.A. *Assistant Professor of Painting*
Ohio Wesleyan, 1921-23; Yale, 1923-25; B.F.A., Yale, 1927; first assistant to Eugene Francis Savage. Faculty, Oregon, 1927.
- RALPH R. HUESTIS, Ph.D. *Associate Professor of Genetics*
B.S.A., McGill, 1914; M.S., California, 1920; Ph.D., 1924; research assistant, Scripps Institution for Biological Research, 1920-24. Faculty, Oregon, from 1924.
- CARL L. HUFFAKER, Ph.D. *Professor of Education*
Central Teachers' College, Oklahoma, 1907-11; B.S., Chicago, 1915; superintendent of schools, Iowa, 1915-22; M.A., Iowa, 1922; research assistant, Iowa, 1922-23; Ph.D., 1923. Faculty, Arizona, 1923-27; Oregon, from 1927.
- PHILIP W. JANNEY, B.A., C.P.A. *Assistant Professor of Business Administration, Portland Extension Center*
B.A., Oregon, 1920; formerly with Whitfield, Whitcomb & Co.; C.P.A., 1922. Faculty, Oregon, from 1921.
- JAMES ARTHUR JOHNSTON, M.A. *Associate Professor of Business Administration*
B.S., Mt. Union College, 1905; Ph.C., Pittsburg, 1905; M.A., Iowa, 1925. Faculty, Southwestern (La.), 1920-23; Iowa, 1923-25; Oregon, from 1925.

- DAVID TRACY JONES, M.S. *Demonstrator in Zoology*
B.A., Iowa, 1923; M.S., Iowa, 1925. Instructor in biology, Yanktown College, summer, 1925; instructor in zoology, University of Utah, 1926-27; faculty, Oregon, 1928.
- NOBLE WILEY JONES, A.B., M.D. *Clinician in Medicine, School of Medicine, Portland*
Wisconsin, 1891-94; Stanford, 1894-95, A.B., 1895; Rush Medical College, 1898-1901, M.D., 1901; University of Vienna, 1905-06; University of Halle, Germany, 1913-14; University College, London, England, 1923-24. Faculty, Oregon, from 1913.
- SIMON EDWARD JOSEPHI, M.D., LL.D. *Dean Emeritus and Professor of Nervous and Mental Diseases, School of Medicine, Portland*
Faculty, Oregon, from 1887.
- C. LYLE KELLY, Ph.B., C.P.A. *Associate Professor of Accounting, Extension Division*
Ph.B., Chicago, 1911; graduate student, Ohio, 1919-20; Nebraska, 1921. Faculty, Nebraska Wesleyan, 1921-22; Oregon, from 1922; associate member, American Institute of Accountants.
- MAUDE I. KERNS, B.A., B.S. *Assistant Professor of Normal Art*
B.A., Oregon, 1899; Hopkins Art Institute, San Francisco, 1900-01; B.S. with diploma in fine arts, Columbia, 1906; associate of Ralph Johnson, 1912-18; student, Académie Moderne, Paris; pupil, E. A. Taylor and Jessie King Taylor, 1918; pupil of William Chase, 1914; Arthur W. Dow, 1917; studied in museums of France, Germany, Italy. Faculty, Oregon, from 1921.
- EDMUND P. KREMER, Dr. juris utriusque. *Assistant Professor of Germanic Languages and Literature*
University of Freiburg, Baden, 1913-14; University of Munich, Bavaria, 1914; University of Berlin, 1919-20; University of Frankfurt a Main, 1922-24; Dr. juris utriusque, 1924. Faculty, University of Frankfurt a Main, 1925-26; Oregon, from 1928.
- EDMOND J. LARBE, M.D. *Emeritus Professor of Obstetrics, School of Medicine, Portland*
University of Virginia; M.D., Columbia. Faculty, Oregon, from 1899.
- JOHN J. LANDSBURY, Mus.D. *Dean of the School of Music, and Professor of Music*
Mus.B., Simpson College, Iowa, 1900; Mus.D., 1909; pupil Max Bruch, Berlin; graduate student, University of Berlin. Faculty, Simpson; Baker University; Oregon, from 1914; present position from 1917.
- OLOF LARSELL, Ph.D. *Professor of Anatomy, School of Medicine, Portland*
B.S., McMinnville College, 1910; graduate student, Chicago; M.A., Northwestern, 1914; Ph.D., 1918. Faculty, McMinnville, 1910-15; Northwestern, 1915-18, 1920-21; Wisconsin, 1918-20; Oregon from 1921.
- ELLIS F. LAWRENCE, M.S., F.A.I.A. *Dean of the School of Architecture and Allied Arts, Professor of Architecture*
B.S., M.S., Massachusetts Institute of Technology; Fellow, American Institute of Architecture. Faculty, Oregon, from 1914. Honorary president, Oregon Building Congress; past director and vice-president, American Institute of Architects; formerly member, Portland Housing Commission, and Portland City Planning Commission. On jury of award for competition for Portland Public Auditorium, Bank of Italy, San Francisco, and War Memorial, Honolulu, Hawaii, and San Francisco Stock Exchange.
- FELIX LEGRAND. *Part-Instructor in Romance Languages*
Brevet d Enseignement Primaire Supérieur, conferred by the Académie de Bordeaux (France), 1918; studied at St. Cricq (Ecole Supérieure et Professionnelle); St. Ignatius Law School, California, 1928. Faculty, Oregon, 1928.
- E. C. A. LESCH, Ph.D. *Assistant Professor of English*
B.A., Illinois, 1925; M.A., 1926; Ph.D., Princeton, 1928. Faculty, Oregon, from 1928.
- EARL E. LESLIE, B.B.A. *Instructor in Physical Education*
B.B.A., Oregon, 1922. Faculty, Oregon, from 1925.
- MIRIAM LITTLE, B.M., B.F.A. *Instructor in Music*
B.M., Nebraska, 1918; B.F.A., 1923; American Conservatory of Music, 1915-16, 1918, 1921, 1923-24; Bush Conservatory of Music, 1923-24. Pupil of Hans Hess (cello), Adolph Weidig, Richard Czerwonky (violin). Faculty, Nebraska (School of Music), 1915-1922; Florida State College for Women, 1924-25; member, Bush Symphony Orchestra, Czerwonky, conductor, 1923-24. Faculty, Oregon, 1926.
- LESLIE L. LEWIS, M.A. *Instructor in English*
B.A., Illinois, 1925; M.A., Colorado, 1927. Faculty, Colorado, 1926-28; Oregon, 1928.
- ALFRED L. LOMAX, M.A. *Professor of Business Administration, Extension Division*
B.B.A., Oregon, 1923; formerly with George Wills & Sons, Ltd. (export merchants); United States Shipping Board; McCarger, Bates & Lively; M.A., Pennsylvania, 1927. Faculty, Oregon, from 1919.
- EDWARD HIRAM MCALISTER, M.A. *Professor of Mechanics and Astronomy*
B.A., Oregon, 1890; M.A., 1893. Faculty, Oregon, from 1891; dean, College of Engineering, 1902-15; head of department from 1915.

- CAPTAIN JOHN J. MCEWAN. *Professor of Physical Education*
Graduate, U. S. Military Academy, West Point, 1917; U. S. Army, 1917-25. Faculty, U. S. Military Academy, 1920-23; Oregon, from 1925.
- ROSE MCGREW. *Professor of Music*
Pupil of Haenisch and Von Kotzebue, Dresden; Zimmerman, Berlin; soprano, Court Theatre, Mecklenburg-Schwerin; Royal Theatre, Hanover; prima donna, Breslau, Germany; created role of Octavian in Strauss' "Rosenkavalier"; decorated with Order of the Silver Laurel (Germany). Faculty, Oregon, from 1920.
- ALBERT EDWARD MACKAY, M.B., M.D.C.M., F.A.C.S. *Professor of Genito-Urinary Diseases, School of Medicine, Portland*
M.B., Toronto; M.D.C.M., Trinity University, Toronto, Oregon, from 1890.
- IRA ALBERT MANVILLE, M.A., M.D. *Associate in Physiology, School of Medicine, Portland*
B.A., Oregon, 1913; M.A., 1922; M.D., 1923. Faculty, Oregon, from 1923.
- EDGAR R. MEANS, M.A. *Instructor in Education*
B.A., Reed, 1918; graduate assistant, Oregon, 1923-24; M.A., 1927. Faculty, Oregon, from 1924.
- FRANK R. MENNE, B.S., M.D. *Professor of Pathology, School of Medicine, Portland*
B.S., Wisconsin; M.D., Rush Medical College. Faculty, Oregon, from 1911.
- FRED NATHAN MILLER, A.M., M.D. *Director, University Health Service*
A.B., Lafayette, 1914; A.M., 1916; M.D., Rush Medical, 1924. Present position from 1925.
- *WILLIAM EDMUND MILNE, Ph.D. *Professor of Mathematics*
A.B., Whitman, 1912; A.M., Harvard, 1913; Ph.D., 1915. Faculty, Bowdoin, 1915-18; Oregon, from 1919.
- ERNEST GEORGE MOLL, A.M. *Assistant Professor of English*
A.B., Lawrence College, 1922; A.M., Harvard, 1923. Faculty, Colorado, 1923-28; Oregon, 1928.
- ARTHUR RUSSELL MOORE, Ph.D. *Professor of General Physiology*
B.A., Nebraska, 1904; Ph.D., California, 1911; lecturer, Woods Hole Marine Biology Laboratory, 1916-19; guest, Naples Zoological Station, 1923; table, American Association, Advancement of Science, Naples, 1925; lecturer, general physiology, Hopkins Marine Station, Stanford, from 1926. Faculty, California, 1911-18; Bryn Mawr, 1918-16; Rutgers, 1916-26; head of department of animal biology, Oregon, from 1926.
- CAPTAIN FRANK M. MOORE, B.S. *Assistant Professor of Military Science*
B.S., O. A. C., 1910; graduate, infantry school, Ft. Benning, 1924; U. S. Army, since 1917. Faculty, Oregon, from 1925.
- HENRIETTA E. MOORE, Ph.D. *Associate Professor of English, Portland Extension Center*
B.A., Oregon, 1888; M.L., California, 1896; M.A., Columbia, 1901, Ph.D., 1904. Faculty, Los Angeles State Normal; Idaho; Oregon, from 1924.
- RALPH U. MOORE, B.A. *Assistant Professor of Education*
B.A., Oregon, 1923. Present position (principal, University High School), since 1925.
- VICTOR P. MORRIS, M.A. *Assistant Professor of Economics*
B.A., Oregon, 1915; M.A., 1920; graduate student, Columbia, 1920-22. Faculty, Grinnell College, 1922-24; Oregon Agricultural College, 1924-26; Oregon, from 1926.
- EARL L. MOSER, M.B.A. *Associate Professor of Business Administration*
B.A., Grinnell College, 1920; M.B.A., Harvard, 1925. Faculty, American University of Cairo (Egypt), 1920-23; University of Kansas, 1926-28; Oregon, from 1928.
- JOHN H. MUELLER, Ph.D. *Assistant Professor of Sociology*
B.A., Missouri, 1919; M.A., 1920; University of Montpellier, France, 1919; graduate student, Chicago, 1922-24, Ph.D., 1928. Faculty, Missouri, 1920-22, 1925-26; Chicago, 1923-25; Oregon, from 1926.
- GUSTAV MÜLLER, Ph.D. *Assistant Professor of Philosophy*
B.A., University of Bern, 1917; M.A., 1920; Heidelberg, 1921; Bern and Florence, Italy, 1921-23; Ph.D., Bern, 1923; University of London, 1923-24. Faculty, Oregon, from 1925.
- HAROLD B. MYERS, A.B., M.D. *Professor of Pharmacology, School of Medicine, Portland*
B.A., Wisconsin; M.D., Western Reserve; collaborator, Journal of Pharmacology. Faculty, Oregon, from 1915; associate dean, school of medicine, from 1917.
- CHARLES NORMAN, A.B. *Assistant Professor of Economics*
A.B., DePauw University, 1922; Stanford University, 1925-28; graduate assistant, Stanford University, Oregon, 1928.

* Leave of absence, 1928-29.

- *DELBERT OBERTEUFFER, M.A. *Assistant Professor of Physical Education*
B.A., Oregon, 1923; M.A., Columbia, 1924. Faculty, Oregon, from 1924; acting head of department, 1927-28.
- KARL W. ONTHANK, M.A. *Executive Secretary of the University*
B.A., Oregon, 1913; M.A., 1915. Secretary to president, 1916-17; executive secretary, from 1917; administrative committee of University, 1924-26.
- WILMOTH OSBORNE, A.B., M.D. *University Physician and Medical Consultant for Women*
A.B., Reed, 1918; M.D., Oregon, 1924. Present position from 1925.
- EARL L. PACKARD, Ph.D. *Professor of Geology*
A.B., Washington, 1911; M.A., 1912; fellow in paleontology, California, 1912-14; Ph.D., 1915. Faculty, Washington, 1915-16; Oregon, 1916-17; Mississippi A. & M. College, head of department, 1917-18; Oregon, from 1919; acting head of department, 1920-22.
- EARL M. PALLETT, M.S. *Registrar and Acting Dean of Men*
Platteville Normal School, Wisconsin, 1912-14; Toulouse, 1919; Wisconsin, 1919; B.S., 1921; M.S., 1922; Chicago, 1923. Director of extension, Eastern State Teachers' College, Madison, South Dakota, 1921-27; faculty, Oregon, 1927.
- MABLE HOLMES PARSONS, M.A. *Professor of English, Portland Extension Center*
A.B., Michigan, 1904; M.A., 1905. Faculty, Oregon, from 1912.
- PHILIP ARCHIBALD PARSONS, Ph.D., LL.D. *Dean of School of Social Work, Acting Dean of the School of Sociology, and Professor of Applied Sociology*
A.B., Christian University, Missouri, 1904; M.A., 1905; student, Union Theological Seminary, 1904-06; graduate student, Columbia, and research fellow, School of Philanthropy, 1908-09; Ph.D., 1909; LL.D., Culver-Stockton College, 1927. Faculty, Syracuse, 1909-20; director of University Settlement, Syracuse; lecturer, Department Immigrant Education, State of New York, 1912-18; director of Portland school of social work, 1920-27; present positions from 1927 and 1928.
- EDITH BAKER PATTEE, M.A. *Instructor in Education*
A.B., Oregon, 1911; M.A., 1913. Supervisor of languages, University High School, from 1919.
- MARY HALLOWELL PERKINS, M.A. *Professor of English*
B.A., Bates, 1898; M.A., Radcliffe, 1908; graduate student, Columbia, 1916-17; University of London, 1925-26. Faculty, Oregon, from 1908.
- ALFRED POWERS, B.A. *Dean of Extension Division, Director of Portland Center, Professor of Journalism*
B.A., Oregon, 1910. Faculty, Oregon, 1917; U. S. Army, 1918-19; director of public information and Junior Red Cross, Northwestern division, American Red Cross, 1919-20; University editor, school of journalism, 1920-22; assistant director, extension division, 1922-26; present position from 1926.
- HAZEL PRUTSMAN, Ph.B. *Acting Dean of Women*
Ph.B., Chicago University, New York, 1926; graduate work, Oregon, 1927-28.
- JOHN M. RAB, M.B.A. *Associate Professor of Business Administration*
Ph.B., University of Wisconsin, 1923; M.B.A., Harvard, 1928. Faculty, Oregon, from 1928.
- GEORGE REREC, Ph.D. *Dean of the Graduate School and Professor of Philosophy*
A.B., Michigan, 1891; student at Straassburg, 1893-94; Ph.D., Michigan, 1896; student in Florence, Italy, 1908-09. Faculty, Michigan, 1894-1909; Oregon, 1912-18; director, Portland Extension Center, 1918-23; professor of education, Reed College, 1920-21; head of department of philosophy and dean of Graduate School, Oregon, from 1920.
- KURT REINHARDT, Ph.D. *Assistant Professor of Germanic Languages and Literature*
University of Munich; University of Heidelberg; University of Freiburg, Ph.D., 1922. Editor, Herder Publishing Company, Freiburg (Germany), 1922-25; Zuerich (Switzerland), 1926; correspondent, Canada, 1927. Faculty, University Extension, University of Freiburg, 1923-25; University of Zuerich, 1926; Oregon, from 1928.
- WILLIAM J. REINHART. *Instructor in Physical Education*
Oregon, three years. Present position, from 1923.
- CORNELIA PIPES, B.A. *Instructor in Romance Languages*
B.A., Oregon, 1924; Sorbonne; graduate student, Oregon.
- R. C. ROMIG, B.S., M.D. *Physician, University Health Service*
B.S., Idaho, 1919; M.D., Rush Medical College, 1926. Present position, from 1926.
- HUGH E. ROSSON, B.S., LL.B. *Associate Professor of Law*
B.S., Knox, 1916; LL.B., Iowa, 1920. Faculty, Kansas State Agricultural College, 1921-23; Oregon, from 1923.
- CHARLES EASTON ROTHWELL, B.A. *Instructor in Education*
B.A., Reed College, 1924; Oregon, 1925-27. Faculty, University High School, Oregon, 1927.

* Leave of absence, 1928-29.

- ARNOLD H. ROWBOTHAM, Ph.D. *Assistant Professor of Romance Languages*
B.A., Colorado College, 1918; M.A., Harvard, 1918; Ph.D., California, 1927. Faculty, Tsing Hua University, Peking, China, 1918-28; University of California, 1928-28; Sorbonne, 1925; Oregon, from 1928.
- ETHEL I. SANBORN, Ph.D. *Assistant Professor of Plant Biology*
B.S., South Dakota State College, 1908; B.A., South Dakota, 1904; M.A., 1907;
graduate student, Oregon, 1911-13; Puget Sound Biological Station, 1913; curator of museum, Oregon, 1914-17; Stanford, 1917-18, 1923-24, 1927-28; Ph.D., Stanford, 1928. Faculty, Oregon, from 1918.
- FRIEDRICH GEORG G. SCHMIDT, Ph.D. *Professor of German Language and Literature*
Student, University of Erlangen, Bavaria, 1888-1890; Johns Hopkins, university scholar and fellow, 1894-96; Ph.D., 1896. Faculty, Cornell College, 1896-97; head of department of modern languages, Oregon, 1897-1905; head of department of German, from 1905.
- ALFRED H. SCHROFF, Diplôme des Beaux Arts. *Professor of Painting*
Student, Boston, Cowles Art School, Zepho Club, Copley Society; Paris, London; instructor, Copley Society, Boston Architectural Club; director, L. M. D. Sweat Memorial Museum and School; medals, World's Columbian Exposition, 1893; British Exposition, Jamaica, 1895; represented in eastern collections and exhibitions; first prize in oils, Northwestern Artists Exhibition, Seattle, 1923; Diplôme des Beaux Arts, Fountainebleau, 1924. Faculty, Oregon, from 1916.
- LOUISE BARROWS SCHROFF. *Instructor in Painting*
Graduate, Museum of Fine Arts School, Boston, Mass., 1904; Fontainebleau School, France, 1924; pupil of Edmund Tarbell, Frank Benson, Philip Hale, Denman Ross, Arthur Dow, Jean Despujols, Aug. Fr. Gorguet, G. L. Jaulmes. Faculty, Oregon, from 1926.
- EMERSON P. SCHMIDT, M.A. *Assistant Professor of Economics*
B.A., North Central College, 1923; M.A., University of Toronto, 1924; graduate student, University of Wisconsin, 1925-28. Faculty, Marquette University, 1924-26; assistant in economics, University of Wisconsin, 1926-28; Oregon, 1928.
- WALDO SCHUMACHER, Ph.D. *Professor of Political Science*
B.A., Bluffton, 1917; M.A., Ohio State, 1918; assistant and fellow in political science, Wisconsin, 1921-23; Ph.D., 1923. Faculty, Bluffton College, 1919-21; Syracuse University, 1923-25; Grinnell College, 1925-26; Oklahoma, 1926-28; Oregon, from 1928.
- HARRY ALEXANDER SCOTT, Ph.D. *Professor of Physical Education; Director of Department for Men*
B.S., Teachers' College, Columbia, 1920; M.A., 1921; Ph.D., 1928. Faculty, Columbia, 1920; Oregon, from 1921.
- GERTRUDE SEARS. *Instructor in Education*
California, 1915; Bellingham State Normal, Washington, 1918-20; Oregon, 1925. Library, Illinois, 1921; present position (University High School), from 1927.
- HARRY J. SEARS, Ph.D. *Professor of Bacteriology, School of Medicine, Portland*
A.B., Stanford, 1911; A.M., 1912; Ph.D., 1916; student, Chicago. Faculty, Stanford, 1911-12, 1913-16; city bacteriologist and chemist, Berkeley, Calif., 1917-18. Faculty, Oregon, from 1918; president, Oregon branch of Society of American Bacteriologists.
- ROBERT HOLMES SEASHORE, Ph.D. *Associate Professor of Psychology*
B.A., Iowa, 1923; M.S., 1924; Ph.D., 1925. Faculty, Ohio State University, 1925-26; National Research Council fellow in biological sciences, Stanford University, 1926-28. Faculty, Oregon, from 1928.
- OTTILIE TURNBULL SEYBOLT, M.A. *Assistant Professor of English and Director of Dramatics*
B.A., Mt. Holyoke College, 1910; M.A., Wisconsin, 1915; graduate student, Wisconsin, 1916-18; graduate student, Columbia University, 1912, 1913, 1924; graduate student, California, 1920-21. Faculty (summers), Wisconsin, 1918, 1919, 1924, 1925; faculty, Vassar College, 1921-25; Smith College, 1925-26; faculty, Colorado (summer), 1926; faculty, Minnesota, 1926-27; Mills College, 1927-28; Oregon, 1928.
- LAURENCE SELLING, M.D. *Clinical Professor of Medicine, Portland*
A.B., Yale, 1904; M.D., John Hopkins Medical School, 1908. Faculty, Oregon, from 1912.
- HELEN MILLER SENN, B.A. *Instructor in Public Speaking, Portland Extension Center*
B.A., Michigan, 1907; National Conservatory of Dramatic Art, New York City, 1907-09; student and faculty, Boston School of Expression. Faculty, Buena Vista College, Iowa, 1914; Willamette, 1915-17; Oregon, from 1918.

- HENRY DAVIDSON SHELDON, Ph.D. *Dean of the School of Education and Professor of Education and History*
A.B., Stanford, 1895; A.M., 1897; Ph.D., Clark, 1900; student, Leipzig, 1911-12. Faculty, Oregon, 1900-11; Pittsburg, 1912-14; Oregon, from 1914; chairman, administrative committee of University, 1924-26.
- 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; Oregon, from 1907; acting head of department, 1918-22.
- CLARA MILLERD SMERTENKO, Ph.D. *Associate Professor of Latin and Greek*
A.B., Grinnell College, 1895; Ph.D., Chicago, 1902; Berlin, 1906-07. Faculty, Grinnell College, 1903-19; Columbia University, 1920-22; Skidmore College, 1923-25; Oregon, from 1927.
- S. STEPHENSON SMITH, B.Litt. *Associate Professor of English*
A.B., Reed College, 1915; B.Litt., Oxford, England, 1923. Faculty, Oregon, from 1925.
- WARREN DU PRE SMITH, Ph.D. *Professor of Geology*
B.S., Wisconsin, 1902; M.A., Stanford, 1904; fellow in geology, Chicago, 1904-05; Ph.D., Wisconsin, 1908; head of department, Oregon, from 1914; geologist and chief of division of mines, bureau of science, Manila, 1905-14, 1920-22.
- CARLTON E. SPENCER, A.B., J.D. *Associate Professor of Law*
A.B., Oregon, 1913; LL.B., 1915; J.D., 1925. Secretary and instructor, Oregon Law Department, Portland, 1918-17; registrar, Oregon, 1919-27. Faculty, Law School, 1923-24. Present position from 1927.
- ORIN FLETCHER STAFFORD, A.M. *Professor of Chemistry*
A.B., Kansas, 1900; A.M., 1902; graduate student, Nernst laboratory, Berlin, 1908-09. Faculty, Oregon, from 1900; head of department from 1902.
- FRED L. STETSON, M.A. *Professor of Education*
B.A., Washington, 1911; M.A., 1913; research scholar, Teachers' College, 1919-20. Faculty, Washington, 1912-13; Oregon, from 1918; director of summer session, Eugene, 1924-26.
- ARTHUR B. STILLMAN, B.A. *Assistant Professor of Business Administration*
B.A., Oregon, 1928. Faculty, Oregon, from 1922.
- JOHN STRAUB, Lit.D. *Emeritus Dean of Men; Professor of Greek Language and Literature*
B.A., Mercersburg, 1876; M.A., 1879; Lit.D., Franklin and Marshall, 1913. Faculty, Oregon, from 1878; dean of the College of Literature, Science, and the Arts, 1899-1920; dean of men, 1920-1925.
- ALBERT RADDIN SWEETSER, M.A. *Professor of Plant Biology*
B.A., Wesleyan, 1884; M.A., 1887; graduate student, Massachusetts Institute of Technology, 1884-85; Harvard, 1893-97. Faculty, Radcliffe, 1896-97; Pacific University, 1897-1902; Oregon, from 1902; head of department, from 1909.
- *HERBERT G. TANNER, M.A. *Associate Professor of Chemistry*
B.S., Ottawa University (Kan.), 1915; A.M., Nebraska, 1916; graduate student, Cornell, 1916-17; research chemist, E. I. du Pont and Co., 1917-19; chief chemist, U. S. Government Kelp-Potash plant, 1919-21. Faculty, Oregon, from 1921.
- HOWARD RICE TAYLOR, Ph.D. *Associate Professor of Psychology*
A.B., Pacific University (Ore.), 1914; A.M., Stanford, 1923; Cubberly fellow, Stanford, 1924-25; Ph.D., 1927. Faculty, Oregon, from 1925.
- LOURENE E. TAYLOR, B.A. *Instructor in Plant Biology*
B.A., Oregon, 1918. Faculty, Oregon, from 1922.
- JANE THACHER. *Professor of Music*
Student, Vienna; pupil of Karl Pfleger; Teodor Leschetizky; concert pianiste. Faculty, Oregon, from 1916.
- W. F. G. THACHER, M.A. *Professor of English and Advertising*
A.B., Princeton, 1900; M.A., 1906; graduate student, Chicago, 1906; associate editor of Pacific Monthly, 1902-04. Faculty, Oregon, from 1914.
- CLINTON H. THIENES, M.D., Ph.D. *Assistant Professor of Pharmacology*
B.A., Oregon, 1918; M.A., M.D., 1923; Ph.D., Stanford, 1926. Faculty, Oregon, from 1920.
- ANNA M. THOMPSON, M.A. *Assistant Professor of Romance Languages*
B.A., Western Maryland College, 1900; M.A., 1901; graduate student, Columbia, 1903-10; Institut Français (branch University of Toulouse at Madrid), 1916-17; Centro de Estudios Históricos, Madrid, diploma, 1919; University of Mexico, summer, 1922. Faculty, International Institute, Madrid, Spain, 1910-20; Oregon, from 1920.

* Leave of absence, 1928-29.

- ELNORA E. THOMSON, R.N. *Professor of Applied Sociology; Director of Nursing Education, Portland School of Social Work*
Executive secretary, Illinois Society for Mental Hygiene; director of Public Health Nursing Course, Chicago School of Civics and Philanthropy; member of American Red Cross Tuberculosis Commission to Italy, 1918-19; director of Far Western Extension Office, American Child Health Association, 1923-25; director of Nursing Service, Marion County Child Health Demonstration, from 1925; present position, 1921-1923, and from 1925.
- HARRIET W. THOMSON, A.B. *Professor of Physical Education*
A.B., Michigan, 1904; graduate student, 1904-05; assistant to Dr. C. L. Lowman, Orthopaedic Hospital-School, 1922. Faculty, Oregon, from 1911.
- 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; general supervisor of home economics, Portland public schools, 1908-17; head of department of household arts, Oregon, from 1917.
- H. G. TOWNSEND, Ph.D. *Professor of Philosophy*
A.B., Nebraska Wesleyan University, 1908; Ph.D., Cornell, 1913; Sage fellow in philosophy, Cornell. Faculty, Central College, 1910-14; Smith College, 1914-26; Oregon, from 1926.
- ERNESTINE ANN TROEMMEL, B.S. *Instructor in Physical Education*
B.S., Wisconsin, 1925. Faculty, Oregon, from 1925.
- 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.
- HAROLD S. TUTTLE, M.A. *Assistant Professor of Education*
B.S., College of Pacific, 1905; M.A., 1911; B.D., Pacific School of Religion, 1911; student, California, 1908-11; B.A., Pacific University, 1923. Faculty, Oregon, from 1926.
- AURORA POTTER UNDERWOOD, B.M. *Assistant Professor of Music*
B.M., Oregon, 1921; pupil of Ethel Newcombe and Edwin Hughes, New York, 1921-22; Fanny Bloomfield Zeisler, 1924; Phillippe, Fontainebleau, 1925. Faculty, Oregon, from 1922.
- REX UNDERWOOD. *Professor of Music*
Chicago Musical College, pupil Joseph Olheizer, 1904-06; Leipzig Conservatory, pupil, Hans Becker, 1907-09; Royal Bavarian School of Music, Wurzburg, pupil of Walter Schulze-Prisca, 1910; pupil, Michael Press, Berlin, 1911; studied in London, 1912; with Leon Sametion, and Eric Delamatre, Chicago, 1924; with Remy, Fontainebleau, 1925; violin virtuoso diploma, Fontainebleau, 1925. Concert violinist and teacher, 1913-19; faculty, Oregon, 1919.
- JOHN A. WALQUIST, M.Arch. *Assistant Professor of Architecture*
B.S. in Arch., Minnesota, 1923; M.Arch., Massachusetts Institute of Technology, 1926. Faculty, Oregon, from 1926.
- GERTRUDE BASS WARNER. *Director, Oregon Museum of Fine Arts*
Vassar; member American Association for Advancement of Science, American Anthropological Association, Japan Society, Zaidan Hojin Meiji Seitoku Kinen Gakkai (Meiji Japan Society); present position, from 1922.
- F. MIBON WARRINGTON, Diplôme de l'Université de Paris. *Professor of Business Administration, Portland Extension Center*
Upper Canada College, Toronto, 1897; French interpreter, Canadian federal courts, 1900-1908; student, University of Mexico, 1916-17; student, University of Madrid, 1921; diplôme de l'Université de Paris, 1922; instructor, Portland Center, 1918. Present position, from 1919.
- EMMA F. WATERMAN, M.A. *Assistant Professor of Physical Education*
B.A., Minnesota, 1917; certificate, Hygiene and Physical Education, Wellesley, 1919; M.A., Wellesley, 1925. Faculty, Oregon, 1919-24, and from 1925; acting head of department, 1927-28.
- GEORGES M. WEBER, M.B.A. *Professor of Business Administration*
Student, Haverford College, Virginia, Wisconsin; B.A., George Washington University, 1922. Statistical Service Co., 1911-13; National City Bank, N. Y., 1915-16; U. S. Tariff Commission, 1919-22, Institute of Economics, 1922-24. Graduate student, Georgetown University School of Foreign Service, Harvard, Columbia; M.B.A., Harvard, 1926. Faculty, Texas, 1926-27; Oregon, from 1927.
- EARL WIDMER, A.M. *Assistant Professor of Physical Education*
B.S., Columbia, 1921; A.M., Teachers' College, 1925. Faculty, Columbia, 1920-22; Oregon, from 1922.

- W. R. B. WILLCOX, F.A.I.A. *Professor of Architecture*
Three and a half years, Kalamazoo College, Mich.; University of Pennsylvania, 1893-94; European study, 1907. Practicing architect, Burlington, Vermont, 1894-1906; Seattle, Wash., 1908-1922; faculty, Oregon, from 1922. Fellow, American Institute of Architects; director, 1914-17; chairman, city planning committee, 1915; vice-president, 1918; jury of fellows, 1923-26.
- ROGER JOHN WILLIAMS, Ph.D. *Associate Professor of Chemistry*
B.S., Redlands, 1914; M.S., Chicago, 1918; Ph.D. (magna cum laude), 1919. Research chemist, The Fleischmann Co., 1919-20. Faculty, Oregon, from 1920.
- GEORGE WILLIAMSON, Ph.D. *Assistant Professor of English*
B.A., Stanford, 1920; M.A., Harvard, 1925; Ph.D., Stanford, 1928; instructor in English, Washington State College, 1920-22; assistant professor of English, Washington State College, 1923-25. Faculty, Pomona College, 1925-27; instructor and graduate student, Stanford University, 1927-28. Faculty, Oregon, 1928.
- GEORGE FLANDERS WILSON, M.D. *Emeritus Professor of Surgery,*
School of Medicine, Portland
M.D., University of Virginia, College of the City of New York; Medical Corps, U. S. Army. Faculty, Oregon, from 1880.
- *LOUIS AUBREY WOOD, Ph.D. *Assistant Professor of Economics*
B.A., Toronto, 1905; B.D., Montreal Presbyterian College, 1908; Ph.D., Heidelberg, 1911. Faculty, Robertson College, Alberta, 1912-13; University of Western Ontario, 1914-23; Oregon, from 1924; fellow, Royal Economic Society.
- LEAVITT OLDS WRIGHT, Ph.D. *Associate Professor of Romance Languages*
A.B., Harvard, 1914; B.D., Union Theological Seminary, 1917; M.A., California, 1925; Ph.D., 1928; graduate student, Teachers College, 1915-17; California, 1924-26. Faculty, Columbia, 1916-17; Pomona College, 1917-18, 1921-24; director, del Colegio Internacional, Guadalajara, Mexico, 1918-21; present position from 1926.
- ROSALIND WULZEN, Ph.D. *Assistant Professor of Animal Biology*
B.S., California, 1904; M.S., 1910; Ph.D., 1914. Faculty, Mills College, 1909-13; California, 1914-1923; Oregon, from 1928.
- HARRY BARCLAY YOCOM, Ph.D. *Professor of Zoology*
A.B., Oberlin, 1912; graduate assistant in zoology, California, 1915-17; M.A., California, 1916; Ph.D., 1918. Faculty, Wabash, 1912-13; Kansas Agricultural, 1913-15; Washburn, 1917-18; College of City of New York, 1919-20; Oregon, from 1920.
- †FREDERIC GEORGE YOUNG, LL.D. *Dean of School of Sociology and Professor of Sociology*
B.A., Johns Hopkins, 1886; University scholar, 1886-87; LL.D., Oregon, 1920. President, Albany College, 1894-95; head of department of economics and sociology, Oregon, 1895-1920; dean of the Graduate School, 1900-1920; present position from 1920; member, South Dakota Constitutional Convention, 1889; secretary, Oregon Conservation Commission, since 1903; secretary, Oregon Historical Society, since 1898; editor, Quarterly, Oregon Historical Society, Commonwealth Review.
- NOWLAND B. ZANE *Associate Professor of Design*
Drexel Institute, 1912-14; Art Institute of Chicago, 1914; Penn State College, 1915-19; Pennsylvania Academy of Fine Art, 1916; art instructor, Portland public schools, and University Extension Center. Faculty, Oregon, from 1924.

TEACHING FELLOWS

- BESS J. ANDREW, B.S., Oregon, 1926; Animal Biology; La Grande.
ALICE M. BAHRIS, M.A., California, 1926; Animal Biology; Loomis, California.
WINNEFREDD BRADWAY, M.A., Oregon, 1928; Animal Biology; Eugene.
A. MURRAY FOWLER, B.A., Minnesota, 1927; English; Duluth, Minnesota.
H. BIRNET HOVEY, M.S., Oregon, 1927; Animal Biology; Salt Lake City, Utah.
CHARLES G. HOWELL, M.A., Syracuse University, 1928; Romance Languages, Syracuse, N. Y.
RALPH W. LEIGHTON, B.A., College of Idaho, 1926; Education; Eugene.
R. J. MAIN, B.Sc., Rutgers College, 1927; Animal Biology; Perth Amboy, N. J.
LLOYD J. REYNOLDS, B.S., Oregon State College, 1924; English; Portland.
WILLIAM D. WILKINSON, B.A., Oregon, 1928; Geology; The Dalles.

GRADUATE ASSISTANTS

- HAROLD W. ALLISON, B.A., Coe College, 1925; Economics; Ashland.
GRACE ASH, B.A., Oregon, 1928; Architecture and Allied Arts; Rupert, Idaho.
FARRELL BARNES, †; Geology; Prineville.
EDWARD F. BARROWS, Ph.B., Brown University, 1928; English; Brattleboro, Vermont.
LEWIS BEESON, B.A., Oregon, 1927; History; Eugene.
NELLIE BEST, †; Architecture and Allied Arts; Portland.
KENNETH BONBRIGHT, B.A., Oregon, 1927; Philosophy; Portland.

* Leave of absence, 1928-29.

† Died, January 4, 1929.

† To be granted B.A. degree from Oregon, June, 1929.

- LILLIAN BRAMHALL, B.A., Oregon, 1928; Animal Biology; Klamath Falls.
RAYMOND BRISHEARS, B.A., Oregon, 1928; Business Administration; Eugene.
MALCOLM A. CAMPBELL, B.A., Reed College, 1928; Psychology; Portland.
MARGARET CLARKE, B.A., Oregon, 1927; English; Portland.
HELEN E. CRANE, B.A., Colorado College, 1927; Romance Languages; Colorado Springs, Colorado.
HELEN G. CROZIER, B.S., Montana State College, 1928; Mathematics; Bozeman, Montana.
DOROTHY DELZELL, B.A., Oregon, 1928; English; Salem.
ALLEN W. EAST, †; Education; Portland.
ERNEST ERKILLA, B.A., Montana, 1927; English; Red Lodge, Montana.
DONALD EVANS, B.A., Linfield College, 1926; Chemistry; Eugene.
BRUCE E. FOSTER, B.A., Colorado College, 1927; Physics; Colorado Springs, Colorado.
PHYLLIS GOVE, B.S., University of Utah, 1928; Physical Education; Salt Lake City, Utah.
WALLACE C. GRIFFITH, B.A., Willamette University, 1925; Mathematics; Salem.
CLARA JASPER, B.A., Willamette University, 1928; Social Science; Salem.
HERBERT JASPER, B.A., Reed College, 1927; Psychology; Eugene.
FLORENCE JONES, B.A., Oregon, 1928; English; Salem.
CAROLINE KEBLER, B.A., Mt. Holyoke College, 1928; History; Wallingford, Conn.
ANNA KEENEY, B.A., Oregon, 1928; Architecture and Allied Arts; Olex.
ELEANOR KINDSBERG, B.A., Oregon, 1928; Chemistry; Chula Vista, California.
MARY BURNETTE KIRKWOOD, B.A., Montana, 1926; Architecture and Allied Arts; Missoula, Montana.
VASILY D. KNIASEFF, M.A., Oregon, 1928; Animal Biology, Eugene.
EDNA LANDROS, M.A., Arizona, 1928; Latin, Tucson, Arizona.
HENRY H. LIPP, B.A., University of Wichita, 1927; Chemistry; Salem.
BRATRICE MASON, B.A., Oregon, 1928; Physics; Eugene.
ELSIE McDOWALL, B.A., Montana, 1926; Exeter, California.
ROLLO PATTERSON, B.S., Oregon, 1928; Animal Biology; Eugene.
FRANCES PIERCE, B.M., Oregon, 1926; Music; Eugene.
EDA L. PRIEST, B.A., Washington State College, 1928; Psychology; Pateros, Wash.
*VEOLA PETERSON ROSS, B.A., Oregon, 1927; Economics; Astoria.
CONSTANCE ROTH, B.A., Oregon, 1928; English; Portland.
LOREN SCOVILLE, B.A., University of Redlands, 1928; Chemistry; Pasadena, California.
*THOMAS S. SOUTHWICK, M.S., California Institute of Technology, 1928; Geology; Los Angeles, California.
H. M. STILES, B.A., Iowa, 1919; Education; Eugene.
JAMES C. STOVALL, B.S., Oregon, 1927; Geology; Eugene.
CHARLES D. TENNEY, B.A., Gooding College, 1927; English; Gooding, Idaho.
GERTRUDE TOLLE, B.A., Oregon, 1928; Mathematics; Merrill.
HILBERT J. UNGER, B.A., Reed College, 1928; Physics; Eugene.
JAN VAN DER VATE, B.A., Whitman College, 1928; History; Bellingham, Washington.
*MARJORIE WESCOTT, B.A., Ripon College, 1928; English; Ripon, Wisconsin.
BENJAMIN WHITSMITH, B.A., Oregon, 1928; History; Eugene.
SAMUEL H. WHONG, B.S., Sin Sung Academy, 1921; Biology; Syun Chun, Korea.
HUBERT J. YEALIAN, B.S., Oregon, 1927; Physics; Orland, California.

RESEARCH ASSISTANTS

- CLIFFORD CONSTANCE, B.A., Oregon, 1925; Psychology; Eugene.
LOUIS F. HENDERSON, Ph.B., Cornell, 1874; M.A. (hon.), Oregon, 1926; Plant Biology; Eugene.
EVERETT HOLMAN, B.A., Southwestern College, 1928; Animal Biology; Eugene.
N. B. MARPLE, JR., B.A., Cornell University, 1922; Education; Eugene.
RALPH MARTIG, B.A., Oregon, 1927; History; Harrisburg.
RICHARD R. ROEHM, B.S., Oregon, 1928; Fleischmann Fellow in Chemistry; Eugene.
F. EARL TURNER, M.S., California Institute of Technology, 1928; Geology; Anaheim, California.

FACULTY COMMITTEES

- ADVISORY COUNCIL: Gilbert, Carpenter, Sheldon, Packard, Conklin, Barnett.
ACADEMIC REQUIREMENTS: Pallett, Erb, Caswell, Stafford, Stetson.
APPOINTMENT BUREAU: Stetson, Boyer, DeCou, Bowen, Bovard, Tingle, W. Barnes.
ATHLETICS: Howe, Bovard, Earl.
AWARDS (Not assigned to other committees): Turnbull, Thatcher, Biggs, Wright, Morris.
CATALOGUE AND SCHEDULE: Pallett, Wright, Hall, Onthank, Stillman, Stetson, Miss Stephenson, Secretary.
COLLOQUIUM: Morris, W. Smith, Onthank.
COMMENCEMENT AND ASSEMBLY: Straub, Gilbert, Dunn, Evans, Kerns, Bovard, Onthank.
COMMONWEALTH SCHOLARSHIPS: Earl, Dr. Hall or representative, Gilbert, Pallett, Homer D. Angell.

* Resigned, January, 1929.

† To be granted B.A. degree from Oregon, June, 1929.

COOPERATION WITH EUGENE CHAMBER OF COMMERCE: Sheldon, Pallett, Powers, Beattie, Godfrey, Onthank, Landsbury.

EDUCATIONAL ADVISORY: Onthank, Gilbert, Rebec, Sheldon, Taylor, Pallett, Boyer, Packard.

EXTERNAL RELATIONS: Pallett, Sheldon, Onthank, Powers, Godfrey.

FOREIGN SCHOLARSHIPS: Rebec, W. Smith, W. Barnes, S. Smith, Mrs. Beeson, *Secretary*.

FREE INTELLECTUAL ACTIVITIES: W. Smith, S. Smith, K. Shumaker, Mrs. McClain, Smertenko, Zane, Townsend.

FRESHMAN WEEK: Pallett, Taylor, Prutsman, Miller.

GERLINGER CUP: Prutsman, Mrs. W. F. Jewett, Mrs. F. L. Chambers, Osborne, President Women's League, President Mortar Board.

GRADUATE COUNCIL: Rebec, Conklin, Young, Sheldon, Boyer, Larsell, Schmidt, Packard, Moore, Schumacher, Huffaker.

HONORS COUNCIL: Boyer, Allen, Fish, Gilbert, Howe, Huffaker, Moore, Rebec, S. Smith, Taylor, Pallett.

INTRAMURAL SPORTS: DeCou, Scott, Alden, Huestis, Yocom, Fish, Spencer.

INVESTIGATION OF COLLEGE TEACHING: Sheldon, Bowen, Stillman, Stafford, Lawrence, Taylor, Huffaker, Carpenter, Gilbert, S. Smith.

KOYL CUP AND ALBERT PRIZE: Biggs, Earl, Landsbury, Bond, President Junior Class, President Senior Class.

LIBRARY: M. H. Douglass, Sheldon, Allen, Rebec, Yocom, Hodge, Boyer, Moore, Parsons, Gilbert.

LOWER DIVISION GROUP COMMITTEES:

- I. LANGUAGE AND LITERATURE: Boyer, Bowen, Dunn, Smertenko, Schmidt.
- II. SOCIAL SCIENCE: Schumacher, Erb, Fish, Barnett, Townsend.
- III. PHYSICAL SCIENCE: W. Smith, Stafford, Caswell, DeCou, E. H. McAlister.
- IV. BIOLOGICAL SCIENCE: Moore, Sweetser, Conklin.

PERSONNEL COUNCIL: Conklin, Prutsman, Stetson, Miller, Scott, Townsend, Pallett.

PERSONNEL RESEARCH BUREAU: Taylor, Huffaker, Collins.

PUBLICATIONS: Allen, Young, Huffaker, Faville, Carpenter, Packard, D. Clark, Douglass, University Editor.

RELIGIOUS AND MORAL ACTIVITIES: Sheldon, Douglass, DeCou, B. B. Barker, Carpenter, Gilbert, Stillman, Sweetser, Williams, W. Smith, Tuttle, Bovard, Parsons.

RESEARCH: Packard, Seashore, Sheldon, Barnett, D. Clark, Caswell, Moore, Stafford.

SCHOLARSHIP: Gilbert, Stillman, Bovard, Spencer, Turnbull, Ross, Biggs, Pallett, *Secretary*.

STATE SURVEY: Parsons, Faville, Moore, Barnett, D. Clark, Sheldon, Gilbert, Schumacher, Erb, Bovard, Allen, W. Smith, Landsbury, Lawrence, Mueller, Carpenter, Dillehunt, Stafford.

STUDENT ADVISORY: Onthank, Prutsman, Gilbert, Pallett, Earl, Parsons, Roeson.

STUDENT AFFAIRS: Prutsman, Osborne, Beck, Shirrell, Godfrey.

STUDENT HOUSING: Pallett, Onthank, Prutsman, Johnson, Davis, Biggs.

VESPERS: Ross, Mrs. Campbell, Douglass, Landsbury.

WARNER PRIZE: W. Smith, Faville, Godfrey, Blue.

WOMAN'S BUILDING: Prutsman, Bovard, Onthank.

THE UNIVERSITY OF OREGON

HISTORICAL

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

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

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

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

LOCATION AND CLIMATE

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

GOVERNMENT

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

Academic matters are in the hands of the voting members of the faculty consisting of the president, deans, full professors, associate and assistant professors.

ENDOWMENT AND SUPPORT

The University of Oregon is one of the three state-supported institutions which derive their income from the millage taxes. The millage in-

come of the University for the year 1928 is approximately \$900,000. In addition, there is a considerable income from fees, incidental, laboratory, and resident and non-resident tuition.

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

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

ORGANIZATION AND DEGREES

The University is organized into the following establishments:

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

EQUIPMENT

GROUND

The campus of the University contains about 100 acres of land in the east part of Eugene, on the Pacific highway.

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

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

BUILDINGS

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

THE UNIVERSITY LIBRARY STAFF

M. H. DOUGLASS, M.A.	.....	Librarian
BEATRICE J. BARKER, Ph.B.	.....	Head Cataloguer
MABEL EATON McCLAIN, B.A., B.S.	.....	Circulation Librarian
MARTEA E. SPAFFORD, B.A.	.....	Continuation Cataloguer
MARIAN P. WATTS, B.A.	.....	Reference and Periodical Librarian
LENORE CASFORD, B.A.	.....	Periodical Librarian
RETA W. RIDINGS, B.A.	.....	Reference Assistant
DORA FRANCES FORD	.....	Reserve Book Librarian
CORWIN V. SEITZ, B.A.	.....	Order Clerk
BERNICE RISE, B.A., B.S.	.....	First Assistant, Circulation Department
GUINEVERE LAMSON, B.A.	.....	Circulation Assistant
ETHEL HELLIWELL, B.A.	.....	Circulation Assistant
MARGUERITE SCHWAB	.....	Cataloguer
ALICE GARDINER	.....	Periodical Clerk
DOROTHY ALDERMAN, B.B.A.	.....	Assistant in charge of Business Administration Reserves
MABEL KLOCKARS, B.A.	.....	Reserve Assistant
BETTY MAE STAMM, B.A.	.....	Reserve Assistant
MARJORIE REYNOLDS	.....	Reserve Assistant
ETHELYN FORREST, B.A.	.....	Accessions Clerk
SONIA WILDERMAN, B.S.	.....	Assistant in Order Department
MRS. ELLEN PENNELL	.....	Assistant
MABEL HOUCK	.....	Assistant in charge of Architecture Library
PAULINE WALTON, M.A.	.....	Assistant in charge of Warner Oriental Art Library
GLADYS A. YODER	.....	Secretary and Bookkeeper

The University library is a well selected and steadily growing collection, now numbering about 195,000 volumes. It is well equipped for the undergraduate work of the University and is each year making some progress in securing materials needed for advanced research.

The library is supplied with the standard general and special reference books and with the files of the principal American and foreign periodicals of general interest as well as those of special value in connection with the work of the various departments of instruction. It re-

ceives regularly about 2170 periodicals and 170 newspapers. There is available each year from various sources for books, periodicals, and binding, about \$30,000. During the past twenty years a total of more than \$310,000 has been expended for additions to its resources of books and periodicals.

Among the special collections in the main library are: the Pauline Potter Homer Collection of Beautiful Books, a "browsing" collection of 650 volumes; the Oregon Collection of books, periodicals, pamphlets, documents, etc., by Oregon authors or relating to the state; the University of Oregon Collection of items having to do with the University; the text-book collection, numbering about 2000 volumes of school and college text-books, new and old; the F. S. Dunn Collection of 500 volumes of historical fiction illustrating life from prehistoric times to the Norman conquest; and the Camilla Leach Collection of Art Books.

The law library of 18,175 volumes shelved in the law building includes substantial gifts from the libraries of Lewis Russell, Judge Matthew P. Deady, and the Kenneth Lucas Fenton Memorial library of 8000 volumes given by Judge W. D. Fenton in memory of his son.

The Oregon Museum Oriental library of 1500 volumes was presented by Mrs. Gertrude Bass Warner, and is maintained by her in connection with the Oregon Museum of Fine Arts. It includes rare and valuable books and periodicals dealing with the history, literature, civilization, and especially the art of China, Japan and other Oriental countries.

Collections of books for required reading are maintained in the main library, in Condon Hall, and in the School of Business Administration. A reference collection for the use of students of architecture is provided in the architecture building.

During the regular session the library is open each week day from 7:30 a. m. to 10 p. m., and on Sunday from 2 to 10 p. m. Vacation hours are from 8 a. m. to 6 p. m. Books other than reference books and those especially reserved for use in the library may be drawn out for a period of one month subject to renewal 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, to alumni of the University, and to responsible individual citizens of the state.

THE OREGON MUSEUM OF FINE ARTS

Director	MRS. GERTRUDE BASS WARNER
Chinese Collection, Curator	MRS. LUCY PERKINS
Mongolian Collection	
Japanese Collection, Curator	MRS. EMILY B. POTTER
Korean Collection	
Cambodian Collection	
The Murray Warner Museum Library, Librarian	MISS PAULINE WALTON
The North American Indian Collection, Curator	MRS. P. L. CAMPBELL

The Murray Warner Collection of Oriental Art is at present housed on the third floor of the Woman's building, as is also the Ada Bradley Millican Collection of North American Indian Art.

The Murray Warner Collection of Oriental Art, given to the University of Oregon in 1921 by Mrs. Gertrude Bass Warner as a memorial to her husband, was collected by Major and Mrs. Warner while they were living in Shanghai, China. Major Warner had a considerable knowledge of the Orient, and serving the American government as he did through

the Boxer rebellion and the unsettled conditions following, had exceptional opportunities to obtain many beautiful specimens of Chinese art, some of which are now in the museum. Since Major Warner's death, Mrs. Warner has made five trips to the Orient to increase the collection and to replace articles that were not up to museum standards, with those that were. Mrs. Warner has given a part of the collection to the Smithsonian Institution in Washington, D. C., but the larger portion has come to the University of Oregon in order to foster on the Pacific Coast a sympathetic understanding and appreciation of the peoples of the Orient.

The Warner collection is especially distinguished by the rarity and perfect preservation of the objects composing it. At the present time only a small part of the Chinese collection is on display. Included in the material exhibited at present is a large collection of Chinese paintings by old masters, and tapestries and embroideries; fine examples of cinnabar lacquer; old jade; Chinese porcelains, including specimens of old blue and white of the Ming period; rare peach blow, oxblood and other varieties; ancient bronzes dating from the Chou, Han, Sung and Ming dynasties. Especially interesting is a display representing the throne room of the rulers of the Manchu dynasty and four antique robes used in the yearly ancestral ceremonies, embossed in gold and silver thread, and various robes from the Ming and Manchu dynasties including robes worn by the emperor when he worshipped at the Altar of Heaven.

The Mongolian collection was obtained through Mr. Larsen, explorer from Urga on the border of the Gobi desert. Mr. Larsen, accompanied Mr. Roy Chapman Andrews on some of his expeditions into the interior.

The Japanese collection, consisting of rare old paintings, a large collection of old prints, brocades, some of them a thousand years old; temple hangings and altar cloths, embroideries, a large collection of beautiful old gold lacquer, a lacquered palanquin used three centuries ago by a prince of Japan, old porcelain, jewelry, collections of old silver, of pewter, of copper, of bronze, of armor, wood carvings, etc., is packed away on account of lack of museum space.

The Korean collection includes some very beautiful paintings mounted as screens, old bronzes, Korean chests inlaid with mother of pearl, etc.

The Cambodian collection contains many sampots of silk and gold; some beautiful stone carvings, fragments from the ruins at Anchor and obtained through a representative of the French government, and large plaster-cast reproductions of the wonderful bas-reliefs from the famous temple of Anchor Wat.

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

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

UNIVERSITY PROCEDURE

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

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

ADMISSION TO THE UNIVERSITY

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

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

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

ACCREDITED HIGH SCHOOLS

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

ADMISSION TO FRESHMAN STANDING

The requirements for admission to freshman standing in the University conform to the uniform entrance requirements adopted by all of the higher educational institutions of Oregon. The student must have at least fifteen units from a four year high school or twelve units from a senior high school, earned by entrance examinations or evidenced by a certificate from a standard preparatory school. Unit means a subject taught five times a week, in periods of not less than forty minutes, for a school year of not less than thirty-six weeks. A student must conform to one of the following plans to secure admission to freshman standing:

Plan A. Presentation of fifteen units from a four-year high school or twelve units from a senior high school. Part of these units are to be grouped into majors (a major is three units in one field) and minors (a minor is two units in one field). The distribution from a four-year high school must include two majors and three minors, of which two majors and one minor or one major and two minors must be selected from some of the following fields: English; languages other than English; mathematics; laboratory science; and social science. One of the majors must be in English. The distribution from a senior high school must include two majors and two minors, of which two majors and one minor or one major and two minors must be selected from some of the following fields: English; languages other than English; mathematics; laboratory science; and social science. One of the majors or one of the minors must be in English. No credit is granted for penmanship, spelling, physical education, or any subject classified as a student activity.

Plan B. Presentation of fifteen units from a four-year high school or twelve units from a senior high school, of which ten units in the former or eight units in the latter must be selected from some of the following fields: English; languages other than Eng-

lish; mathematics; laboratory science; and social science. At least three of the ten units or two of the eight units must be in English. No credit is granted for penmanship, spelling, physical training, or any subject commonly classified as a student activity.

Plan C. Presentation of fifteen units from a four-year high school or twelve units from a senior high school by students of exceptional ability as demonstrated by superior achievement in preparatory work including the classification of the student in the upper quartile of the graduating class and the unreserved recommendation of the high school principal. In addition the student may be required to demonstrate his ability by securing a high rating in a college mental test. Eight of the fifteen units, however, or seven of the twelve units must be selected from some of the following fields: English; languages other than English; mathematics; laboratory science; and social science. At least three of the eight units or two of the seven units must be in English. No credit is granted for penmanship, spelling, physical education, or any subject classified as a student activity.

ADMISSION TO ADVANCED STANDING

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

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

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

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

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

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

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

ADMISSION AS SPECIAL STUDENT

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

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

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

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

REGISTRATION

Freshmen are expected to report at the University by Monday, September 23, 1929, for freshman week, consisting of English, physical and psychological examinations and orientation lectures.

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

Registration material will be released to students on Monday, September 23, 1929. Registration will take place from Tuesday to Saturday, September 24 to 28, 1929. Study programs will be made out for the entire year at that time and must be filed in the registrar's office before September 30, 1929, at which date classes begin.

Registration Procedure:

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

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

3. The year study-program should be approved by the adviser and filed in the registrar's office before Monday, September 30, 1929. No student is registered in the University before this is done.

4. A late filing fee must be paid by any student who files his study program on Monday, September 30, 1929, with a cumulative fee for each day of delay thereafter.

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

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

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

SCHOOLS AND DEPARTMENTS

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

COLLEGE OF LITERATURE, SCIENCE AND THE ARTS

LANGUAGE AND LITERATURE GROUP

English Germanic Languages Greek Latin Romance Languages

SOCIAL SCIENCE GROUP

Economics History Philosophy Political Science

MATHEMATICS AND PHYSICAL SCIENCE GROUP

Mathematics Chemistry Geology Mechanics and Astronomy Physics

BIOLOGICAL SCIENCE GROUP

Animal Biology Plant Biology Psychology

PROFESSIONAL SCHOOLS

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

Architecture Painting Sculpture Design 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

SCHOOL OF MEDICINE

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

SCHOOL OF SOCIAL WORK

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

GRADUATION REQUIREMENTS

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

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

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

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

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

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

I. Unusual excellence.

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

III. Satisfactory.

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

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

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

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

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

F., Failure.

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

Group Requirements. A student whose principal interest lies in one of the four groups within the college must complete during the freshman and sophomore years (1) a freshman foundation course and a sophomore

option of one year in length and not less than 9 term-hours in any one of the four groups, and (2) a freshman foundation or sophomore option of one year in length and not less than 9 term-hours in any two of the remaining groups.

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

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

b. Music and Architecture. Certain survey courses offered by the school of music and the school of architecture and allied arts may be used to fulfill this group by students who are not majoring in either of these schools.

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

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

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

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

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

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

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

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

Required Subjects:

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

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

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

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

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

DEGREE WITH HONORS

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

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

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

2. Two types of honors are granted:

- a. General honors.
- b. Honors with thesis (primarily for majors in a department).

GENERAL HONORS

3. The degree with general honors will be granted to those candidates who have done satisfactory work in approved honors courses in three different fields (i. e., schools or departments as at present organized). At least one of the three courses should be completed by the end of the junior year. In each of these courses the instructor will provide a more individual and comprehensive type of work with especial emphasis upon discussion and wide reading with a minimum of lectures. Such instruction may take one of two forms.

- a. Homogeneous sections of classes in which only students eligible for honors will be enrolled.
- b. Specially planned programs of study for such students as are eligible for honors, excusing them from the regular lectures if in the opinion of the instructor the time can be spent more profitably in other definitely planned work.

4. Work of honors students that is satisfactory in honors courses shall be graded I(H), II(H), III(H), or Inc.(H) and so reported to the registrar's office. [Inc.(H) shall count as I in computation for house standings.] If the work of the candidate be judged unworthy of honors, but worthy of a degree, the instructor may recommend him for a degree without honors.

HONORS WITH THESIS

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

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

7. A student who has to pass a comprehensive examination for the degree with honors may, at the discretion of his school, department, or college group, be excused, during the last two terms of his senior year, from final examinations in any or all courses that may fall within the field covered by examination for honors, including allied courses accepted for this purpose. Regular rules of attendance may also be relaxed in his case. On the examinations which he takes he shall be graded as indicated in section 4 above like any student not reading for honors, except that a low grade shall not in itself deprive him of his candidacy, but shall be regarded as a warning. Should his work on a thesis or other subject be incomplete, but otherwise satisfactory to his adviser or instructor, at the end of a term, the grade sent in to the registrar shall be "Honors." Credit varying from 8 to 9 hours for his thesis, and credit varying from 8 to 12 hours a year for each year in which he is enrolled in the course called "Honors Reading," may be counted by an honors student towards the total number of hours required for the degree.

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

9. The particular branch of study to which the student has devoted himself, and the fact that he has taken General Honors or Honors with Thesis, will be mentioned in his diploma and on the Commencement program.

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

STUDENT LIVING

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

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

HALLS OF RESIDENCE

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

The new dormitory houses 278 men in six separate units—Alpha, Gamma, Sigma, Omega, Zeta and Sherry Ross halls. The rooms are double rooms, with study tables, running water and separate sleeping rooms. The six separate units each has its own club rooms. The building is modern, fireproof, and commodious in every respect. Each unit has its own dining room in the main dining hall.

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

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

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

Mary Spiller hall and Thacher cottage are also used as residences for women.

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

Room:

New dormitory	\$36.00 per quarter
Friendly hall	30.00 per quarter
Hendricks hall	30.00 per quarter
Susan Campbell	30.00 per quarter
Thacher cottage	24.00 per quarter
Mary Spiller	24.00 per quarter

Room rent is payable by the term in advance. However, the comptroller is authorized to accept, upon recommendation of the dean of men or the dean of women, students' notes in lieu of cash for a portion of the term's rent. Room rentals do not include the period between terms. If dormitories are kept open for convenience of students between terms, additional proportionate rental will be charged.

Board is at the rate of \$7.00 per week but payable in advance one month at a time.

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

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

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

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

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

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

INVITATIONAL HOUSES

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

The units are under the general supervision of the student living committee of the faculty, which endeavors to secure for them wholesome living conditions. The invitational houses cooperate in matters of mutual interest and concern in such organizations as the "Pan-hellenic" and "Inter-fraternity Council."

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

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

ROOMS IN PRIVATE FAMILIES

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

Lists of approved rooming and boarding places in town available to upper division students are assembled each year by the fifteenth of September, and are furnished to entering students without charge.

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

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

THE HEALTH SERVICE

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

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

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

The 1929 legislature appropriated \$50,000 toward a new University Infirmary building, provided an additional \$50,000 for the purpose be raised from gifts. A Committee of Mothers of Oregon Students is raising this sum. It is expected that the new building will be ready for use during the next college year.

SELF-SUPPORT

Approximately seventy per cent of the students attending the University are either wholly or in large part earning their own way by work in the summers and during the college year. The work available during

the session consists of janitor work, typewriting, reporting, tutoring, waiting on table, clerking, clothes pressing, odd jobs, etc. The University is glad to be of all possible assistance to those desiring to find work and maintains through the Y. M. C. A. and Y. W. C. A. free employment bureaus for the students. However, remunerative employment cannot be guaranteed to all who may desire it, and the newly entering student should have sufficient funds to cover the expenses of at least the first term. In writing regarding employment, address Mrs. Charlotte Donnelly, secretary of employment for men, Y. M. C. A. Hut, or for women, Miss Dorothy Thomas, secretary of the Y. W. C. A.

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

STUDENT EXPENSES

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

	Low	Medium	High
Room and Board	\$360.00	\$380.00	\$420.00
Fixed Fees at Registration	75.00	75.00	75.00
Books, Class Supplies, Laboratory Fees	45.00	75.00	100.00
Incidentals (Church, Recreation, Laundry, etc.)	75.00	135.00	225.00
Military Fee (returnable)	5.00	5.00	5.00
*Gymnasium Equipment, men (payable only once)	12.00	12.00	12.00
	\$572.00	\$682.00	\$837.00

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

FEEs

Tuition. Residents of the state of Oregon pay a fee of \$15.00 per term, \$45.00 for the three terms of the regular academic year. This fee includes the \$5.00 per term building fee. The tuition fee of \$15.00, together with Associated Students' dues and other charges amounting to \$11.25, make up the "registration fee" of \$26.25 payable each term upon registration. Non-residents pay a tuition fee of \$50.00 per term, or \$150.00 for the three terms of the academic year, in addition to the resident tuition fee and the other fees included in the registration fee. Non-residents also pay the same course fees, school fees, and other charges paid by resident students.

Non-Resident Tuition. In 1921, the Regents of the University of Oregon and the Regents of Oregon State Agricultural College, acting jointly, established a non-resident tuition fee. This regulation, as now operative, is as follows:

- Every student who has not, for more than one year immediately preceding the day of his first enrollment in the University of Oregon or the Oregon State Agricultural College, been domiciled in the State of Oregon, unless he shall have become a domiciled resident within said state, shall pay non-resident tuition fee of \$150 per year, or \$50 per term; except that the following persons shall not be required to pay the non-resident fee:
 - A minor student whose father (or mother if the father is not living) is legally domiciled in the State of Oregon.
 - A student holding a bachelor's or higher degree from an accredited higher educational institution.
 - Minor children of enlisted or commissioned personnel of the regular army or navy.
- These provisions regarding non-resident fees shall not apply to summer sessions.

In the administration of the above regulations, the following rules are observed in determining the resident status of students:

1. Residence and domicile are synonymous and domicile shall be considered to be a fixed permanent residence to which, when absent, one has the intention of returning.
2. A student entering from another state or country is prima facie a non-resident, and to change this residence, the burden of proof is upon the student.
3. Residence cannot be changed by mere declaration of intention so to change, and in addition to declaration of intention to change residence, must be supporting fact sufficiently strong to satisfy the authorities that the intention has actually been effected.
4. In case of minors, change of residence of parents or legal guardians will be closely examined.
5. In case of persons of legal age, such things as residence of parents, or nearest relatives, or wife, or children, or intimate friends to whom one would naturally go in case of illness or other distress, will be considered as factors entering into the matter of intent.
6. Actions will be considered as speaking louder than words in determining the weight of evidence, hence less weight will be given to a person's declarations than to his acts.
7. The length of time only in the state will not determine residence.
8. Voting residence will not be a determining factor because of the Oregon constitutional provision, Art. II, Sec. 4, providing that a person shall not be held to have gained or lost a residence for the purpose of voting while a student at any institution of learning.
9. Two things, namely, (a) actual habitation; and (b) intention of remaining, must exist simultaneously and the intention to remain must be construed to mean permanently and not merely during school term or any other equally temporary time. It must be a bona fide permanent residence with no thought of change in the intent or residence when the school period shall have expired.
10. A non-resident at the time of his enrollment must be held to that classification throughout his presence as a student except in those rare cases where it can be proved that his previous domicile has been abandoned and a new one established independent of the college or his attendance thereon.

Registration Fee. For all undergraduate students a registration fee of \$26.25 a term, or \$78.75 a year, is payable at the time of registration. This fee covers the membership in the Associated Students, and thus entitles the student to admission to all games, concerts, etc., sponsored by the student body on the campus and a subscription to the student daily, the Emerald. The registration fee also gives the student free use of the libraries and reading rooms, and of the gymnasium, swimming pools, tennis courts, and other playing fields, as well as lockers, towels, etc. In case of illness it also gives the student free medical consultation and advice, and free treatment at the infirmary for a period of four weeks.

Graduate School Fee. Graduate students pay a registration fee of \$16.00 a term in lieu of the regular registration fee. Graduate assistants and members of the instructional staff registering for graduate work pay a registration fee of \$11.00 a term.

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

School of Architecture and Allied Arts	\$25.00 (maximum) per term
School of Business Administration	5.00 per term
School of Journalism	5.00 per term
School of Law	10.00 per term

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

Gymnasium Suit Fee. This deposit or fee of \$12.00 for men, and \$10.00 for women is payable only once during the four-year course, and entitles the student to the use of a gymnasium suit, including laundry and repairs during that time. If the student does not remain in college during the full four years, a proportion of the deposit will be returned.

Laboratory, Locker and Syllabus Fees. These fees are listed in detail in the schedule of courses listed in the registration manual which is issued at the beginning of the academic year in September. They usually range

from \$1 to \$10 per term, according to the cost of the materials to be consumed, or other charges which have to be covered by them.

Privilege Fees.

(1) **Late Registration Fee.** Students registering on September 30, 1929, or later, pay a \$1.00 privilege fee for later registration, with a cumulative fee of \$1.00 a day for the first five days.

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

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

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

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

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

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

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

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

REFUNDS OF FEES AND DEPOSITS

Registration Fees. Students who withdraw before the end of the third week of any term and who have complied with the regulations governing withdrawals, will be allowed the following rebates on fees paid at registration.

Registration Fees Paid per Term		Refunds Allowed	
*Resident Tuition Fee	\$15.00	One-half, less Building Fee	\$ 5.00
Infirmary Fee	3.00	No part	
Physical Education Fee	3.00	One-half	1.50
Associated Student Fee	5.25	Less Emerald	4.50
	\$26.25		\$11.00
Non-resident Tuition Fee	\$50.00	One-half	\$25.00

* Includes Building Fee \$5.00 not returnable.

An additional deduction of \$1.00 will be made from the Student Body refund for each event punched on the Student Body ticket.

Between the third and sixth week after the beginning of the term the same rebates may be allowed on petition approved by the Registration Committee which requires evidence that the student has been forced to withdraw for good reasons beyond his personal control. After the sixth week no refunds of registration fees are allowed.

Laboratory Fees. Laboratory fees are refunded only on approved vouchers from the departments concerned, except that no refunds of course fees of less than \$1.00 will be allowed. Amounts refunded depend on the amount of materials and services used.

Dormitory Board. No allowance is made for temporary absences nor for holidays except those between terms. When students are obliged to withdraw from the University, the unused portion of board paid in advance will be returned.

Students who are permitted by the Dormitory Committee to discontinue boarding at the dormitory during any month for illness or other

special reason, but who continue in the University, may be allowed, at the discretion of the Committee, a refund not to exceed one-half of the unused portion of the month's board.

Dormitory Room Rent. When a term's rent is paid in advance, the full amount of any whole month in which a student has, with proper permission, not occupied his room, is refunded. If the student withdraws from college within the first four weeks of the term, one-half the rental is returned, after this date none is returnable.

Room Deposits. The regular \$10.00 room deposit will be returned up to two weeks before the opening day of the period for which the reservation is made. After that day no room deposit will be refunded until the end of the college year. Each deposit is subject to a small pro-rated deduction for repairs and replacements and for such special assessments as may have been voted by residents of the hall, in addition to any charges for breakage or loss of dormitory property for which the student is responsible.

Miscellaneous Deposits. R. O. T. C., Gymnasium Suit Deposits, Key Deposits, etc., are refunded on regularly approved vouchers from the departments concerned, the amount refunded being contingent upon the regulations of those departments, which provide for specific deductions for materials not accounted for.

STUDENT LOAN FUNDS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Ben Selling Emergency Loan Fund of \$500, held in a revolving fund from which loans of small amounts are made. This fund was established by Mr. Ben Selling, of Portland.

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

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

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

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

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

Applications for loan funds are made on blanks which may be procured from the office of the dean of men for men or dean of women for women, and are considered by a committee composed of the president of the University, the comptroller, the dean of men, and, in the case of women students, of the dean of women.

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

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

SCHOLARSHIPS

The Mary Spiller Scholarship. The Mary Spiller scholarship, given by the alumnae of the University in honor of Mrs. Mary Spiller, the first woman member of the faculty, will not be awarded in 1929-30. An endowment fund for this scholarship is being raised by the alumnae of

the University. Information concerning it may be obtained from Mrs. Lawrence T. Harris, care Harris, Smith and Bryson, Eugene, Oregon.

Bernard Daly Scholarships for Lake County Students. The Bernard Daly Educational Fund was established by the will of the late Dr. Bernard Daly, of Lakeview, Oregon, to be used in educating young men and women of Lake county in higher educational institutions.

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

PRIZES

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

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

The Bennett Prize. The Bennett prize is the income from a gift of four hundred dollars made to the University by the Hon. Philo Sherman Bennett of New Haven, Connecticut. It is given for the best student paper on the principles of free government. The annual income is about \$27.50.

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

The Albert Prize. The Albert cup, presented by J. H. Albert of Salem, is awarded at commencement to the senior student who, during his college course, shall have made the greatest progress toward all around development. The award is made on the basis of character, scholarship, and qualities of leadership in student activities.

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

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

The Gertrude Bass Warner Prizes. Three prizes of \$150, \$100 and \$75, donated by Mrs. Gertrude Bass Warner, are awarded to the American upperclass students writing the best essays on the subject of promoting closer relations of friendship between the Orient and United States. A second contest is restricted to students from the Orient. Four prizes, each of \$100, are awarded to the Japanese, Filipino, Chinese and Indian students (each competing only with his own countrymen), who write the best essays on the subject of "How may relations between my country and the United States be improved?" A third contest, open to freshmen only, carries two prizes of \$50 and \$25 for the two best essays on the improvement of Oriental-American relations.

The Jewett Prizes are awarded from the income of a sum of money

given by Mrs. Wilson F. Jewett for students who excel in public speaking. Prizes are given for extempore speaking, oratory, and pre-legal inter-class competition.

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

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

THE ASSOCIATED STUDENTS

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

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

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

ALUMNI ASSOCIATION

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

OFFICERS OF THE ALUMNI ASSOCIATION FOR 1929

JOHN C. VEATCH, '07.....	President
MRS. MARGARET BANNARD GOODALL, '04.....	Vice President
JAMES T. DONALD, '15.....	Vice President
JEANNETTE CALKINS, '18.....	Secretary-Treasurer
HOMER ANGELL, '00.....	Representative, Board of Alumni Delegates

Old Oregon, the official organ of the Alumni Association, is issued monthly during the college year under the editorship of Jeannette Calkins, Alumni Secretary. The subscription rate (\$2.00) is included in alumni dues.

THE GRADUATE SCHOOL.

THE GRADUATE COUNCIL

GEORGE REBEC, Ph.D.	Dean, Philosophy
*DONALD BARNES, Ph.D.	History
C. V. BOYER, Ph.D.	English
*WILLIAM P. BOYNTON, Ph.D.	Physics
EDMUND S. CONKLIN, Ph.D.	Psychology
CARL L. HUFFAKER, Ph.D.	School of Medicine
OLOF LARSELL, Ph.D.	Biology
A. R. MOORE, Ph.D.	Geology
EARL L. PACKARD, Ph.D.	German
FRIEDRICH G. G. SCHMIDT, Ph.D.	Political Science
WALDO SCHUMACHER, Ph.D.	Education
HENRY D. SHELDON, Ph.D.	Sociology
**FREDERICO G. YOUNG, LL.D.	

GRADUATE SCHOOL FACULTY

GEORGE REBEC, Ph.D.	Dean of the Graduate School and Professor of Philosophy
PERCY PAGET ADAMS, B.A., B.S.	Assistant Dean of the School of Architecture and Allied Arts; Professor of Graphics
FLORENCE D. ALDEN, A.B.	Professor of Physical Education
ERIC W. ALLEN, B.A.	Dean of School of Journalism and Professor of Journalism
WILLIAM F. ALLEN, Ph.D.	Professor of Anatomy, School of Medicine, Portland
*DONALD G. BARNES, Ph.D.	Professor of History
*MARY WATSON BARNES, M.A.	Professor of English
WALTER CARL BARNES, B.A. (Oxon)	Professor of History
JAMES DUFF BARNETT, Ph.D.	Professor of Political Science
ROBERT L. BENSON, A.M., M.D.	Professor of Pathology, School of Medicine, Portland
JESSE H. BOND, Ph.D.	Professor of Business Administration
NELSON L. BOSSING, Ph.D.	Associate Professor of Education
JOHN FREEMAN BOVARD, Ph.D.	Dean of the School of Physical Education and Professor of Physiology
RAY PRESTON BOWEN, Ph.D.	Professor of Romance Languages
C. V. BOYER, Ph.D.	Professor of English
*WILLIAM PINGRY BOYNTON, Ph.D.	Professor of Physics
JULIA BURGESS, M.A.	Professor of English
GEORGE E. BURGET, Ph.D.	Professor of Physiology, School of Medicine, Portland
*MERTON KIRK CAMERON, Ph.D.	Associate Professor of Economics
CHARLES E. CARPENTER, A.M., LL.B.	Dean of Law School and Professor of Law
*RALPH D. CASEY, M.A.	Associate Professor of Journalism
ALBERT EDWARD CASWELL, Ph.D.	Professor of Physics
DAN ELBERT CLARK, Ph.D.	Professor of History and Assistant Director of Extension Division
ROBERT CARLTON CLARK, Ph.D.	Professor of History
TIMOTHY CLORAN, Ph.D.	Professor of Romance Languages
EDMUND S. CONKLIN, Ph.D.	Professor of Psychology
HAROLD RANDOLPH CROSLAND, Ph.D.	Associate Professor of Psychology
DAVID R. DAVIS, Ph.D.	Assistant Professor of Mathematics
BURCHARD WOODSON DEBUSK, Ph.D.	Professor of Education
EDGAR E. DECOU, M.S.	Professor of Mathematics
RICHARD B. DILLEHUNT, M.D.	Dean of the School of Medicine, Portland
*EARL R. DOUGLASS, Ph.D.	Professor of Education
FREDERIC STANLEY DUNN, A.M.	Professor of Latin
RUDOLF HERBERT ERNST, Ph.D.	Associate Professor of English
DAVID E. FAVILLE, B.A., M.B.A.	Dean of the School of Business Administration and Professor of Business Administration
ANDREW FISH, Ph.D.	Assistant Professor of History
WILMOT C. FOSTER, M.A., M.D.	Assistant Professor of Anatomy, School of Medicine, Portland
WILLIAM A. FOWLER, B.S., M.B.A.	Associate Professor of Business Administration
LEO FRIEDMAN, Ph.D.	Instructor of Chemistry
JAMES HENRY GILBERT, Ph.D.	Dean of the College of Literature, Science and the Arts, Professor of Economics
HOWARD D. HASKINS, M.A., M.D.	Professor of Biochemistry, School of Medicine, Portland
EDWIN T. HODGE, Ph.D.	Professor of Geology
HERBERT CROMBIE HOWE, B.L., A.B.	Professor of English
RALPH E. HUESTIS, Ph.D.	Professor of Genetics
CARL L. HUFFAKER, Ph.D.	Professor of Education
JAMES ARTHUR JOHNSON, M.A.	Associate Professor of Business Administration
C. LYLE KELLY, Ph.B., C.P.A.	Associate Professor of Business Administration, Extension Division
EDMUND P. KREMER, Dr. juris utriusque	Assistant Professor of Germanic Languages and Literature
JOHN J. LANDSBURY, Mus.D.	Dean of the School of Music
OLOF LARSELL, Ph.D.	Professor of Anatomy, School of Medicine, Portland
ELLIS F. LAWRENCE, M.S., F.A.I.A.	Dean of the School of Architecture and Allied Arts, and Professor of Architecture
EDWARD C. A. LESCH, Ph.D.	Assistant Professor of English
ALFRED L. LOMAX, B.B.A., M.A.	Professor of Business Administration, Extension Division

* Leave of absence, 1928-29.

** Died, January 4, 1929.

EDWARD HIRAM MCALISTER, M.A.	Professor of Mechanics and Astronomy
FRANK R. MENNE, B.S., M.D.	Professor of Pathology, School of Medicine, Portland
*WILLIAM EDMUND MILNER, Ph.D.	Professor of Mathematics
ARTHUR RUSSELL MOORE, Ph.D.	Associate Professor of General Physiology
EARL L. MOSER, M.B.A.	Assistant Professor of Business Administration
GUSTAV MÜLLER, Ph.D.	Assistant Professor of Philosophy
HAROLD B. MYRBS, A.B., M.D.	Professor of Pharmacology, School of Medicine, Portland
*DELBERT OBERTEUFER, M.A.	Associate Professor of Physical Education
WILMOTH OSBORNE, A.B., M.D.	University Physician and Medical Consultant for Women
EARL L. PACKARD, Ph.D.	Professor of Geology
†MABLE HOLMES PARSONS, M.A.	Professor of English, Portland Extension Center
PHILIP ARCHIBALD PARSONS, Ph.D., LL.D.	Dean of School of Social Work and Professor of Applied Sociology
MARY HALLOWELL PERKINS, M.A.	Professor of English
ALFRED POWERS, B.A.	Dean of Extension Division, Director of Portland Center, Professor of Journalism
JOHN M. RAE, Ph.B., M.B.A.	Associate Professor of Business Administration
KURT REINHARDT, Ph.D.	Assistant Professor of Germanic Languages and Literature
ARNOLD H. ROWBOTHAM, Ph.D.	Assistant Professor of Romance Languages
ETHEL I. SANBORN, Ph.D.	Assistant Professor of Plant Biology
FRIEDRICH GEORG G. SCHMIDT, Ph.D.	Professor of Germanic Languages and Literature
ALFRED H. SCHROFF, Diplome des Beaux Arts	Professor of Painting
WALDO SCHUMACHER, Ph.D.	Professor of Political Science
HARRY ALEXANDER SCOTT, Ph.D.	Professor of Physical Education
HARRY J. SEARS, Ph.D.	Professor of Bacteriology, School of Medicine, Portland
HENRY DAVIDSON SHELDON, Ph.D.	Dean of School of Education and Professor of History
FREDERICK LAFAYETTE SHINN, Ph.D.	Professor of Chemistry
CLARA MILLER SMERTENKO, Ph.D.	Associate Professor of Greek and Latin
S. STEPHENSON SMITH, B.Litt.	Associate Professor of English
WARREN DUPRE SMITH, Ph.D.	Professor of Geology
CARLTON E. SPENCER, A.B., J.D.	Associate Professor of Law
ORIN FLETCHER STAFFORD, A.M.	Professor of Chemistry
FRED L. STETSON, M.A.	Professor of Education
JOHN STRAUB, Lit.D., Emeritus Dean of Men; Professor of Greek Language and Literature	
ALBERT RADDIN SWEETSER, M.A.	Professor of Plant Biology
HOWARD RICE TAYLOR, Ph.D.	Assistant Professor of Psychology
W. F. G. THACHER, M.A.	Professor of English
CLINTON H. THIENES, M.D., Ph.D.	Assistant Professor of Pharmacology
ELNORA E. THOMSON, R.N.	Professor of Applied Sociology; Director of Nursing Education, Portland School of Social Work
HARRIET W. THOMSON, B.A.	Professor of Physical Education
H. G. TOWNSEND, Ph.D.	Professor of Philosophy
GEORGE TURNHULL, B.A.	Professor of Journalism
*JAMES RAYMOND WADSWORTH, Ph.D.	Assistant Professor of Romance Languages
F. MIRON WARRINGTON, Diplome de l'Universite de Paris	Professor of Business Administration, Portland Extension Center
W. R. B. WILLCOX, F.A.I.A.	Professor of Architecture
ROGER JOHN WILLIAMS, Ph.D.	Associate Professor of Chemistry
GEORGE WILLIAMSON, Ph.D.	Assistant Professor of English
*LOUIS AUBREY WOOD, Ph.D.	Assistant Professor of Economics
LEAVITT OLDS WRIGHT, Ph.D.	Associate Professor of Romance Languages
ROSALIND WULZEN, Ph.D.	Assistant Professor of Animal Biology
HARRY BARCLAY YOCOM, Ph.D.	Professor of Animal Biology
**FREDERICK GEORGE YOUNG, LL.D.	Dean of School of Sociology and Professor of Sociology
NOWLAND B. ZANE	Associate Professor of Design

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

ADMISSION

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

* Leave of absence, 1928-29.

† Died, April, 1929.

** Died, January 4, 1929.

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

DEPARTMENTS OF THE GRADUATE SCHOOL

The graduate school is organized on a departmental basis, the departments of the College of Literature, Science and the Arts, and the professional schools each taking rank as departments under the graduate school. Those departments which have been officially recognized by the graduate council as equipped to give major work for the degrees of master of arts and master of science are:

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

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

Architecture	Design
Painting	Sculpture
Music	

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

Anatomy (Medical School)	History
Biology	Physics
Education	Psychology
Geology	Romance Languages
Germanic Languages	

DEPARTMENTAL REQUIREMENTS

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

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

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

CANDIDACY FOR ADVANCED DEGREES

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

REQUIREMENTS FOR DEGREES

THE MASTER'S DEGREE

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

A year's residence is required except that students attending the summer quarters may fulfill that requirement by attendance at three summer quarters of 10 weeks each.

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

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

THE MASTER OF FINE ARTS DEGREE

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

THE DOCTOR'S DEGREE

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

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

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

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

The candidate presents a thesis embodying the results of his own original investigation. The general field and, if possible, the subject of this research, should be selected and such preliminary investigation of the field made as will justify an expectation of its fruitfulness before and as one of the grounds of the promotion to candidacy. The thesis, if approved, is to be deposited in triplicate bound copies in the office of the Dean, for the use of the examining committee. Before the conferring of the degree or the delivery of the diploma, each candidate must deliver an abstract of his thesis, in suitable form for publication, and must pay for the printing of this abstract. The assessment will in no case exceed \$25.00.

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

THE SUMMER SESSION

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

The regular summer sessions, held simultaneously at Eugene and Portland, are six weeks in length. The 1929 session begins June 23. At Eugene, a post session of four weeks, from August 4 to August 23, offers work in education, economics, English, history, and psychology.

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

FINANCIAL

All graduate students not members of the instructional staff pay in three installments of \$16.00 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 \$11.00 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.

ASSISTANTS AND FELLOWS

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

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

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

GRADUATE BULLETIN

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

THE COLLEGE OF LITERATURE, SCIENCE
AND THE ARTS

THE FACULTY

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

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

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

GEORGE VERN BLUE, B.A., M.A.	Assistant Professor of History
CAPTAIN CLARENCE H. BRAGG	Assistant Professor of Military Science and Tactics
DONALD M. ERB, M.A.	Assistant Professor of Economics
DAVID R. DAVIS, Ph.D.	Assistant Professor of Mathematics
ANDREW FISH, Ph.D.	Assistant Professor of History
LIEUTENANT GEORGE F. HERBERT	Assistant Professor of Military Science and Tactics
*ROBERT D. HORN, M.A.	Assistant Professor of English
J. K. HORNER, B.A.	Assistant Professor of English
CAPTAIN FRANK M. MOORE, B.S.	Assistant Professor of Military Science and Tactics
HERVEY C. HICKS, Ph.D.	Assistant Professor of Mathematics
VICTOR P. MORRIS, M.A.	Assistant Professor of Economics

GUSTAV MÜLLER, Ph.D.	Assistant Professor of Philosophy
ETHEL I. SANBORN, Ph.D.	Assistant Professor of Plant Biology
EDMUND P. KREMER, Ph.D.	Assistant Professor of Germanic Languages
EDWARD C. A. LESCH, Ph.D.	Assistant Professor of English
EDWARD D. MGALISTER, A.B., A.M.	Assistant Professor of Physics
ERNEST MOLL, A.B., A.M.	Assistant Professor of English
ANNA M. THOMPSON, M.A.	Assistant Professor of Romance Languages
*JAMES R. WADSWORTH, M.A.	Assistant Professor of Romance Languages
CHARLES NORMAN, A.B.	Assistant Professor of Economics
DR. K. REINHARDT, Ph.D.	Assistant Professor of Germanic Languages
DR. ARNOLD H. ROWBOTHAM, Ph.D.	Assistant Professor of Romance Languages
EMERSON P. SCHMIDT, B.A., M.A.	Assistant Professor of Economics
OTILIE SEYBOLT, B.A., M.A.	Assistant Professor of English and Director of Drama
L. K. SHUMAKER, A.B.	Supervisor of English Bureau
GEORGE WILLIAMSON, Ph.D.	Assistant Professor of English

* Leave of absence, 1928-29.

A. HOLMES BALDRIDGE, B.A.	Instructor in English
JUAN CENTENO	Instructor in Romance Languages
CHRISTINA CRANE, B.A.	Instructor in Romance Languages
MARGARET L. DAIGH, B.A.	Instructor in Household Arts
LEROY E. DETLING, M.A.	Instructor in Romance Languages
ROBERT D. FANER, B.A., M.A.	Instructor in English
DOROTHY GURLEY FISH, B.A., B.S.	Instructor in Household Arts
LEO FRIEDMAN, B.S., Ph.D.	Instructor in Chemistry
CELLA V. HAGER, B.A.	Part-time Instructor in Psychology
ARTHUR C. HICKS, B.A., M.A.	Instructor in English
FELIX LEGRAND	Part-time Instructor in Romance Languages
LESLIE L. LEWIS, B.A., M.A.	Instructor in English
CORNELIA PIPES, B.A.	Instructor in Romance Languages
LOURENE E. TAYLOR, B.A.	Instructor in Plant Biology
PIERRE THOMAS	Instructor in Romance Languages

LOWER DIVISION GROUPS

By legislation of March, 1928, the faculty created in the College of Literature, Science and the Arts a lower division organization including the work of the first two years. Entering freshmen choosing a major in a professional school begins at least the preliminary work of his preparation. Students who wish to carry their work in the college, however, do not choose a major during the first two years, but designate a group of principal interest very much broader than the boundary lines of any department. During the first year the entering freshman takes at least two survey courses broadly introductory to the curriculum of the entire group. The core of his sophomore program consists in sophomore options or courses fundamental to specialization in any one of the disciplines included in the four groups.

To facilitate the operation of this lower division program, the departments of the college were grouped into four main divisions as follows: I Literature and Language, II Social Science, III Mathematics and Physical Science, and IV Biological Science. Two departments (Household Arts and Military Science) are not included within these groups, since the work of these two departments is largely service work taken by students whose principal interest lies in other fields.

Group and Departmental Announcements

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

Numbers between 1 and 99 indicate beginning language and sub-survey courses; those between 100 and 110, the new type of survey course; those between 111 and 199, freshman electives; those between 200 and 210, sophomore option courses; those between 211 and 299, other sophomore courses; those between 300 and 399, upper division courses not carrying graduate credit; those between 400 and 499, upper division courses carrying graduate credit; and those of 500 and above are purely graduate courses.

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

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

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

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

I. LANGUAGES AND LITERATURE

DESCRIPTION OF COURSES

FRESHMAN SURVEY COURSES

ENGLISH

101-102-103. *Literature Survey*. 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. Howe, Lewis, Williamson, Lesch, A. Hicks. *Four hours, each term.*

104-105-106. *Introduction to Literature*. The purpose of this course is to stimulate the appreciation and criticism of literature. Study of some masterpieces in ancient, modern, and contemporary literature. Ernst. *Four hours, each term.*

LATIN

101a,b,c. *Latin Literature, The Golden Age*. A survey of Latin literature in general with emphasis upon the following authors: Horace, selected Odes and Epodes; Cicero, de Amicitia and De Senectute; Vergil, the Eclogues; Livy, Books I and II. Dunn. *Three hours, each term.*

ROMANCE LANGUAGES

French.

103a,b,c. *French Literature*. (Third year). Reading of masterpieces of various periods. A general review of French literature. Lectures. Bowen, Detling, C. Crane, Rowbotham. *Three hours, each term.*

Spanish.

109a,b,c. *Spanish Literature*. (Third year). Reading of masterpieces of various periods. A general survey of Spanish literature. Lectures. Wright, Thompson. *Three hours, each term.*

SOPHOMORE OPTION COURSES

ENGLISH

201-202-203. *Shakespeare*. Study of the important historical plays, comedies and tragedies. Courses in sequence, but may be taken separately. Prescribed for majors. Boyer, Williamson, Lesch, Moll. *Three hours, each term.*

205-206-207. *German Literature*. Given in English. Open to upper-classmen. Outside reading and papers on assigned topics. Schmidt. *Three hours, each term.*

204a,b,c. *Literature of the Ancient World*. Greek and Latin writers considered with especial reference to their influence on English literature. The Bible. Masterpieces of Oriental literature which have been incorporated into English literature through translations of literary value. Smertenko. *Two or three hours, each term.*

GERMAN

205-206-207. *German Literature*. (See English, above.)

GREEK

204a,b,c. *Literature of the Ancient World*. (See English, above.)

LATIN

204a,b,c. *Literature of the Ancient World*. (See English, above.)

ROMANCE LANGUAGES

FRENCH

203a,b,c. *French Literature*. (Third year.) Reading of masterpieces of various periods. A general review of French literature. Lectures. Bowen, Detling, Rowbotham, C. Crane. *Three hours, each term.*

204a,b,c. *Seventeenth Century French Literature*. Reading of representative works of Corneille, Moliere, Racine, La Fontaine, Madame de Sevigne and Pascal. Bowen. *Three hours, each term.*

SPANISH

209a,b,c. *Spanish Literature*. (Third year.) Reading of masterpieces of various periods. A general survey of Spanish literature. Lectures. Wright. *Three hours, each term.*

OTHER LOWER DIVISION COURSES

(For description look under department heading)

ENGLISH

Literature.

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|--|--|
| 111. <i>History of English Literature.</i> | <i>Three hours, fall term.</i> |
| 114. <i>American Literature.</i> | <i>Three hours, any term.</i> |
| 117. <i>English Poetry.</i> | <i>Three hours, fall or winter term.</i> |
| 121. <i>Wordsworth.</i> | <i>Three hours, spring term.</i> |
| 130. <i>William Morris.</i> | <i>Three hours, winter term.</i> |
| 211. <i>Ruskin.</i> | <i>Three hours, spring term.</i> |

Written English.

- | | |
|--|--------------------------------|
| 250-251-252. <i>Report Writing.</i> | <i>Two hours, each term.</i> |
| 253-254-255. <i>Business English.</i> | <i>Two hours, each term.</i> |
| 256-257-258. <i>Exposition.</i> | <i>Three hours, each term.</i> |
| 261-262-263. <i>Magazine Writing.</i> | <i>Two hours, each term.</i> |
| 264-265-266. <i>Narration, Description and Exposition.</i> | <i>Three hours, each term.</i> |
| 260a,b,c. <i>Short Story Writing.</i> | <i>Two hours, each term.</i> |

Spoken English.

- | | |
|---|-------------------------------|
| 180a,b,c. <i>Introductory Course in Speech.</i> | <i>Two hours, each term.</i> |
| 181. <i>Extempore Speaking.</i> | <i>Three hours, any term.</i> |
| 280a,b,c. <i>Argumentation and Debate.</i> | <i>Two hours, each term.</i> |

281. *Advanced Public Speaking—The Oration.* *Two hours, fall term.*

282. *Advanced Public Speaking—A Study of Masterpieces.*
Two hours, winter term.

283. *Advanced Public Speaking—The Public Lecture.*
Two hours, spring term.

284. *Intercollegiate Oratory.*
Two hours, winter term.

285. *Intercollegiate Debate.*
Two hours, winter term.

Drama and Play Production.

140a,b,c. *The Speaking Voice.* *Three hours, each term.*

241-242-243. *Dramatic Interpretation.* *Three hours, each term.*

GERMANIC LANGUAGES AND LITERATURE

1a,b,c. *Elementary German.* *Four hours, each term.*

3a,b,c. *Second Year German.* *Four hours, each term.*

111a,b,c. *Classical German.* *Three hours, each term.*

112a,b,c. *German Fiction and Contemporary Literature.*
Three hours, each term.

113-114-115. *Modern German Drama.* *Three hours, each term.*

Scandinavian Languages and Literature.

11a,b,c. *Elementary Norse (Danish-Norwegian).* *Three hours, each term.*

27a,b,c. *Elementary Swedish.* *Three hours, each term.*

GREEK

1a,b,c. *Beginning Greek.* *Four hours, each term.*

50a,b,c. *Xenophon, Homer, and Greek Grammar.*
Four hours, each term.

51a,b,c. *Greek Grammar, Greek Prose, and Greek Sight Translation.*
Two hours, each term.

111a,b,c. *Greek Literature.* *Two hours, each term.*

LATIN

1a,b,c. *Elementary Latin and Caesar.* *Four hours, each term.*

2a,b,c. *Cicero's Orations and Vergil's Æneid.* *Four hours, each term.*

201a,b,c. *Latin Literature, Comedy.* *Three hours, each term.*

301a,b,c. *Latin Literature, The Silver Age.* (See upper division. Open to sophomores.) *Three hours, each term.*

ROMANCE LANGUAGES

FRENCH

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 of high school is repeated in college. Students who have entrance credit for three years of high school French or Spanish take the third year French or Spanish literature courses in college. No credit is given if the second year work is repeated in college.

1a,b,c. *First Year French.* *Four hours, each term.*

2a,b,c. *Second Year French.* *Four hours, each term.*

3a,b. *First Year French.* *Six hours, winter and spring terms.*

SPANISH

11a,b,c. *First Year Spanish.* *Four hours, each term.*

12a,b,c. *Second Year Spanish.* *Four hours, each term.*

13a,b. *First Year Spanish.* *Six hours, winter and spring terms.*

ITALIAN

32a,b,c. *First Year Italian.* *Three hours, each term.*

33a,b,c. *Second Year Italian.* *Two hours, each term.*

II. SOCIAL SCIENCE

DESCRIPTION OF COURSES

FRESHMAN SURVEY COURSES AND ELECTIVES

101a,b,c. *Background of Social Science*. A study is made of the factors and forces which constitute the make-up of society. The validity of the thought process and opinions of the students with respect to social phenomena are challenged. An analysis is made of scientific methods and the possibilities and limitations in the social sciences. An attempt is made to acquaint the student with the findings of psychology in regard to bias and prejudice, egoism of the crowd, habit responses, complexes and the factors of wise thinking. A survey is made of controls of society—government, economic factors, family, education, religion and the social institutions generally. By this time things are viewed with a critical eye; they become the objects of inquiry, investigation and reflection. Insight, rather than mere information, is the aim and object of the course. Schumacher and Staff. *Three hours, each term.*

PHILOSOPHY

111-112-113. *Reflective Thinking*. (a) Problems of conduct; (b) Problems of intellect; (c) Problems of faith. Elementary and designed for freshmen; upper division students will not be admitted. To encourage sustained and open-minded inquiry in the great fundamental regions of man's life. Townsend. *Three or four hours, each term.*

SOPHOMORE OPTION COURSES

ECONOMICS

203a,b,c. *The Principles of Economics*. The principles that underlie production, exchange and distribution. Practical problems like monetary and banking reform, regulation of international trade, the taxation of land values, labor movement, regulation of railways, the control of the trusts, etc., are considered. Prerequisite, sophomore standing. Erb, Morris, Schmidt. *Three hours, each term.*

HISTORY

201-202-203. *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. Walter Barnes. *Four hours, each term.*

204-205-206. *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.*

207-208-209. *Survey of European History*. Western European development from Egypt and Babylonia to the present time. Political, social and cultural factors studied. May be entered second or third term at the discretion of the instructor. Fish. *Three hours, each term.*

POLITICAL SCIENCE

201-202-203. *Modern Governments*. (1) American national government. The national government, with special attention to practical opera-

tion and contemporary reforms. (2) State and local governments. The state and local governments, with special attention to practical operation and contemporary reforms in Oregon. (3) European governments. The organization and operation of the governments of England, France, Germany, Russia, and Switzerland, with special attention to the government of England. Barnett. *Four hours, each term.*

PHILOSOPHY

200-201-202. *Introduction to Philosophy*. An elementary survey of some of the persistent philosophical problems about the world and man, man's knowledge, his individual and social vocations, and his faith. Townsend. *Three or four hours, each term.*

III. MATHEMATICS AND PHYSICAL SCIENCE

DESCRIPTION OF COURSES

FRESHMAN SURVEY COURSES AND ELECTIVES

101-102-103. *Man and His Environment*. A general course introducing the student in the field of physical sciences. The course is divided into three parts: (a) general cosmical relations and a short history of science; (b) elementary geology, or processes and their results; (c) brief survey of some phases of anthropology, human geography and economic geography. Smith and Hodge. *Three hours, each term.*

MATHEMATICS

104a,b,c. *Unified Mathematics*. Advanced algebra, trigonometry, analytic geometry, and introduction to calculus. An introductory course in college mathematics, especially designed for a continuous year's work, and adapted to the needs of students of widely varying interests. Required of all pre-medical students. DeCou, Milne, Davis. *Four hours, each term.*

SOPHOMORE OPTION COURSES

CHEMISTRY

201a,b,c. *General Chemistry*. A previous elementary course in chemistry or physics is prerequisite, as is also facility in the solution of problems in simple proportion and use of the metric system. Three lectures and one laboratory period. Stafford. *Four hours, each term.*

210a,b,c. *Second Year Chemistry*. These courses are taken in succession as sequels to the basic general chemistry course 201a,b,c, and as prerequisites to the courses of the upper division. Three hours lecture and one or more laboratory periods per week. Stafford. *Four or five hours, each term.*

GEOLOGY AND GEOGRAPHY

Geography.

205. *Principles of Geography*. *Three hours, fall term.*
 206. *Economic Geography*. *Three hours, winter term.*
 207. *Regional Geography*. *Three hours, spring term.*
 208-209-210. *Geography Laboratory*. *One hour, each term.*

Geology.

201a,b. *General Geology*. An elementary course dealing with those processes of nature by which the surface of the earth has been built up, deformed, and torn down. A study of the natural history and occurrence of the common rocks and useful minerals. Three lectures and one laboratory or field period. Hodge, Packard, Smith. *Four hours, fall and winter terms.*

202. *Historical Geology*. An outline of the geological history of the earth, with special reference to the development of the North American continent. Prerequisites, Geology 201a,b, or a satisfactory course in high school physiography. Three lectures and one laboratory or field period. Hodge, Packard. *Four hours, spring term.*

203a,b. *General Geology Laboratory*. Williamson. *One hour, fall and winter terms.*

204. *Historical Geology Laboratory*. Williamson. *One hour, spring term.*

MATHEMATICS

201a,b,c. *Differential and Integral Calculus*. A fundamental course laying a thorough foundation for all future work in mathematics and its applications. May be taken for upper division credit. DeCou. *Four hours, each term*

PHYSICS

204a,b,c. *General Physics*. A general course covering mechanics, sound, heat, light, electricity, and an introduction to the modern physics. Prerequisite, trigonometry or high school physics. Unified mathematics or an acceptable equivalent is prerequisite. Normally taken in the sophomore year. Three lectures and one laboratory period per week. Caswell, Yearian. *Four hours, each term.*

OTHER LOWER DIVISION COURSES

(For description look under department heading)

CHEMISTRY

92a,b,c. *Elementary Chemistry*. A course introductory to chemistry. Stafford. *Four hours, each term.*

GEOLOGY AND GEOGRAPHY

Mineralogy. See 404a,b,c. (This course arranged as a part of Course 404, Earth Materials.)

Lithology. See 404a,b,c. (This course arranged as a part of Course 404, Earth Materials.)

Metallic Ore Deposits. See 404a,b,c. (This course arranged as a part of Course 404, Earth Materials.)

Petrography. See 404a,b,c. (This course arranged as a part of Course 404, Earth Materials.)

MATHEMATICS

111. *Solid Geometry*. *Four hours, one term.*

112. *Intermediate Algebra*. *Four hours, fall or winter terms.*

113. *Advanced Algebra*. *Four hours, any term.*

114. *Plane Trigonometry*. *Four hours, winter or spring terms.*

116. *Mathematics of Finance*. *Four hours, winter or spring terms.*

117. *Elements of Statistical Methods*. *Four hours, one term.*

300. *Plane Geometry*. (Upper division course open to lower division students.) *Four hours, fall term.*

PHYSICS

151a,b,c. *Descriptive Physics*. *Three hours, each term.*

220. *Lower Division Laboratory*. *Hours to be arranged.*

IV. BIOLOGICAL SCIENCES

DESCRIPTION OF COURSES

FRESHMAN SURVEY COURSES

101a,b,c. *Elementary Biology*. A general introduction to the fundamental principles and problems of biology as exemplified by plants and animals. Given jointly by the departments of plant and animal biology. Two lectures and one three-hour laboratory period. Sweetser, Moore, Taylor, Wulzen. *Three hours, each term.*

SOPHOMORE OPTIONS

ANIMAL BIOLOGY

202-203-204. *Advanced Zoology*. The elements of comparative anatomy, gross and microscopic, and of vertebrate embryology. Two lectures and six hours of laboratory. Yocom and Huestis. *Four hours, each term.*

PLANT BIOLOGY

204-205. *Plant Morphology, Ecology and Economy*. This course is a continuation of Biology 101a,b,c. It gives a more comprehensive review of plant forms, their relation to their environment, and their economic uses. Three lectures and one three-hour laboratory period. Sweetser and Sanborn. *Four hours, fall and winter terms.*

201. *Systematic Botany*. A study of the structure and classification of Oregon plants. Three lectures and one three-hour laboratory period. Sweetser and Sanborn. *Four hours, spring term.*

PSYCHOLOGY

201a,b,c. *Beginner's Psychology Laboratory*. An introductory course in laboratory experimental methods. This is operated in coordination with 202a,b,c, which must be taken at the same time. One laboratory period each week. Seashore. *One hour, each term.*

202a,b,c. *Beginner's Psychology*. An introductory study of the material of general experimental psychology, learning, memory, perception, imagination, sensation, attention, reasoning, instinct, emotion, will, etc. Conklin, Crosland, Taylor, Hager. *Three hours, each term.*

OTHER LOWER DIVISION COURSES

(For description look under department heading)

ANIMAL BIOLOGY

200. *Heredity*. *Two hours, winter term.*

201. *Eugenics*. *Two hours, spring term.*

205. *Field Zoology*. *Four hours, spring term.*

213. *Organic Evolution*. *Two hours, fall term.*

DIVISION OF BIOLOGY

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

An undergraduate major in biology will comprise:

1. (a) Course 101a,b,c. Elementary Biology.
(b) Second year elective in either plant or animal biology.
(c) 24 hours of upper division courses including senior problem and thesis.
2. General chemistry, one year of physics, one year of mathematics, and one year of mathematics.
3. Reading knowledge of French or German—both languages if possible.
4. Fulfillment of group and all other requirements of the University for the bachelor's degree.

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

DESCRIPTION OF COURSES

LOWER DIVISION

(For description look under Biological Sciences)

101a,b,c. *Elementary Biology*. Three hours, each term.

UPPER DIVISION

401a,b,c. *General Physiology*. The principles of physiology and their application to life processes in plants and animals. Prerequisites, general chemistry and general physics. Two lectures, one hour journal club, and one three-hour laboratory period. Moore. Four hours, each term.

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

PRIMARILY FOR GRADUATES

501a,b,c. *Biological Seminar*. Three year cycle. Required of all graduate fellows and assistants. Selected topics. Moore. One hour, each term.

ANIMAL BIOLOGY

Professors A. R. MOORE, HARRY B. YOCOM;
Associate Professor RALPH R. HUESTIS; Demonstrator ROLLAND J. MAIN;
Research Associate MARY MITCHELL MOORE;
Teaching Fellows WINNIFRED BRADWAY, ALICE BAHR, H. BIRNET HOVEY, B. J. ANDREWS;
Research Assistant EVERETT G. HOLMAN;
Graduate Assistants SAMUEL H. WEONG, LILLIAN BRAMHALL, ALENE BUSTER

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

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

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

DESCRIPTION OF COURSES

LOWER DIVISION

(For description look under Biological Sciences)

FRESHMAN SURVEY COURSES

101a,b,c. *Elementary Biology*. Three hours, each term.

SOPHOMORE OPTION COURSES

(For description look under Biological Sciences)

202-203-204. *Advanced Zoology*. Four hours, each term.

OTHER LOWER DIVISION COURSES

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

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

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

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

UPPER DIVISION

306a,b. *Elementary Human Physiology*. For students of physical education, pre-nursing, and others. Two lectures or quiz periods, one laboratory period. Prerequisites, elementary chemistry and biology. Three hours, fall and winter term.

307. *Physiology of Exercise*. For students of physical education. One lecture or conference per week. Taken simultaneously with 306a,b. One hour, winter term.

396a,b,c. *Honors Reading*. Seminar. A course in extensive and intensive reading for honors candidates, arranged for the individual student. Junior year. Department staff. Three to twelve hours.

397a,b,c. *Honors Reading*. Same as 396. Senior year. Three to twelve hours.

FOR GRADUATES AND ADVANCED UNDERGRADUATES

401a-b-c. *General Physiology*. The principles of physiology and their application to life processes in plants and animals. Prerequisites, general chemistry and general physics. Two lectures, one hour journal club, and one three-hour laboratory period. Moore. Four hours, each term.

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

Three or four hours, spring term.

403a-b-c. *Invertebrate Zoology*. Advanced course in the taxonomy, structure, physiology, ecology and life histories of the invertebrates. Special attention to animals of economic importance, especially those of parasitic habits. Laboratory material from representatives of the invertebrate fauna of Oregon. Lectures, conferences, field and laboratory work. Yocom. *Four hours, each term.*

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

405a-b. *Vertebrate Embryology*. The early development of mammals. Two lectures and two three-hour laboratory periods. Yocom. *Four hours, winter and spring terms.*

408a-b-c. *Biophysics*. The consideration of certain fundamental physiological processes from a quantitative standpoint. Special emphasis is placed upon the study of muscle and nerve. Lectures and seminars. Laboratory, one period, optional. *Three or four hours, each term.*

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

420. *Problems in Animal Biology*. To be undertaken under the direction of the appropriate member of the staff.

Hours and credits to be arranged.

PRIMARILY FOR GRADUATES

502a-b-c. *Physical Chemistry of Cell and Tissue*. Moore. *Hours to be arranged.*

504a-b-c. *Research*. May be undertaken by those properly prepared in the first year of graduate study; must be started in the second year of graduate work. Departmental staff. *Hours to be arranged.*

505a-b-c. *Seminar on Growth*. The growth of the individual, accelerators and inhibitors of growth. Wulzen. *Two hours throughout the year.*

506a-b-c. *Thesis*. Department staff. *Nine hours.*

PRE-MEDICAL CURRICULA

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

The first is a three year course of study and is designed for the able and ambitious student. A student finishing this curriculum is entitled to receive his bachelor's degree upon the successful completion of the first year in the University of Oregon medical school at Portland. The second curriculum is designed for the more leisurely accomplishment of the same training, and is recommended to students who wish more time for subsidiary courses in literature, languages, etc.; for those whose high school preparation is weak; for those who must spend a large amount of time in outside activities. The four year pre-medical curriculum entitles those completing it to the bachelor's degree given at Eugene, before entering the medical school.

THREE-YEAR PRE-MEDICAL CURRICULUM

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

FOUR-YEAR PRE-MEDICAL CURRICULUM

FRESHMAN			
	Fall	Winter	Spring
Elementary Biology	3	3	3
Mathematics	4	4	4
German	4	4	4
History or Literature	3	3	3
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16	16	16
SOPHOMORE			
General Chemistry	4	4	4
German	4	4	4
General Physics	4	4	4
Written English	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
	16	16	16
JUNIOR			
Advanced Zoology	4	4	4
Analytical Chemistry	4	4	4
Elective	8	8	8
	16	16	16
SENIOR			
General Physiology	4	4	4
Organic Chemistry	4	4	4
Sanitation	3		
Bacteriology		4	
Physical Chemistry			4
Elective	4	4	4
	15	16	16

PLANT BIOLOGY

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

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

The supply of preserved material is constantly being added to and is fairly representative of the various plant groups. Each student is expected

to provide dissecting set and drawing material, but the laboratory is prepared to furnish the necessary microscopic slides, reagents and glassware.

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

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

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

DESCRIPTION OF COURSES

LOWER DIVISION

(For description look under Biological Sciences)

FRESHMAN SURVEY COURSES

101a,b,c. *Elementary Biology.* *Three hours, each term.*

SOPHOMORE OPTION COURSES

(For description look under Biological Sciences)

204-205. *Plant Morphology.* (Ecology and Economy.)
Four hours, fall and winter terms.

206. *Systematic Botany.* *Four hours, spring term.*

UPPER DIVISION

305. *Sanitation.* The study of diseases, their causes, and prevention; pure food, pure water, pure milk. Desirable as prerequisite for course 306. Sweetser and Taylor. *Three hours, fall term.*

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

308-309-310. *Botanical Problem.* The taxonomy, ecology, physiology, or economy of some group, or groups, of plants.
Hours and credit to be arranged.

311. *Bacteriological Problem.* *Hours and credit to be arranged.*

315a,b,c. *Seminar.* *One hour, each term.*

FOR GRADUATES AND ADVANCED UNDERGRADUATES

401-402. *Plant Histology.* A study of plant tissue. Two lectures and one three-hour laboratory. *Three hours, fall and winter terms.*

403. *Algae.* Study of the morphology of types of the four groups, with taxonomy of our local forms. Two lectures and one three-hour laboratory, Sanborn. *Three hours, fall and winter terms.*

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

Two or three hours, spring term.

407. *Bacteriology.* Continuation of course 306. Two lectures and one three-hour laboratory period. Sweetser. *Three hours, spring term.*

417-418. *Paleobotany.* History of paleobotany and studies of the Oregon fossil flora. Sanborn. *Two or three hours, fall and winter terms.*

PRIMARILY FOR GRADUATES

513. *Botanical Problems.* *Hours and credits to be arranged.*

514a-b-c. *Bacteriological Problems.*

515. *Graduate Seminar.*

516. *Thesis.* *Nine hours.*

CHEMISTRY

Professors ORIN F. STAFFORD, FREDERICK L. SHINN;
Associate Professor ROGER J. WILLIAMS; Instructor LEO FRIEDMAN;
Fleischmann Fellow RICHARD R. ROEHM;
Graduate Assistants HENRY H. LIPP, LOREN SOOVILLE, DONALD EVANS

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

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

The 48-hour requirement can furthermore be made to serve a very important practical objective where it is taken either in primary or secondary relationship to certain other lines of work offered in the University. In recent years, many opportunities have opened for careers in business, medicine, engineering, teaching, etc., where a knowledge of chemistry constitutes a highly important aspect of the equipment of the individual. In preparation for such careers it is possible to plan four-year schedules in which training in business administration and chemistry,

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

DESCRIPTION OF COURSES

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

LOWER DIVISION

SOPHOMORE OPTION COURSES

(For description look under Mathematics and Physical Science)

201a,b,c. *General Chemistry.* *Four hours, each term.*

210a,b,c. *Second Year Chemistry.* *Four or five hours, each term.*

OTHER LOWER DIVISION COURSES

92a,b,c. *Elementary Chemistry*. A course introductory to chemistry. Stafford. *Four hours, each term.*

UPPER DIVISION

300-301-302. *Analytical Chemistry*. Three laboratory periods and one lecture period. *Four hours, each term.*

FOR GRADUATES AND ADVANCED UNDERGRADUATES

400-401-402. *Advanced Analytical Chemistry*. Special analytical procedures adapted to those enrolling. Friedman. *Hours to be arranged.*

403. *Microchemical Analysis*. *By arrangement.*

404. *Toxicology*. Shinn. *By arrangement.*

405a-b-c. *Organic Chemistry*. The chemistry of the compounds of carbon. Deals with compounds which are important from the theoretical, technical and biological standpoints. The first two terms are devoted to aliphatic compounds and the third term to those of the aromatic series. Prerequisite, two years of college chemistry. Three lectures and one laboratory period. Williams. *Four hours, each term.*

410-412-414. *Advanced Inorganic Chemistry*. The chemical elements are first discussed as regards their practical and theoretical importance. Finally, such topics as radio-activity, the periodic table, and atomic structure are taken up. A minimum of two years work in chemistry is prerequisite. Three lectures per week. Friedman. *Three hours, each term.*

411-413-415. *Advanced Inorganic Laboratory*. To accompany, optionally, courses 410-412-414. Friedman. *One hour, each term.*

416a-b-c. *Physical Chemistry*. Three lectures and one laboratory period. Shinn. *Four hours, each term.*

417-418-419. *Advanced Physical Chemistry*. Shinn. *By arrangement.*

420. *Electro-Chemistry*. Shinn. *By arrangement.*

422-424-426. *Chemical Energetics*. Shinn. *Two hours each term.*

425-426. *Advanced Organic Chemistry*. The theoretical aspects of the subject are emphasized by discussion of theories of valence, chemical reactivity, free radicals, catalysis, etc., as these are related to particular groups of compounds. Williams. *Two hours, fall and winter terms.*

428,429,430. *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.*

450,451,452. *Biochemistry*. A general course dealing with the chemistry of both plant and animal life processes. The chemistry of carbohydrates, lipins and proteins, nutrition, digestion, photosynthesis, alcoholic fermentation. Not designed for medical students. Williams. *Two hours, each term.*

453-454-455. *Biochemistry Laboratory*. To accompany optional course 450,451,452. *One hour, each term.*

465-466. *Colloidal Chemistry*. Friedman. *Two hours, two terms.*

490-491-492. *Seminar*. The chemistry staff. *One hour, each term.*

PRIMARILY FOR GRADUATES

590-591-592. *Research*. Students are assigned to suitable problems for investigation under supervision of a member of the staff. *Hours to be arranged.*

596-597-598. *Thesis*. *By arrangement.*

ECONOMICS

Professor JAMES H. GILBERT;
Associate Professor MERTON K. CAMERON;
Assistant Professors DONALD M. ERB, VICTOR P. MORRIS, EMERSON P. SCHMIDT;
Graduate Assistants WILLIAM S. HOPKINS, VEOLA PETERSON ROSS

The department of economics offers two curricula, one intended to give general training in economics, the other special training for public service in connection with state and federal bureaus and commissions, boards of control, etc.

COURSE OF STUDY FOR MAJOR STUDENTS IN ECONOMICS

Students looking forward to specialized study in Economics should designate social science as a group of principal interest and follow the course recommended by the group chairman. During the sophomore year he should take Principles of Economics as a sophomore option and the course in beginner's psychology.

	Fall	Winter	Spring
JUNIOR			
Business Organization, Trusts and Combinations, and Government Control of Public Utilities, or Transportation (435, 436, 437), or International Trade and International Economic Policies	4	4	4
Principles of Sociology	3	3	3
Electives	8	8	8
	15	15	15
SENIOR			
Public Finance, and Money and Banking, or Organized Labor, Labor Legislation, and Modern Theories of Social Reform	4	4	4-5
History of Economic Thought and Modern Economic Thought	4	4	4
Electives	9	9	9
	17	17	17-18

DESCRIPTION OF COURSES

(For description look under Social Science)

LOWER DIVISION

FRESHMAN SURVEY COURSES AND ELECTIVES

101a,b,c. *Background of Social Science*. *Three hours, each term.*

SOPHOMORE OPTION COURSES

(For description look under Social Science)

203a,b,c. *Principles of Economics*. *Three hours, each term.*

UPPER DIVISION

324. *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.*

325. *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. Schmidt. *Four hours, spring term.*

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

Four hours, fall term.

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

Four hours, winter term.

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

Three hours, spring term.

FOR GRADUATES AND ADVANCED UNDERGRADUATES

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

Four hours, fall term.

406. *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, 405. Schmidt.

Four hours, winter term.

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

Four hours, spring term.

413. *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.

418a-b. *Public Finance.* Aims to ascertain sound principles affecting public expenditure, the raising of revenue, budgetary legislation, financial organization and the use of the public credit. Various forms of taxes and a constructive plan for fiscal reform. Special consideration given to Oregon problems. Prerequisite, principles of economics. No credit for one term. Gilbert.

Four hours, fall and winter terms.

435. *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.

Four hours, fall term.

436. *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.

Four hours, winter term.

437. *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 435 and 436.

Four hours, spring term.

450-451. *Modern Theories of Social Reform.* Lectures present various suggested theories involving more or less radical changes in the economic order and these theories are subjected to criticism. Prerequisite, economics 405 and 406 or 407. Norman.

Four hours, winter and spring terms.

452. *Economics of Public Utilities.* An analysis of the economic nature of public utilities followed by a critical study of their history, organization, financial problems and the trend toward large scale enterprise, consolidation, system building. Attention also given to the creation and development of specialized public relations organization. Prerequisites, 323, 324, 325. Schmidt.

Four hours, winter term.

453. *Railway Commissions.* This course aims to consider railway commissions, state and federal, especially with reference to organization, power and achievements. Prerequisite, course 435.

Four hours, spring term.

454. *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 406, 407, 408. Schmidt.

Four hours, fall term.

466. *Labor and Remuneration.* A survey is made of the course of real wages in Europe and America during several centuries. Successive wage theories evolved in the modern period are examined. Present day wage statistics in the United States are analyzed and correlated; systems of wage payment described. The influence of trade unions on wages is considered. Prerequisite, economics 405. Schmidt.

Three hours, fall term.

467. *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, 405.

Three hours, winter term.

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

Three hours, one term.

470a-b. *History of Economic Thought.* The evolution of economic doctrines from the Greek and Roman period to the age of Adam Smith, with special emphasis on the relation between economic thought and contemporaneous economic conditions; the connection between economic doctrine and current political and philosophical speculation. Prerequisite, principles of economics. Norman. *Four hours, fall and winter terms.*

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

495-496-497. *Seminar in Social Problems.* Cooperative effort at investigation of social problems overlapping into the field of several departments such as sociology, political science, economics, journalism and the like. Open to graduate students and also to seniors with honors privileges majoring in departments whose professors elect to participate in the seminar. *Hours to be arranged.*

PRIMARYLY FOR GRADUATES

501-502-503. *Research in Economics.* Original work for thesis purposes. Gilbert. *Hours to be arranged.*

507-508-509. *Economics Seminar.* *Hours to be arranged.*

511-512-513. *Thesis.* *Nine hours.*

ENGLISH

Professors C. V. BOYER, JULIA BURGESS, JOHN J. McEWAN, HERBERT C. HOWE, MARY H. PERKINS, W. F. G. TRACHER;

Associate Professors RUDOLF H. ERNST, S. STEPHENSON SMITH;

Assistant Professors J. K. HORNER, E. C. A. LESCH, GEORGE WILLIAMSON,

OTTILIE T. SEYBOLT, ERNEST G. MOLL;

Instructors A. HOLMES BALDRIDGE, LESLIE L. LEWIS, ROBERT D. FANER, ARTHUR C. HICKS;

Supervisor of English A. L. K. SHUMAKER;

Teaching Fellow A. MURRAY FOWLER;

Graduate Assistants EDWARD F. BARROWS, MARGARET CLARKE, DOROTHY DELZELL,

ERNEST ERKILLA, FLORENCE JONES, ELSIE McDOWALL, CONSTANCE ROTH,

CHARLES D. TENNEY, MARJORIE WESCOTT

General Requirements:

1. Majors in English are required to take Latin, French, or German during both the freshman and the sophomore years. This means two successive years of one of the three languages.

2. History (English or European) and a laboratory science are lower division requirements of English majors.

3. Majors intending to teach must satisfy the education and norm requirements. (See School of Education.)

4. Majors must elect from the upper-division courses at least two which run throughout the year. One of the two should be either the English Novel or the English Drama.

5. Variable credit-hours are indicated after courses open to honors candidates. Students not working for honors will register for minimum credit-hours.

Recommendations:

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

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

COURSE OF STUDY FOR MAJOR STUDENTS IN ENGLISH

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

† Option for those not intending to major in literature.

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

SOPHOMORE			
Written English	2	2	2
Shakespeare	3	3	3
Latin, French, or German (continuation)	3-4	3-4	3-4
Beginner's Psychology, Elementary Biology or History	3-4	3-4	3-4
Military Science (men)	1	1	1
Physical Education	1	1	1
Elective	3	3	3
	16-18	16-18	16-18
JUNIOR			
English Novel, English Drama, or other one-year course	3	3	3
English Composition for Teachers* (any term) or elective			2
Teaching High School English* or elective	2	2	
Education 301-302-303*	4	4	4
Honors Reading† or elective	3	3	3
Electives (Philosophy recommended)	4	4	4
	16	16	16

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

† For candidates for honors.

SENIOR			
English Drama, English Novel, or other one-year course	3	3	3
Anglo Saxon†, Chaucer†, or elective	3	3	3
Honors Reading† (seminar) or elective	3	3	3
Education 307* or elective	5	2	
Thesis† or elective	2-3	2-3	2-3
Electives		4	6
	16-17	17-18	17-18

* Required of majors intending to teach.

† For candidates for honors.

‡ Required of majors contemplating graduate work in English.

DRAMA AND PLAY PRODUCTION OPTION

FRESHMAN			
	Fall	Winter	Spring
The Speaking Voice	3	3	3
Latin, French, or German	4	4	4
Survey Course in English or Introduction to Literature	4	4	4
Color Theory	1	1	1
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
European or English History* or science	3-4	3-4	3-4
	17-18	17-18	17-18
SOPHOMORE			
Dramatic Interpretation	3	3	3
Shakespeare	3	3	3
Latin, French, or German (continuation)	3-4	3-4	3-4
Physics, Biology, Psychology or History*	4	4	4
Military Science (men)	1	1	1
Physical Education	1	1	1
Written English	2	2	2
	17-18	17-18	17-18

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

JUNIOR			
Technique of Acting	3	3	3
Stagecraft or Play Producing	3	3	3
Playwriting or elective	2-3	2-3	2-3
Elective in Literature	2-3	2-3	2-3
Elective	4-5	4-5	4-5
	15-17	15-17	15-17
SENIOR			
Guild Hall Players	3	3	3
Play Producing or Stage Craft	3	3	3
English Drama	3	3	3
Elective	6-8	6-8	6-8
	15-17	15-17	15-17

NOTE—Intending teachers should major in English literature.

PRE-LIBRARY

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

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

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

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

PRE-LIBRARY OPTION

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

Suggested Electives:

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

SOPHOMORE

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

Suggested Electives:

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

JUNIOR			
French or Latin Literature	3	3	3
German	4	4	4
Literature Course (upper division)	3	3	3
Elective in minor subject	3	3	3
Elective	3	3	3
	16	16	16
Electives in the upper division years should be selected from courses which are either continuations or related to the work taken in the first two years.			
SENIOR			
English or general literature	2-5	2-5	2-5
German	4	4	4
Elective in English or minor subject	3	3	3
Elective	4-6	4-6	4-6
	15-16	15-16	15-16

DESCRIPTION OF COURSES

LOWER DIVISION

FRESHMAN SURVEY COURSES

(For description look under Languages and Literature)

- 101-102-103. *Literature Survey.* Four hours, each term.
104-105-106. *Introduction to Literature.* Four hours, each term.

SOPHOMORE OPTION COURSES

(For description look under Languages and Literature)

- 201-202-203. *Shakespeare.* Three hours, each term.
205-206-207. *German Literature.* Three hours, each term.
204a,b,c. *Literature of the Ancient World.* Two or three hours, each term.

OTHER LOWER DIVISION COURSES

LITERATURE

111. *History of English Literature.* The development of the English language from the Anglo-Saxon period to the present. The historical basis of English grammar, spelling, pronunciation and usage. Perkins. Three hours, fall term.

114. *American Literature.* Study of American literature from its beginning to the present day. Lectures and assigned readings. Burgess. Three hours, any term.

117. *English Poetry.* Class-room practice in reading aloud. Credit will be given for one term only. Meets three times a week. Howe. Two hours credit, fall or winter term.

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

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

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

WRITTEN ENGLISH

250-251-252. *Report Writing.* A service course, to be given in segregated sections, as far as possible, for majors in the different groups, in which they may be given instruction and correction in writing papers,

book reviews, etc., in their respective fields of study. The work includes drill in general exposition and practice in analyzing and summarizing reading material. Burgess, Faner, Fowler, Barrows, Erkill, Lesch, Westcott, McDowell, Jones, Moll, Clarke, Williamson, Lewis, Reynolds.

Two hours, each term.

253-254-255. *Business English*. Enrollment restricted to students making business administration their major subject. Fowler, Hicks, Faner.

Two hours, each term.

256-257-258. *Exposition*. Spoken and written English designed to meet the needs of law students. The course includes a study of the principles of effective spoken and written composition, with practice in writing and speaking, as specially related to the field of law. Shumaker.

Three hours, each term.

260a,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.

261-262-263. *Magazine Writing*. Based on study of current literary magazines. Perkins.

Two hours, each term.

264-265-266. *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.

Three hours, each term.

SPOKEN ENGLISH

180a,b,c. *Introductory Course in Speech*. In this course there are three aims—first, to remedy the particular speech problems of each individual student; second, to develop a fluent use of spoken language; and third, to train students to make intelligent speech adjustments to their environment. Baldrige, Horner.

Two hours, each term.

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

Three hours, any term.

280a,b,c. *Argumentation and Debate*. A study of the theory of argumentation and an application of that theory in practical classroom debates. Library research and brief drawing constitute the major part of the course. Prerequisite, 180a,b,c. Horner.

Two hours, each term.

281. *Advanced Public Speaking—The Oration*. A study of the oration as a special form of address, together with practice and training in writing original orations. Prerequisite, 180a,b,c. Horner.

Two hours, fall term.

282. *Advanced Public Speaking—A Study of Masterpieces*. A number of the great representative speeches are examined from the point of view of form, style, and content. Parts of these are used for training in delivery. Prerequisite, 180a,b,c. Horner.

Two hours, winter term.

283. *Advanced Public Speaking—The Public Lecture*. A critical study of the chautauqua and lyceum lecture. The preparation and delivery of a forty-five minute address. Prerequisite, 180a,b,c. Horner.

Two hours, spring term.

284. *Intercollegiate Oratory*. The preparation and presentation in interscholastic competition of an oration. Open only to the University orators chosen in competitive tryout. Prerequisite, 180a,b,c.

Two hours, winter term.

285. *Intercollegiate Debate*. The exhaustive study of a single debate proposition. This course is open only to those who have been chosen to represent the University in interscholastic debate. Prerequisite, 180a,b,c.

Two hour, winter term.

DRAMA AND PLAY PRODUCTION

140a,b,c. *The Speaking Voice*. Based upon study of phonetic sounds in tone production. Practical course in standardization of English speech. Pronunciation, enunciation and articulation especially stressed. Seybolt.

Three hours, each term.

241-242-243. *Drama Interpretation*. Open to sophomores. Study of the development of the new movement in the theatre. Character analysis, interpretation and rehearsal of plays. Seybolt.

Three hours, each term.

UPPER DIVISION

LITERATURE

300a,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 or three hours, each term.

301-302-303. *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.

304-305-306. *Contemporary European Literature*. This course covers European literature of the last fifty years, with special emphasis on Ibsen and the Russians. Howe, Ernst.

Three hours, each term.

307a,b. *Teaching of Literature*. Hicks.

Two hours, fall and winter terms.

313a,b,c. *Main Tendencies in Contemporary Literature*. The transition to the temper of contemporary literature: Meredith, Hardy, Kipling; the naturalists, Zola Hauptmann, Bennett, and others; the "literature of idea," Brienx, France and Shaw; Modern Romanticism, Maeterlinck, Yeats, Hudson, and other; conclusion, Conrad. Ernst.

Three hours, each term.

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

Three hours, winter term.

321-322-323. *Literature of the Ancient World*. Greek and Latin writers considered with especial reference to their influence on English literature. The Bible. Masterpieces of Oriental literature which have been incorporated into English literature through translations of literary value.

Two or three hours, each term.

WRITTEN ENGLISH

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

Two hours, winter and spring terms.

351-352-353. *Criticism*. Book and play reviewing, supplemented by readings from the English critics. Twelve lectures on the great critics, from Aristotle to Croce. Critical work on the psychological novel, modern poetry, and modern drama. Smith.

Two hours, each term.

354-355-356. *Essay Writing*. Study of essay types with critical reports on readings from some chief contributors to Western thought. Special attention will be given to the development of literary prose.

Two hours, each term.

360a,b,c. *Authorship*. Thacher.

Two hours, each term.

361-362-363. *Versification*. Experiment in the writing of verse, with study of various verse forms as mediums of expression. Analysis and discussion of class work. Open to freshmen and sophomores with the consent of the instructor. A. Ernst.

Two hours, each term.

364a,b,c. *Elements of Style*. Moll.

Two hours, each term.

370a,b,c. *Playwriting*. Creative experiment in the writing of plays with incidental study of models. Analysis and class discussion of student work with relation to problems of technique such as plot, theme, dialogue, characterization. Alice Ernst.

Three hours, each term.

DRAMA AND PLAY PRODUCTION

340a,b,c. *Technique of Acting*. Open to upper classmen. The work in this course will consist of the rehearsal and production of plays. Students may take part in the public productions given during the year. Seybolt.

Three hours, each term.

341a,b,c. *Stagecraft*. A study of the plastic stage. How to equip a stage, install lighting and secure adequate effects with limited equipment. Special attention is given to the use of color, the making of properties, costuming and make-up. Given alternate years with Play Production. Seybolt.

Three hours, each term.

342a,b,c. *Play Production*. For those interested in producing plays in schools, colleges and communities. The course covers choosing a play, casting its parts, directing, rehearsal and production. Practical experience in producing a play is a part of the work in this course in perfecting the unit production. Given alternate years with Stagecraft. Seybolt.

Three hours, each term.

343-344-345. *Guild Hall Players*. A producing group elected from the advanced students who have appeared successfully in the public performances. Class limited in number. Consent of instructor required. Seybolt.

Three hours, each term.

FOR GRADUATES AND ADVANCED UNDERGRADUATES

LITERATURE

401-402-403. *Milton and Seventeenth Century Literature*. Lesch.

Two hours, each term.

404-405-406. *Literature of the Medieval World*. Boethius, St. Augustine, and the other Latin writers of the dark ages. Medieval epics and romances. Icelandic sagas and eddas. The troubadours and minnesingers. Abelard, Albertus Magnus, Roger Bacon and St. Thomas Aquinas; St. Francis. Fabliaux; Reynard, the Fox. The Arthurian Cycle; Dante. The medieval stage, and especially early English drama. Piers' Plowman, Layamon's Brut, and Chaucer. Smith.

Three hours, each term.

407-408-409. *Literature of the Renaissance*. Petrarch, Boccaccio, Machiavelli, Ariosto, Castiglione, Cellini, Villon, Rabelais, Montaigne, Ronsard, Cervantes. English lyric from Wyatt through Herrick. Bacon. Elizabethan and Jacobean dramas expressing the Renaissance mood. Smith.

Three hours, each term.

410a,b,c. *Anglo-Saxon*. Grammar and translation of selected passages. Bright's Anglo-Saxon reader will be used in fall term. Wyatt's Beowulf in the winter and spring terms. Perkins.

Three hours, each term.

411. *Middle English*. Grammar and translation of selected passages, with special attention to the development of the language during the middle English period. Perkins.

Three hours, winter term.

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

Three hours, spring term.

413a-b-c. *Introduction to Linguistics*. A scientific study of language. Phonetics. Laws governing the development of language. Methods of comparative philology. (Knowledge of Latin advisable as prerequisite.) Smith.

Two hours, each term.

414-415-416. *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.

417-418-419. *American Poetry*. Brief survey of earlier poets; Whitman and his influence; transition and contemporary poets. Burgess.

Two hours, each term.

420-421-422. *American Prose Writers*. Fall: Emerson, Thoreau, Melville, Lowell, Holmes, with some readings from historians. Winter: William James, Dewey, Santayana, Henry Adams, and others. Spring: American literary criticism. Burgess.

Two hours, each term.

423a-b-c. *History of English Criticism*. Burgess. *Two hours, each term.*

431-432-433. *Classical, Romantic and Victorian Poets*. Moll.

Three hours, each term.

434-435-436. *English Drama*. The first two terms may be taken without the third. Ernst.

Three hours, each term.

437-438-439. *Elizabethan Non-dramatic Literature*. Williamson.

Two or three hours, each term.

441-442-443. *The English Novel*. From Richardson and Fielding to the present. Boyer.

Three hours, each term.

459a-b-c. *Romantic Revolt (1750-1832)*. The romantic movement in England, with some reference to parallel developments in French and German literature. Ernst.

Three hours, each term.

460. *Shelley*. His most important works are read, with attention to the author's significance as thinker and as poet. Howe.

Three hours, winter term.

470a-b-c. *History of English Literature*. Planned for honor candidates, intending teachers and graduate students. Ernst.

Three hours, each term.

492a-b-c. *Nineteenth Century Prose*. Main currents of thought as reflected in Carlyle, Mill, Newman, Ruskin, Huxley, Arnold, Pater. Boyer.

Two or three hours, each term.

PRIMARILY FOR GRADUATES

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

571a-b-c. *Survey of the English Critics*. Burgess, Howe. *Three-hours, each term.*

502a-b-c. *Carlyle*. Carlyle's relation as source or transmitter to the various literary, social, and intellectual movements of the day. Lectures and research problems. Boyer. *Two or three hours, each term.*

510a-b-c. *Philosophical Foundations of English Literature*. Bacon, Hobbes, Locke, Berkeley, Hume, the deists, the economists, the evolutionists, the utilitarians, and the pragmatists. Barnes. *Three hours, each term.*

515a-b-a. *Coleridge*.

518a-b-c. *Romantic Tendencies in the 18th Century*. Ernst. *Three hours, each term.*

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

525a-b-c. *Seminar in Shelley*. Howe.

529. *Graduate Thesis*. *Nine hours.*

530a-b-c. *Seminar*. Elizabethan Comedy. Open to honors students of senior standing. Smith. *Two hours.*

535a-b-c. *Seminar in Shakespeare*. Research problems. Open to honors students of senior standing. Williamson. *Two or three hours.*

537a-b-c. *The Evolution of Tragedy*. Boyer. *Two or three hours, each term.*

539a-b-c. *Seminar in American Literature*. Burgess. *One or two hours, each term.*

550a-b-c. *Social Problems in English Literature*. The period covered by this course varies from year to year. Open to a limited number of seniors as well as to graduates. Boyer. *Two or three hours, each term.*

GEOLOGY

Professors WARREN D. SMITH, EDWIN T. HODGE, EARL L. PACKARD;
Teaching Fellow WILLIAM D. WILKINSON; Research Assistant EARL TURNER;
Graduate Assistants FARRELL BARNES, THOMAS SOUTHWICK

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

In the first of these the work is directly linked with that done in the field of physics and chemistry; in the case of the second, the natural

alliances are with biology; while the third makes connection with economics, history and sociology.

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

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

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

The Condon Geological Museum includes the Condon Cabinet, which represents the life work of the late Dr. Thomas Condon, the first professor of geology of the University and a member of its first faculty. This collection is especially rich in vertebrate fossils from the John Day valley.

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

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

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

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

COURSES OF STUDY FOR MAJOR STUDENTS IN GEOLOGY

	FRESHMAN	Fall	Winter	Spring
Man and His Environment	3	3	3	3
Unified Mathematics	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
	16	16	16	16
	SOPHOMORE			
General Geology	3	3	3	3
General Physics, or Elementary Biology	3-4	3-4	3-4	3-4
Written English	2	2	2	2
Military Science (men)	1	1	1	1
Physical Education	1	1	1	1
Elective	4-5	4-5	4-5	4-5
	15	15	15	15

JUNIOR			
Methods	4	4	4
Structural Geology	4		
Physiography		4	
Advanced Physiography			4
Biology, or Descriptive Geometry and Architecture	2-3	2-3	2-3
Foreign Language	3-4	3-4	3-4
Electives, Education (for those intending to teach), Geography, etc.	3-4	3-4	3-4
	16-18	16-18	16-18
SENIOR			
Materials	4	4	4
Stratigraphy			3
Paleontology	4	4	
Foreign Language	4	4	4
Elective	4	4	4
Seminar	1	1	1
	17	17	16
SUGGESTED ELECTIVES FOR SENIORS AND GRADUATES			
Economic Geology—Non-metallics	4	4	
Assaying (not for graduate credit)			2-4
Applied Geology	3	3	3
Mesozoic faunas	4		
Tertiary faunas		4	

DESCRIPTION OF COURSES

LOWER DIVISION

FRESHMAN SURVEY COURSES AND ELECTIVES

(For description look under Mathematics and Physical Science)

101-102-103. *Man and His Environment.* Three hours, each term.

SOPHOMORE OPTION COURSES

(For description look under Mathematics and Physical Science)

- 201a,b. *General Geology.* Four hours, fall and winter terms.
 202. *Historical Geology.* Four hours, spring term.
 203a,b. *General Geology Laboratory.* One hour, fall and winter terms.
 204. *Historical Geology Laboratory.* One hour, spring term.
 205. *Principles of Geography.* Three hours, fall term.
 206. *Economic Geography.* Three hours, winter term.
 207. *Regional Geography.* Three hours, spring term.
 208-209-210. *Geography Laboratory.* One hour, each term.

OTHER LOWER DIVISION COURSES

Mineralogy. See 404a,b,c. (This course arranged as a part of Course 404, Earth Materials.)

Lithology. See 404a,b,c. (This course arranged as a part of Course 404, Earth Materials.)

Metallic Ore Deposits. See 404a,b,c. (This course arranged as a part of Course 404, Earth Materials.)

Petrography. See 404a,b,c. (This course arranged as a part of Course 404, Earth Materials.)

UPPER DIVISION

301a,b. *Invertebrate Paleontology.* A study of major groups of fossil invertebrates and the characteristics of important West Coast genera. Two class periods and laboratory periods a week. Packard.

Four hours, fall and winter terms.

304a,b,c. *Methods for the Determination of Materials.* Physical and chemical methods useful in the recognition of the materials of which the earth is composed. Especial attention given to microphysical and microchemical methods. Prerequisite, chemistry. Hodge. Four hours, each term.

308. *Development and History of Life.* A brief discussion of the origin of life on 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.

309. *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.

310. *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.

340. *Principles of Assaying.* Principles of fire assaying, practice in, and the determination of the precious and non-precious metals. Given in alternate years.

Two or four hours, spring term.

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

Nine hours.

390a,b,c. *Honors Reading.* Seminar. A course in extensive and intensive reading for honors candidates, arranged for the individual student. Junior year. Hodge, Packard, Smith.

Three to twelve hours.

FOR GRADUATES AND ADVANCED UNDERGRADUATES

401. *Structural Geology.* Study of origin, interpretation and mapping of minor rock structures and of joints, faults, and folds. Prerequisites, general geology and stratigraphy. Two lectures and one laboratory or field period. Smith.

Three hours, spring term.

404a,b,c. *Earth Materials.* The description, occurrence, origin, uses and distribution of minerals, igneous, sedimentary, metamorphic rocks, and metallic ores. Laboratory work with hand specimens and microphysical and microchemical studies of fragments, slices and polished sections. Prerequisite, a knowledge of methods for determination of materials. Hodge.

Four hours, each term.

405a,b. *Non-metallic Mineral Deposits.* The geology, uses, and economics of the non-metallic minerals. Coal, oil, building stones, road material, and fertilizers are stressed. Prerequisites, general geology, mineralogy and stratigraphy. Three lectures and one laboratory.

Four hours, fall and winter terms.

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

One hour, each term.

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

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

413. *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 physi-

ographic regions of Oregon. Prerequisites, general geology and physiography. Special work assigned to meet the needs of individual students. Smith.

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

419. *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, winter term.

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

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

422. *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 stratigraphy and structural geology. Smith.
Two hours, spring term.

426. *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. Smith.
Four hours, fall term.

428. *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.
Two hours, spring term.

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

PRIMARILY FOR GRADUATES

501. *Graduate Research*. *Hours to be arranged.*
502. *Graduate Thesis*. *Hours to be arranged.*
503. *Applied Geology*. Advanced study in the application of geology to engineering and economic problems. Hodge. *Hours to be arranged.*
504. *Advanced Economic Geology*. Special work assigned to meet the requirements of advanced students in metallic and non-metallic mineral deposits. Hodge, Smith. *Hours to be arranged.*
505. *Regional Geology*. Advanced studies in selected regions outside the United States. Readings and conferences. Smith.

GERMANIC LANGUAGES AND LITERATURE

Professor F. G. G. SCHMIDT;
Assistant Professors EDMUND P. KREMER, KURT REINHARDT

* COURSE OF STUDY FOR MAJOR STUDENTS IN GERMAN

	FRESHMAN	Fall	Winter	Spring
German		4	4	4
Science (laboratory)		3-4	3-4	3-4
Modern Governments or History		3-4	3-4	3-4
Survey course in English Literature		4	4	4
Military Science (men) or Personal Hygiene (women)		1	1	1
Physical Education		1	1	1
		17	17	17
	SOPHOMORE			
German (continuation)		3-4	3-4	3-4
Second language—Latin, Scandinavian or Romance		3-4	3-4	3-4
History or Economics		4	4	4
Military Science (men)		1	1	1
Physical Education		1	1	1
Written English		2	2	2
		15	15	15
	JUNIOR			
German (continuation)		2-3	2-3	2-3
Additional courses in German		3	3	3
Second language—Latin, Scandinavian or Romance		3-4	3-4	3-4
Philosophy, Psychology, Sociology, or English		3	3	3
Education 301-302-303, or elective		4	4	4
		15-16	15-16	15-16
	SENIOR			
Advanced courses in German		5-6	5-6	5-6
Second language (continuation of previous two years)		3	3	3
Electives (advanced courses in philosophy, education, or literature recommended)		7-9	7-9	7-9
		15-17	15-17	15-17

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

DESCRIPTION OF COURSES

LOWER DIVISION

SOPHOMORE OPTION COURSES

(For description look under Languages and Literature)

205-206-207. *German Literature*. Given in English. Open to upper-classmen. Outside reading and papers on assigned topics. Reinhardt.
Three hours, each term.

OTHER LOWER DIVISION COURSES

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

11a,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.

112a,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*; Wilden-

bruch's *Der Letzte*; Riehl's *Burg Neideck*, *Der Fluch der Schoenheit*; Frenssen's *Joern Uhl*, etc. Schmidt. *Three hours, each term.*

113, 114, 115. *Modern German Drama*. Some of the following dramas will be read: Fulda's *Der Talisman* or *Das Verlorene Paradies*; Wildenbruch's *Harold*, Hauptmann's *Die Versunkene Glocke*; Ernst's *Flachsmann als Erzieher*; Sudermann's *Johannes* or *Heimat*, etc. Schmidt. *Three hours, each term.*

UPPER DIVISION

(Courses 300-399 are open to lower division students)

301a,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.*

302-303-304. *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.*

305-306-307. *Modern German Drama*. Some of the following dramas will be read: Fulda's *Der Talisman* or *Das Verlorene Paradies*; Wildenbruch's *Harold*, Hauptmann's *Die Versunkene Glocke*; Ernst's *Flachsmann als Erzieher*; Sudermann's *Johannes* or *Heimat*, etc. *Three hours, each term.*

310-311-312. *History of German Literature*. Given in English. Open to students of lower division. Outside reading and papers on assigned topics. Reinhardt. *Three hours, each term.*

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

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

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

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

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

319. *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.*

320a,b,c. *Scientific German*. Recommended to students in science or medicine. Students desiring to enter this course should consult the instructor. Kremer. *Three hours, each term.*

330. *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 term.*

331a,b,c. *Advanced German Composition*. Required of all students who wish to teach German. Kremer. *Two hours, each term.*

332a,b,c. *German Conversation*. Open to all students who have had two years of German. No credits allowed unless two terms are taken. Reinhardt. *Two hours, each term.*

341-342-343. *The Nineteenth Century Novel*. Representative works of Freytag, Keller, Meyer, Sudermann, Frenssen, Storm, Riehl, Heyse, Schefel, Ludwig, Dahn, Ganghofer, Rosegger, Auerbach, Ebner-Eschenbach, Spielhagen, etc, will be included in the course. Schmidt. *Three hours, each term.*

350a,b,c. *German Culture and Civilization*. A comparative survey of German and European civilization illustrated by lantern slides. Lectures (in English) on philosophy, poetry and life and their mutual relations and principal tendencies in German history. Reinhardt. *Two hours, each term.*

FOR GRADUATES AND ADVANCED UNDERGRADUATES

404a,b,c. *History of German Literature*. With special study of the classic periods of the twelfth and eighteenth centuries. Scherer's *Geschichte der Deutschen Literatur* and Franke's *History of German Literature*, are used as textbooks. Papers on assigned topics will be required. Schmidt. *Three hours, each term.*

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

406a,b,c; 416a,b,c. *Seminar in German Literature and Philology*. Aiming to impart the principles and methods of investigation. Schmidt. *Three hours, each term.*

PRIMARILY FOR GRADUATES

501a,b,c. *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, each term.*

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

503. *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 *Urgeymannische Grammatik*. This course is required for advanced degrees in English philology.

520. *Graduate Thesis*.

Six to nine hours.

SCANDINAVIAN LANGUAGES AND LITERATURE

LOWER DIVISION

11a,b,c. *Elementary Norse* (Dano-Norwegian). Principles of grammar and the reading of easy prose. The texts used comprise: M. Michelet, first year Norse, latest edition; Bjoernson's *En glad gut* or *Synnove Solbakken*; Kjelland's *Novelletter*. No credit for less than three terms' work. Given in alternate years with 21a,b,c. Kremer. *Three hours, each term.*

21a,b,c. *Elementary Swedish*. Principles of grammar and the reading of easy prose. The texts used comprise: E. J. Vickner, Swedish Grammar, or A. L. Elmquist, Swedish Grammar; S. Lagerloef's En Hergards-saegen; Geijerstam's Mina Pojkar, etc. No credit for less than three terms' work. Given in alternate years with 11a,b,c. Kremer.

Three hours, each term.

UPPER DIVISION

323-324-325. *Scandinavian Literature* (Conducted in English). Works of Danish, Icelandic, Norwegian, and Swedish writers in standard translations. Kremer.

Two hours, each term.

FOR GRADUATES AND ADVANCED UNDERGRADUATES

460-461-462. *Scandinavian Literature, Life and Culture*. Study of educational, critical, biographical and other works and treatises on the literary and cultural life of the Scandinavian countries. Graduate credit may be earned by additional work on assigned topics. Kremer.

Two hours, each term.

PRIMARILY FOR GRADUATES

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

GREEK

Professor JOHN STRAUB;
Assistant Professor CLARA MILLEED SMERTENKO

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

DESCRIPTION OF COURSES

LOWER DIVISION

SOPHOMORE OPTION COURSES

(For description see Languages and Literature)

204a,b,c. *Literature of the Ancient World*.

Two or three hours, each term.

OTHER LOWER DIVISION COURSES

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.

111a,b,c. *Greek Literature*. Reading of selected authors in Greek.

Three hours, each term.

UPPER DIVISION

300a,b,c. *Xenophon and Greek Testament*. Xenophon, Book VI; Matthew, Mark, Luke and John; selections from Septuagint; review of Greek grammar and general study of Hellenistic Greek. This course is intended primarily for students in preparation for the ministry, but is elective for other students in Greek. Students are expected to have had 1a,b,c, 50a,b,c, and 51a,b,c, or their equivalent. Texts: Westcott and Hort's Greek New Testament; Conybeare and Stalk's Selections from the Septuagint (Ginn and Co.)

Four hours, each term.

302a,b,c. *Greek Tragedy*. Aeschylus, Prometheus Vincetus; Sophocles, Antigone; Euripides, Medea.

Two hours, each term.

303a,b,c. *Herodotus and Thucydides*. Study of Herodotus I and Thucydides I, with individual work in sight translation and composition.

Three hours, each term.

310a,b,c. *Advanced Greek*.

Hours to be arranged.

321-322-323. *History of the Greek Language*. A study of the history of the Greek language with consideration of the principles of change in the Indo-European languages.

Three hours, each term.

330. *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.

351a,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.

396a,b,c. *Honors Reading*. Seminar. A course in extensive and intensive reading for honors candidates, arranged for the individual student.

Three to twelve hours.

397a,b,c. *Honors Reading*. Same as 396. Senior year.

Three to twelve hours.

FOR GRADUATES AND ADVANCED UNDERGRADUATES

401a,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.

405-406-407. *Greek Literature*. Reading and study of selected authors.

Two or three hours, each term.

450a,b,c. *Seminar in Greek Religion*.

Two hours, each term.

PRIMARILY FOR GRADUATES

500-501-502. *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.

Three hours, each term.

505a,b,c. *Plato, the Dialogues*. An extended reading of the dialogues with a study of their philosophical import.

506a,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.

507a,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.

510. *Graduate Thesis*.

Nine hours.

HISTORY

Professors ROBERT C. CLARK, WALTER C. BARNES, DONALD G. BARNES,
DAN E. CLARK, HENRY D. SHELDON;
Assistant Professors ANDREW FISH, GEORGE V. BLUE;
Graduate Assistants LEWIS BEESON, CAROLINE KEELER, JAN VAN DER VATE;
Research Assistant RALPH MARTIG

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

European history (207-208-209) is designed primarily as a three-hour service course for students in other departments and schools.

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

DESCRIPTION OF COURSES

LOWER DIVISION

SOPHOMORE OPTION COURSES

(For description look under Social Science)

201-202-203. *Modern Europe*. *Four hours, each term.*

204-205-206. *English History*. *Four hours, each term.*

207-208-209. *Survey of European History*. *Three hours, each term.*

UPPER DIVISION

311-312-313. *Ancient History*. First term, Egypt, the Fertile Crescent, Asia Minor, and the Aegean to 500 B. C.; second term, Greece and Rome from 500 B. C.; third term, the last two centuries of the Roman Republic and the Roman Empire. Donald Barnes. *Three hours, each term.*

331-332-333. *The Age of Monarchy*. Fall term, the Renaissance; winter term, the Reformations; spring term, the Religious Wars and Louis XIV. This course traces the development from the medieval period of the universal church to the modern period of the independent states, and their rivalry in war, colonial expansion, commerce, culture, and religion, to the eve of the French Revolution. Walter Barnes.

Three hours, each term.

371-372-373. *American History*. The story of the expansion of Europe in America, the struggle for independence of the American colonies, establishment of a national government, and the history of the United States since 1787. Open to sophomores. R. C. Clark. *Four hours, each term.*

391-392. *China and Japan*. A history of the civilizations of China and Japan, a study of their present conditions and of their relations with Europe and the United States, emphasizing Pacific questions. Open to all juniors and to sophomores who have had sufficient history. Good introductory reading, Bertrand, Russell: *The Problem of China*. Walter Barnes. *Three hours, fall and winter terms.*

FOR GRADUATES AND ADVANCED UNDERGRADUATES

401-402-403. *The History of History*. The development of the art and science of history writing from the crudest early periods 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, each term.*

404-405-406. *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.*

407a,b,c. *Reading and Conference*. A course of reading mapped out by a member of the staff with personal conferences and a term thesis. Designed especially for honor students. History staff.

Two to five hours, each term.

441-442-443. *The French Revolution*. An advanced study of the ten years of the French Revolution beginning with the calling of the Estates General. Prerequisite, a general course covering the French Revolution. Desirable, a reading knowledge of French. Should be entered only the first term, and if possible continued for the year.

Two or three hours, each term.

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

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

464-465-466. *Eighteenth Century England*. Fall term, 1689 to 1721; winter term, 1721 to 1763, and spring term, 1763 to 1793. The main outlines of the political and constitutional history from the Revolution of 1689 to the outbreak of the war with France in 1793; emphasis on social and economic conditions. English society in the first half of the eighteenth century, influence of overseas expansion. Donald Barnes.

Three hours, each term.

467-468-469. *The Development of the British Empire*. First term, to 1782; second term, 1782-1874; third term, 1874 to the present. Donald Barnes. *Three hours, each term.*

474-475. *American Foreign Relations*. A history of the relations of the United States with other powers and the development of American foreign policies. R. C. Clark. *Three hours, winter and spring terms.*

476-477. *History of the West.* The westward movement and its effect upon the life, ideas, problems and institutions of the American people. Open to history majors and to all who have completed a general course in American history. Dan E. Clark. *Three hours, fall and winter terms.*

478a,b,c. *Oregon History.* This course gives an acquaintance with the methods of historical study and research, and practice in the writing of history. Detailed study, largely from sources, of the building of civilization in the Pacific Northwest. Required course for senior majors, and for graduate students who write a thesis in the field of Oregon history. R. C. Clark. *Two to three hours, each term.*

481. *South America and Mexico.* The story of the conquest and organization of Spain's American empire, and of the wars of independence, followed by a study of the political and social life of the four or five most important republics. Blue. *Three hours, spring term.*

491-492. *China and Japan.* A brief history of China and Japan, a study of their present conditions and of their relations with Europe and the United States. First term, China to 1914; second term, Japan and the Pacific question. Open to all juniors who have had sufficient history. Good introductory reading, Bertrand Russell: *The Problem of China.* Blue. *Three hours, fall and winter terms.*

PRIMARYLY FOR GRADUATES

500a,b,c. *History Research.* Research in a special field of study. History staff.

501a,b,c. *Problems in History of 19th Century Education and Civilization.* A special course for students in history and education. Each student will prepare paper based on source material. The library is equipped with a collection of source material covering the English, German and American portions of the subject. Sheldon. *Two hours, each term.*

504a,b,c. *Special Problems in Intellectual History.* Prerequisite, Intellectual History; or may be taken in conjunction with that course on permission of instructor. Fish. *Two or three hours, each term.*

510. *Graduate Thesis.* History staff. *Nine hours.*

541a,b. *Forerunners of the French Revolution.* A source study of the influence of the leading eighteenth century writers upon the ideas of the French revolutionists. Prerequisite, two years of French and a knowledge of modern European history. Walter Barnes. *Two hours, fall and winter terms.*

HOUSEHOLD ARTS

Professor LILIAN TINGLE;
Instructors MARGARET DAIGH, DOROTHY GURLEY FISH

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

In order to fill the needs of the student who can give only a limited amount of time to this work, home-making sequences of courses have been

arranged, requiring only two or three hours a term, and allowing a student to select either the food or the clothing option. A four-year sequence which may be taken by a student majoring in any department or school, by using the elective hours in any curriculum, is as follows:

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

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

		ONE-YEAR SEQUENCE FOR MEN		
		Fall	Winter	Spring
Camp Cookery	.....	2		
Food Selection	.....		2	
Economics of the Household	.....			2

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

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

DESCRIPTION OF COURSES

CLOTHING GROUP

111-112-113. *Clothing Construction.* The purpose of this course is to give practice in the adaptation of patterns, fitting of garments, and the basic processes of the construction of artistic clothing. This course must be accompanied by 114-115-116 Clothing Selection. No prerequisite. Daigh. *Two hours, each term.*

114-115-116. *Clothing Selection.* A study of the selection of clothing from the standpoints of design, textile material, hygiene, and cost for home-made and ready-made garments. Required with 111-112-113 Clothing Construction, but may be elected independently. No prerequisite. Daigh. *One hour, each term.*

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

122-123. *Clothing Construction (Short Course).* A course in the construction of clothing arranged for students entering in the winter term. This course, with course 117 Clothing Selection, will satisfy the fourth group requirement. No prerequisite. Daigh. *Three hours, winter and spring terms.*

FOOD GROUP

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

315-316-317. *Foods*. A general survey of the elementary problems of cookery, the planning and serving of meals, study of the food materials, and food values, and purchase of food materials. (Open also to sophomores.) Tingle. *Three hours, each term.*

335. *Camp Cookery*. A course chiefly for men, or for women who cannot carry more than two hours of this work a term. No prerequisite. (Open also to sopohomores.) Tingle. *Two hours, one term.*

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

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

HOME-MAKING GROUP

126. *Home Nursing*. Emergencies; first aid; and home care of the sick and convalescent. Course 125, Food Economics, is recommended as prerequisite. Fish. *Three hours, winter term.*

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

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

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

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

360-361. *Home Problems for Social Workers*. Intended for sociology, education, pre-nursing or other students who desire, in the junior or senior year, to make studies of special home problems bearing on their professional work. Food Economics is recommended as a prerequisite. Tingle. *Three hours, fall and winter terms.*

362-363-364. *Home Problems for Social Workers*. Same as 360-361 except given three terms instead of two. *Two hours, each term.*

LATIN

Professor F. S. DUNN;
Associate Professor CLARA MILLER SMERTENKO;
Graduate Assistant EDNA LANDROS

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 la,b,c, with such subsequent courses as are desired. In no case is course la,b,c counted for the major. The four-year course of study hereinafter laid down will equip students for high school teaching in Latin. Majors who do not intend to teach may substitute any electives for the courses in pedagogy.

COURSE OF STUDY FOR MAJOR STUDENTS IN LATIN

	FRESHMAN	Fall	Winter	Spring
Latin Literature, The Golden Age	3	3	3	3
Latin Literature, Comedy	3	3	3	3
Physical or Biological Science	4	4	4	4
European or English History	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			
Latin Literature, The Silver Age	3	3	3	3
Latin Literature, The Elegy	3	3	3	3
Written English	2	2	2	2
First or second year Greek or French	4	4	4	4
Military Science (men)	1	1	1	1
Physical Education	1	1	1	1
Elective	2-3	2-3	2-3	2-3
		16-17	16-17	16-17
	JUNIOR			
Latin Literature, Satire	3	3		
Tacitus, The Annals				3
Latin Literature, Tragedy	2	2	2	2
Continuation of language of sophomore year	4	4	4	4
Ancient History	3	3	3	3
Education 301-302-303 or elective	4	4	4	4
		16	16	16
	SENIOR			
Latin Pedagogy	3			
Topography of Rome		3		
Roman Mythology				3
The Roman Historians (a course in the original)	3	3	3	3
Continuation of minor language	3	3	3	3
Literature of the Ancient or Modern World	2-3	2-3	2-3	2-3
Education or elective	4	4	4	4
		15-16	15-16	15-16

DESCRIPTION OF COURSES

LOWER DIVISION

FRESHMAN SURVEY COURSES

(For description look under Languages and Literature)

101a,b,c. *Latin Literature, The Golden Age*. *Three hours, each term.*

SOPHOMORE OPTION COURSES

(For description look under Languages and Literature)

204a,b,c. *Literature of the Ancient World*.

Two or three hours, each term.

OTHER LOWER DIVISION COURSES

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

2a,b,c. *Cicero's Orations and Vergil's Aeneid*. This course is provided for students who have had two years of Latin in high school or three years without Cicero or Vergil. For the accommodation of the latter class, the semester system is followed so that mid-year graduates may enter and proceed with Vergil. Landros. *Four hours, each term.*

201a,b,c. *Latin Literature, Comedy*. Selected plays of Plautus and Terence, with supplementary work in prose composition. Smertenko. *Three hours, each term.*

UPPER DIVISION

301a,b,c. *Latin Literature. The Silver Age*. Tacitus, Agricola and Germania; Pliny, selected Letters; Martial, selected Epigrams; Suetonius, selected Lives. Open to sophomores. Dunn. *Three hours, each term.*

302a,b,c. *Latin Literature. The Elegy*. Selections from Catallus and the Augustan elegiac poets. Smertenko. *Three hours, each term.*

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

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

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

FOR GRADUATES AND ADVANCED UNDERGRADUATES

401a,b. *Latin Literature, Tragedy*. Fragments of Roman scaenaic literature; Seneca, selected tragedies. Dunn. *Three hours, fall and winter terms.*

FOR GRADUATES AND ADVANCED UNDERGRADUATES

401a,b. *Latin Literature, Tragedy*. Fragments of Roman scaenaic literature; Seneca, selected tragedies. Dunn. *Three hours, fall and winter terms.*

402a,b. *Latin Literature, Satire*. Horace, Satires and Epistles; Juvenal, selected Satires; lectures on the history of Roman satire. Dunn. *Three hours, fall and winter terms.*

402c. *Tacitus, The Annals*. Selections from Books I to VI will be read, with lectures on the period. Dunn. *Three hours, spring term.*

430a,b,c. *Latin Literature, The Civil War*. Caesar, *Bellum Civile*; Cicero, selected Letters. Dunn. *Two hours, each term.*

441-442-443. *Less Known Latin Authors*. Reading from authors of the late imperial epoch, to be selected. *Two or three hours, each term.*

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

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

455a,b,c. *Latin Literature, the Historians*. Livy, the Macedonian Wars; Velleius Patereulus; *Historiae Augustae*, selections. Dunn. *Three hours, each term.*

491-492-493. *Undergraduate Seminar*. *Two hours, each term.*

PRIMARILY FOR GRADUATES

501a,b,c. *History of Latin Literature*. Part I (Poetry).

502a,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.

503a,b,c. *Roman Philosophy*. Lectures covering the chief systems of doctrine prevailing among the Romans will alternate with readings from Cicero's *De Officiis* and the best portions of Lucretius. Dunn.

504a,b,c. *The Reigns of Trajan and Constantine*. Dunn.

505a,b,c. *The Reigns of Tiberius and Nero*. These courses present two emperors each, to be studied from all available sources, literary and monumental.

551a,b,c. *Historical Latin Grammar*. A study of the development of Latin sounds, inflections and syntax.

510. *Thesis*. *Nine hours.*

515. *Seminar*. *Hours to be arranged.*

MATHEMATICS

Professors EDGAR E. DECOU, W. E. MILNE*, EDWARD H. MCALISTER;
Assistant Professors DAVID R. DAVIS, HERVEY C. HICKS, E. D. MCALISTER;
Graduate Assistants HELEN G. CROZIER, WALLACE C. GRIFFITH, GERTRUDE E. TOLLE

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

Unified Mathematics, 104a,b,c, is the standard freshman course.

Courses 111, 112, 113, 114, 115, 116, 117, 300, and 301 a,b are designed as a foundation for work in architecture, business administration and economics.

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

COURSE OF STUDY FOR MAJOR STUDENTS IN MATHEMATICS

	FRESHMAN		
	Fall	Winter	Spring
Unified Mathematics	4	4	4
General Chemistry or other laboratory science	3-4	3-4	3-4
French or German	4	4	4
Social Science	3-4	3-4	3-4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16-17	16-17	16-17

SOPHOMORE			
Calculus	4	4	4
French or German	3-4	3-4	3-4
Written English	2	2	2
Physical Education	1	1	1
Military Science (men)	1	1	1
General Physics or elective	4	4	4
	15-16	15-16	15-16
JUNIOR			
Advanced Analytical Geometry or Advanced Calculus	3	3	3
Differential Equations	3	3	3
Second course in Mathematics or elective	3	3	3
Education or elective	4	4	4
Mechanics, Advanced Physics, or elective	3-4	3-4	3-4
Elective	3	3	3
	16-17	16-17	16-17
SENIOR			
Course in Mathematics	3	3	3
Second course in Mathematics or elective	3	3	3
Electives (including necessary education for intending teachers)	10	10	10
	16	16	16

* Leave of absence, 1928-29.

DESCRIPTION OF COURSES

LOWER DIVISION

FRESHMAN SURVEY COURSES AND ELECTIVES

(For description look under Mathematics and Physical Sciences)

104a,b,c. *Unified Mathematics.* *Four hours, each term.*

SOPHOMORE OPTION COURSES

(For description look under Mathematics and Physical Sciences)

201a,b,c. *Differential and Integral Calculus.* (May be taken for upper division credit). *Four hours, each term.*

OTHER LOWER DIVISION COURSES

111. *Solid Geometry.* Davis. *Four hours, one term.*

112. *Intermediate Algebra.* A course based on the elementary algebra of the high school and preparatory to course 113, advanced algebra. Davis. *Four hours, fall or winter terms.*

113. *Advanced Algebra.* An elementary course based on three semesters of high school algebra, or course 112. This course is followed in the winter and spring terms by either plane trigonometry, mathematics of finance or elements of statistical methods. Davis. *Four hours, any term.*

114. *Plane Trigonometry.* An elementary course open to freshmen. It should be preceded by advanced algebra, and followed by analytical geometry, mathematics of finance or elements of statistical methods. Davis. *Four hours, winter and spring terms.*

116. *Mathematics of Finance.* An elementary treatment of interest, annuities, valuation of bonds, sinking funds, building and loan associations, life insurance, etc. Prerequisite, advanced algebra. Milne. *Four hours, winter and spring terms.*

117. *Elements of Statistical Methods.* An elementary course covering the topic of frequency curves, correlation and theory of sampling. Problems chosen from the fields of biology, economics, education and vital statistics, and solved under the direction of the instructor with modern instruments of calculation. Prerequisite, advanced algebra. Milne. *Four hours, one term.*

300. *Analytical Geometry.* See upper division.

UPPER DIVISION

300. *Analytical Geometry.* An upper division course open to lower division students who have had advanced algebra and plane trigonometry, or Unified Mathematics, 104a,b,c. DeCou. *Four hours, fall term.*

301a,b. *Differential and Integral Calculus.* An introductory course for literary and scientific students. Prerequisite, Analytical Geometry or Unified Mathematics. Davis. *Four hours, winter and spring terms.*

302. *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.*

FOR GRADUATES AND ADVANCED UNDERGRADUATES

401a,b. *Differential Equations.* A practical course in the solution of ordinary and partial differential equations. Prerequisite, differential and integral calculus. DeCou. *Three hours, winter and spring terms.*

402. *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.*

403. *Theory of Equations and Determinants.* An important course giving the essential principles required in various advanced studies. DeCou. *Three hours, one term.*

404. *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.*

405. *Analytical Trigonometry.* Prerequisite, plane trigonometry. DeCou. *Three hours, one term.*

406. *Foundations of Algebra.* A systematic study of the logical development of the number system of algebra. Prerequisite, a course in calculus. Davis. *Three hours, one term.*

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

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

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

410. *Theory of Probability.* Course for advanced students, presupposing a knowledge of calculus. Milne. *Three hours, fall term.*

411. *Theory of Statistics.* Course for advanced students, presupposing a knowledge of calculus. Milne. *Three hours, winter term.*

413. *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 401a,b. Milne. *Three hours, one term.*

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

PRIMARYLY FOR GRADUATES

501a,b,c. *Theory of Functions*. An introduction to the theory of functions of real and complex variables, with applications. Prerequisites, courses 401a,b, 408, or their equivalent. Milne. *Three hours, each term.*

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

503a,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.*

504a,b,c. *Mathematical Seminar*. Conferences and reports on assigned subjects. DeCou, Milne, Davis.

MECHANICS AND ASTRONOMY

Professor E. H. McALISTER

MECHANICS

UPPER DIVISION

350a,b. *Strength of Materials*. Practical problems and exercises in the design of beams, columns, thin plates and cylinders, including actual tests and experiments with the testing machines.

Three hours, winter and spring terms.

353. *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.

354-355. *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.

FOR GRADUATES AND ADVANCED UNDERGRADUATES

400a,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.

PRIMARYLY FOR GRADUATES

500. *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.

501a,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.

505,506,507. *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.*

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

ASTRONOMY

UPPER DIVISION

300a,b. *General Astronomy*. Descriptive in character, not involving mathematical discussions. Three lectures or recitations per week, with an occasional evening of observation. *Three hours, winter and spring terms.*

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

Three hours, spring term.

PRIMARYLY FOR GRADUATES

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

MILITARY SCIENCE

MAJOR FREDERICK A. BARKER, CAPTAIN CLARENCE H. BRAGG,
LIEUTENANT GEORGE F. HERBERT, LIEUTENANT JOHN E. McCAMMON

All physically fit male students are required to take two years military training during the 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.

RECOMMENDED COURSE FOR MAJOR STUDENTS IN MILITARY SCIENCE

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

DESCRIPTION OF COURSES

LOWER DIVISION

Course 111-112-113 is the minimum requirement for freshmen and course 211-212-213 the minimum requirement for sophomores. Courses 121-122-123 and 214-215-216 may be taken in place of the minimum courses, with one additional credit.

111-112-113. *Freshman Basic Course.* Military Courtesy, Marksmanship, Military Hygiene and First Aid, National Defense Act, Command and Leadership. Students of the first year basic course will be required to function as privates at all military drills. *One hour, each term.*

121-122-123. *Freshman Military Science.* Course 111-112-113, with two additional hours per week on automatic weapons. Interior Guard Duty, Gallery Practice. *Two hours, each term.*

211-212-213. *Sophomore Basic Course.* Drill and Command, Musketry, Automatic Weapons, Scouting and Patrolling. Students of the second year basic course will be required to function as squad leaders at all military drills. *One hour, each term.*

214-215-216. *Sophomore Military Science.* Course 211-212-213, with two additional hours per week on Automatic Weapons, Ceremonies, Advanced Musketry, Gallery Practice. *Two hours, each term.*

UPPER DIVISION

301-302-303. *Junior Advanced Course.* Infantry auxiliary weapons, Military Sketching, Combat Principles, Command and Leadership. Students of the first year advanced course will be required to function as section leaders at all military drills. *Three hours, each term.*

321-322-323. *Senior Advanced Course.* Combat Principles, Field Engineering, Military Law, Administration, Military History, Command and Leadership. Students of the second year advanced course will be required to function as platoon and company commanders at all military drills. *Three hours, each term.*

324-325-326. *Senior Elective Military Science.* Course 321-322-323, plus outside supplementary reading and additional hours of lecture and drill. Open only to selected students. *Four hours, each term.*

PHILOSOPHY

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

Of the courses in philosophy, those in the lower division, 110-111-112, 200-201-202 and 300-301-302, are service courses designed for general students, and may be taken to fulfill the requirement in group II. Course 310-311-312, history of philosophy, is also a general course, open to all juniors and seniors without prerequisite. Course 425-426-427, philosophy of history, is open to seniors and graduates, but lays down no technical prerequisite. American Thought, 405-406-407, requires unconditionally only a fair acquaintance with American history and literature, but ought probably also to be preceded by some acquaintance with British philosophy, if not also with the general history of modern philosophy.

DESCRIPTION OF COURSES

LOWER DIVISION

FRESHMAN SURVEY COURSES AND ELECTIVES

(For description look under Social Science)

110-111-112. *Reflective Thinking.* *Three or four hours, each term.*

SOPHOMORE OPTION COURSES

(For description look under Social Science)

201-202-203. *Introduction to Philosophy.* *Three or four hours, each term.*

UPPER DIVISION

300-301-302. *Elementary Systematic Philosophy.* (a) Logic; (b) Ethics; (c) Aesthetics. Though this course consists of three divisions, each of which will involve a separate study of the basic problems and principles of the field indicated, yet the aim is also to secure a real unity and progress in the subject matter as the course advances, and thus to enable it to serve as a genuine introduction to philosophy. Müller. *Three or four hours, each term.*

310-311-312. *History of Philosophy.* History of European thought from Thales to the present. Rebec. *Three or four hours, each term.*

FOR GRADUATES AND ADVANCED UNDERGRADUATES

401. *British Philosophy of the Seventeenth and Eighteenth Centuries.* Bacon, Locke, Berkeley, Hume. Reading and discussion. Townsend. *Three or four hours, fall term.*

402. *Nineteenth Century Logical Theory.* Problems in modern logic drawn from the nineteenth century literature of the subject. 401 or its equivalent is prerequisite. Townsend. *Three or four hours, winter term.*

403. *Contemporary Philosophy.* Recent philosophical movements to be selected by consultation with the students. For those who have had one or more upper division courses in philosophy. Townsend. *Three or four hours, spring term.*

405-406-407. *American Thought.* Survey of philosophical and cultural history in the United States from colonial times to the present. The philosophies of puritanism, transcendentalism, deism, realism, and pragmatism will be considered. Townsend. *Two or three hours, each term.*

410. *Continental Philosophy of the Seventeenth and Eighteenth Centuries.* Descartes, Discourse on Method, Meditations, Selections from Principles; Spinoza, Ethics; Leibnitz, New Essays and Monadology. Müller.
Three or four hours, fall term.

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

412. *Advanced Ethics.* Müller. *Two or three hours, spring term.*

415. *Plato.* The Republic and other dialogues. Müller.

416. *Aristotle.* With special reference to the Ethics. Müller.
Two or three hours, winter term.

417. *Philosophy of Religion.* Müller. *Three hours, spring term.*

418-419. *Monism versus Pluralism.* Rebec.
Two or three hours, fall and winter terms.

420. *Determinism and Free Will.* Müller.
Two or three hours, spring term.

421-422-423. *Aesthetics.* The first and second terms will be historical, an attempt to evaluate the evolution of aesthetic consciousness as revealed in the succession of art epochs and aesthetic reflections; the third term will be devoted to systematic questions. Müller.

Three or four hours, each term.

425-426-427. *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.

455-456-457. *Undergraduate Seminar.* Philosophy staff.
Hours to be arranged.

PRIMARILY FOR GRADUATES

500-501-502. *Philosophical Seminar.* Philosophy staff.
Hours to be arranged.

505. *Thesis in Philosophy.* *Nine hours.*

PHYSICS

Professors W. P. BOYNTON, A. E. CASWELL;
Assistant Professor E. D. MCALISTER;
Graduate Assistants BRUCE E. FOSTER, BEATRICE A. MASON,
HILBERT J. UNGER, HUBERT J. YEARLIAN

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, infra-red spectroscopy, and the phenomena associated with electrical currents of high frequency and high potentials.

COURSE OF STUDY

The following course is recommended for students presenting for entrance $1\frac{1}{2}$ units of algebra, with geometry and elementary physics, and planning to pursue a physics major as candidate for the B. A. Slight

modifications are obvious in case of differences of preparation, or of transfer from another major department.

COURSE OF STUDY FOR MAJOR STUDENTS IN PHYSICS

	FRESHMAN	Fall	Winter	Spring
Unified Mathematics	4	4	4	4
General Chemistry	4	4	4	4
Foreign Language (German or French)	4	4	4	4
Freshman survey or sophomore option in one of Groups I, II or IV	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
	17-18	17-18	17-18	
	SOPHOMORE			
General Physics	4	4	4	4
Calculus	4	4	4	4
Sophomore option or freshman survey in one of two remaining groups	3-4	3-4	3-4	3-4
Written English	2	2	2	2
Military Science (men)	1	1	1	1
Physical Education	1	1	1	1
	15-16	15-16	15-16	
	JUNIOR			
Advanced General Physics	3	3	3	3
Electrical Measurements	3	3	3	3
Advanced Analytical Geometry and Differential Equations	3	3	3	3
Foreign language (continuation)	3-4	3-4	3-4	3-4
Electives	3-4	3-4	3-4	3-4
	16	16	16	
	SENIOR			
Physics, advanced course	3-9	3-9	3-9	3-9
Thesis	3	3	3	3
Seminar	1-2	1-2	1-2	1-2
Electives	3-9	3-9	3-9	3-9
	15-17	15-17	15-17	

NOTE—Prospective high school teachers will elect the introductory group in education (301-302-303), in junior year, physics 301 and some form of practice teaching, either physics 300, education 307, or laboratory assistantship in senior year, and complete the total of 22 required hours in education. This outline permits the completion of the norms in physical sciences and mathematics.

A maximum rather than a minimum of mathematics and chemistry should be taken. Upper division courses in mechanics may be counted as physics major work.

Seminar and thesis work, required of seniors and candidates for the master's degree, demand a reading knowledge of German. Doctorate work requires both German and French.

Students primarily interested either in the industrial application of physics or in research will take their electives in mathematics, chemistry, graphics, surveying, economics and business administration as their needs may indicate. Those aiming at industrial applications may substitute work in one of the schools for some of the foreign language, proceeding to the degrees of B.S. and M.S.

DESCRIPTION OF COURSES

LOWER DIVISION

SOPHOMORE OPTION COURSES

204a,b,c. *General Physics.* A general course covering mechanics, sound, heat, light, electricity and an introduction to the modern physics. Prerequisite, trigonometry or high school physics. Unified mathematics or an acceptable equivalent is prerequisite. Normally taken in the sophomore year. Three lectures and one laboratory period per week. Caswell.
Four hours, each term.

OTHER LOWER DIVISION COURSES

151a,b,c. *Descriptive Physics.* Experimental lectures illustrating selected topics in physics, with especial attention to the more familiar phenomena of daily life. Open to all students, but not accepted as a prerequisite for upper division courses. Boynton. *Three hours, each term.*

220. *Lower Division Laboratory.* Additional laboratory to supplement other lower division courses. *Hours to be arranged.*

UPPER DIVISION

300. *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.*

301. *History and Teaching of Physics.* For prospective teachers of high school physics. Boynton. *Three hours, one term.*

304. *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.*

305. *Meteorology.* A treatment of the physical phenomena presented by the earth and atmosphere, such as air and ocean currents, distribution of temperature and moisture, weather observations and predictions, etc. *Three hours, one term.*

306. *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.*

FOR GRADUATES AND ADVANCED UNDERGRADUATES

NOTE—Courses numbered above 400 require completion of general physics and calculus as prerequisites, and only such courses may be taken for graduate credit.

411-412-413. *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. McAlister. *Three hours, each term.*

414-415-416. *Electrical Measurements.* The more important electrical quantities, with some reference to their partial 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.*

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

421-422-423. *Thermodynamics, Molecular Physics and Heat.* A study of heat and other forms of energy in connection with ideal gases, saturated vapors, dilute solutions and other ideal or actual substances, including a discussion of the kinetic theory of gases and liquids. Especially for students of physics, physical chemistry and those interested in industrial applications. Boynton. *Three hours, each term.*

424-425-426. *Electron Theory.* An introductory course dealing with cathode, canal and X-rays, ionization of gases, photo-electricity, radio-activity, atomic structure, thermoelectricity, metallic conduction and the fundamental phenomena of light from the standpoint of the electron theory. Caswell. *Three hours, each term.*

427. *Physical Optics.* A study of such typical phenomena as refraction, dispersion, interference, diffraction and polarization. Lectures and laboratory. McAlister. *Three hours, fall term.*

434-435. *Cosmic Physics.* A study of the physical characteristics and behavior of the stellar universe with special emphasis upon the problems of the earth and the solar system. Caswell. *Three hours, winter and spring terms.*

PRIMARILY FOR GRADUATES

501. *Thermodynamical Potentials.* A continuation of 421-422-423, 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.*

502. *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.*

503. *The Conduction of Heat.* With especial reference to the Fourier theory. Caswell. *Three hours, spring term.*

504-505-506. *Modern Physical Theories.* A discussion of such topics as the electromagnetic theory of light, the electron theory, relativity and the quantum theory. Caswell. *Three hours, each term.*

508-509. *Spectroscopy.* A study of the modern theory of the origin of spectra and its bearing on atomic and molecular structure. First term, line spectra. Second term, band spectra. Lectures and laboratory. Prerequisites, physical optics. McAlister. *Three hours, winter and spring terms.*

511-512-513. *Advanced Electrical Theory.* With especial reference to transient phenomena, oscillations and waves, thermionic vacuum tubes, and the modern applications. Courses 414-415-416 are prerequisite. Boynton. *Three hours, each term.*

514-515-516. *Advanced Electrical Laboratory.* Designed to accompany the preceding course, dealing with the same points. Boynton. *One and two hours, each term.*

520. *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. Department staff.

521-522-523. *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.

530. *Seminar.* Conferences and reports on assigned topics and current periodical literature. Boynton, Caswell.

550. *Graduate Thesis.* Department staff. *Nine hours.*

POLITICAL SCIENCE

Professors JAMES D. BARNETT, WALDO SCHUMACHER

COURSE OF STUDY FOR MAJOR STUDENTS OF POLITICAL SCIENCE

FRESHMAN	FRESHMAN		
	Fall	Winter	Spring
Background of Social Science	3	3	3
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
Elective	2-3	2-3	2-3
	15-16	15-16	15-16

SOPHOMORE			
Modern Governments	4	4	4
French or German (continuation)	3-4	3-4	3-4
Written English	2	2	2
Modern Europe	4	4	4
Military Science (men)	1	1	1
Physical Education	1	1	1
	<hr/>	<hr/>	<hr/>
	15	15	15
JUNIOR			
International Organization and Politics	4	4	4
Beginners Psychology	3	3	3
Principles of Economics	4	4	4
American History	4	4	4
Principles of Sociology	3	3	3
	<hr/>	<hr/>	<hr/>
	18	18	18
SENIOR			
Political Parties	4		
City Government		4	
Political Theory			4
Constitutional Law	4		
International Law		4	
Research in Political Science	2	2	2
Finance	4	4	
Electives			6
	<hr/>	<hr/>	<hr/>
	14	14	12

DESCRIPTION OF COURSES

LOWER DIVISION

(For description look under Social Science)

FRESHMAN SURVEY COURSES AND ELECTIVES

101a,b,c. *Background of Social Science.* *Three hours, each term.*

SOPHOMORE OPTION COURSES

201-202-203. *Modern Government.* *Four hours, each term.*

UPPER DIVISION

FOR GRADUATES AND ADVANCED UNDERGRADUATES

401. *Constitutional Law.* A study of the federal constitution as interpreted by the courts. Chiefly a discussion of leading cases. Barnett. *Four hours, one term.*

402. *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. Not given 1929-30. Barnett. *Three hours, fall term.*

403. *International Law.* The principles of international law. Barnett. *Four hours, winter term.*

404. *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.*

405. *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.*

406. *Political Theory.* A study of the main concepts of political theory, mostly from the works of modern writers. Barnett.

Four hours, spring term.

407-408-409. *International Organization and Politics.* Nature and history of international institutions of government, including the Concert of Europe, the Hague system, the League of Nations and World Courts, together with a study of political and economic realities affecting international relations. Schumacher. *Four hours each term.*

PRIMARILY FOR GRADUATES

500a,b,c. *Research in Political Science.*501a,b,c. *Graduate Thesis.**Nine hours.*

PSYCHOLOGY

Professor EDMUND S. CONKLIN;
Associate Professors HAROLD R. CROSLAND, HOWARD R. TAYLOR, ROBERT H. SEASHORE;
Part-time Instructor, CELIA V. HAGER; Research Assistant CLIFFORD CONSTANCE;
Graduate Assistants HERBERT H. JASPER, MALCOLM A. CAMPBELL, EDA L. PRIEST

The psychological laboratories in Condon hall are equipped for large beginning courses, advanced laboratory, and research along experimental lines in general and applied psychology. Fifteen cubicles are devoted to elementary work. Duplicated pieces of apparatus make it possible to assign the same experiment to all students in a given section, thus simplifying instruction, at the same time promoting efficiency. One of these cubicles is a dark room. Four experimenting rooms, including another dark room, are devoted to a second year course in laboratory, or to research.

Four additional rooms are designed for research purposes only. Six individual offices not only furnish office space for the staff, but make possible additional room for research conducted by members of the psychology faculty.

The remaining space is divided into two lecture rooms, a combination seminar room and departmental library, a shop and a storeroom.

The laboratory is equipped throughout with 110 v. A. C. and 6 v. D. C., timed 6 v. circuit, gas and compressed air. It is roughly 50x130 feet. The building is constructed on the factory-unit plan, this constituting the first unit. When the second unit is built, the psychology department contemplates expanding on the same floor. A few of the cubicles for elementary laboratory are temporarily located under skylights in the center of the main hall.

COURSES AND CURRICULA

Courses in this department are not open to freshmen.

Students proposing to major in this department will be expected to follow, so far as the University schedule will permit, one of the following prescribed courses of study. Electives provided for in these prescribed courses should be chosen with the advice of the major professor in order that the most helpful selections may be made.

PROFESSIONAL PSYCHOLOGICAL PROGRAM

The following program of undergraduate courses is designed for the guidance of students who expect to proceed immediately to graduate work for the degree of doctor of philosophy in this or any university.

It should be observed that this program is made up with a minor in biological subjects given in the division of biology. Although the staff of the department of psychology consider this to be ideally the best program, practically many students should substitute (in the upper division) sufficient work in the school of education to make possible a graduate minor in that subject in whatever institution they may desire to do their graduate work.

If the schedule in either freshman or sophomore years should permit, the student is strongly urged to take analytical geometry and calculus.

FRESHMAN	Fall	Winter	Spring
Elementary Biology	3	3	3
French or German	4	4	4
Chemistry or Physics	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
Elective	3-4	3-4	3-4
	16-17	16-17	16-17
SOPHOMORE	Fall	Winter	Spring
Beginners Psychology	4	4	4
Advanced Biology (to be elected)	2	2	2
German or French (continuation)	3-4	3-4	3-4
Written English	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
*Electives	3	3	3
	16-17	16-17	16-17

* The philosophy course, Introduction to Philosophy, is recommended.

JUNIOR	Fall	Winter	Spring
Advanced Experimental Psychology	3	3	3
Advanced Psychology Laboratory	2	2	2
Test Methods	3		
Nature of Intelligence		3	
Employment Psychology			3
General Physiology	4	4	4
*Elective	4	4	4
	16	16	16

* Intending teachers should take Education 301-302-303 and complete the hours required for the teacher's certificate with the electives in the senior year.

SENIOR	Fall	Winter	Spring
Genetic Psychology and Adolescence	3	3	
Abnormal Psychology			3
Elective in Psychology	2	2	2
Social Psychology, or selected substitute	2	2	2
History of Philosophy	3	3	3
Elective	6	6	6
	16	16	16

Students are advised to elect a sufficient amount of work in French and German in addition to the hours prescribed above so as to make possible a reading knowledge of scientific French and German.

NON-PROFESSIONAL PSYCHOLOGICAL PROGRAM

The following course of study is arranged for the guidance of undergraduate students who desire to major in psychology but who do not expect to become professional psychologists.

FRESHMAN	Fall	Winter	Spring
Elementary Biology	3	3	3
French or German	4	4	4
Social Science requirement	3-4	3-4	3-4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
Elective	2-3	2-3	2-3
	16	16	16
SOPHOMORE	Fall	Winter	Spring
Beginners Psychology	4	4	4
Language (continuation)	3-4	3-4	3-4
Written English	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
Elective	3-4	3-4	3-4
	16	16	16
JUNIOR	Fall	Winter	Spring
Advanced Experimental Psychology, or Genetic Psychology, Adolescence, and Abnormal Psychology	3	3	3
Advanced Laboratory	2	2	2
Test Methods, Nature of Intelligence, Employment Psychology	3	3	3
*Electives	9	9	9
	17	17	17

* Work in the social sciences and literature is advised. Courses in organic evolution, and heredity and eugenics will be found highly desirable corollaries.

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

APPLIED PSYCHOLOGY PROGRAM

Students desiring to prepare for psychology work in juvenile courts, in educational and correctional institutions, or in industrial organizations should consult with members of the department staff in order that the necessary modifications of the above program may be arranged for in time. Such modifications will ordinarily provide for additional work in sociology and education. This type of professional work ordinarily requires at least one year of graduate work in addition to the undergraduate program.

DESCRIPTION OF COURSES

LOWER DIVISION

(For description look under Biological Sciences)

SOPHOMORE OPTION COURSES

- 201a,b,c. *Beginner's Psychology Laboratory.* One hour, each term.
 202a,b,c. *Beginner's Psychology.* Three hours, each term.

UPPER DIVISION

Beginners Psychology, No. 202a,b,c, or its equivalent, is an indispensable prerequisite for work in any of the following courses.

334a. *Social Psychology.* Social factors in man's original nature and development. A critical survey of instinct, emotion, imitation, suggestion, sympathy, compensation and rationalization as explanatory concepts in social behavior. Taylor. *Two hours, fall term.*

334b. *Social Psychology.* Personality and character as affected by social conditioning. Theories of personality, the development of social attitudes, especially prejudice. Taylor. *Two hours, winter term.*

334c. *Social Psychology.* Leadership, crowds, public opinion and propaganda as social phenomena. Taylor. *Two hours, spring term.*

NOTE: Courses 334a,b,c are not offered when courses 464, 465 and 466 are offered.

396a,b,c. *Honors Reading.* Seminar. A course in extensive and intensive reading for honors candidates, arranged for the individual students. Junior year. *Three to twelve hours.*

FOR GRADUATES AND ADVANCED UNDERGRADUATES

403-45. *Systematic Psychology.* A comparison of the viewpoints of structural, functional, behavioristic and other systems of psychology as found in the general texts of representative psychologists from the time of Wundt to the present. The development of these systems is related to their authors' training and research activities, their philosophical backgrounds, and the changes brought about by progress in related fields of science. Seashore. *Two hours, each term.*

406. *Adolescence.* An intensive study of the available data and interpretations of the adolescent period of development. This course is in large part a continuation of course 410 Genetic Psychology, which should be taken as a preparation. Conklin. *Three hours, winter term.*

410. *Genetic Psychology.* A study of the changes in the course of individual human development and of the current interpretations therefor. Conklin. *Three hours, fall term.*

413-414-415. *Special Problems in Social Psychology*. This course permits undergraduates, who are prepared to do so, to make independent investigations of social psychological materials. Taylor.

One to two hours, each term.

417a,b,c. *Advanced Laboratory*. A thorough training in laboratory technique as used in the problems of general psychology. Seashore.

Two hours, each term.

418. *Abnormal Psychology*. Traits and theories of hysterical phenomena, insanity and the borderland phenomena. Conklin.

Three hours, spring term.

419. *Psychological Literature*. Open to honor students. The department staff.

To be arranged.

441-442-443. *Motor Psychology*. A study of motor skill, course of acquisition, individual differences, practical applications, relation to conditioned response and the work of Pavlov, and the technique of its investigation. Alternates with 403-4-5. Seashore. *Two hours, three terms.*

451-452-453. *Advanced Experimental*. Designed to give advanced students a thorough knowledge of general psychology as presented in the periodical literature, especially that which has not yet been summarized in textbooks. The point of view is consistently experimental, all theoretical and systematic considerations are but incidental to the presentation of experimental data and technique. Crosland. *Three hours each term.*

461. *Test Methods in Psychology*. Brief survey of the most important statistical resources for handling psychological problems. Measures of central tendency, variability and relationship as applied in test procedure, and other experimental work. Advice and practice in the analysis of such data as the student is interested in. Taylor. *Three hours, spring term.*

462. *The Nature of Intelligence*. Survey of the history and theory of intelligence testing. Practice with the more important types of test, and in the interpretation of group tests especially. An effort to decide what such tests measure and to evaluate the concept "intelligence." Taylor.

Three hours, fall term.

463. *Employment Psychology*. Study of the possibilities in the differentiation of special individual potentialities. A survey of various aptitude tests and the principles underlying their construction, interpretation and practical use. Taylor.

Three hours, winter term.

464. *Instinct and Learning*. The field of animal behavior, especially experimental studies of motivation in learning. An attempt to orient students toward the study of human learning. Taylor.

Two hours, fall term.

465. *The Learning Process*. A preliminary survey of neurological and psychological explanations of learning processes, followed by analysis of typical forms of learning and kinds of learning problems. Taylor.

Two hours, winter term.

466. *Human Learning*. A critical examination of the laws of learning and the conditions which influence learning favorably or unfavorably. A consideration of the bearing of these findings on current educational theory and practice. Taylor.

Two hours, spring term.

PRIMARILY FOR GRADUATES

501a,b. *History of Psychology*. The contributions of the classical psychologists from the early Greeks to the founders of modern psychology with consideration of developmental tendencies, schools of thought and culture influences constitute the content of the course. Most of the work is done through class discussion of the assigned readings in original texts. Temporarily withdrawn. Conklin. *Two hours, two terms.*

507. *Research and Thesis*. Original work for thesis purposes under the direction of the instructor in charge. Department staff.

508. *Psychology of Religion*. A seminar course for the review of the literature both of phenomena and interpretation in this field. Conklin.

Two hours, one term.

510. *Psychology of Attention and Perception*. A consideration of the various factors and the various aspects of attention phenomena and the phenomena of perception and apperception. Various points of view, of behaviorist, objectivist, centralist, subjectivist, idealist, realist, nativist, empiricist and gestaltist. Special attention to the modern conception of attention and perception so influential in medicine, psychiatry, ethics and education. Practical experience in research in this field if the student desires it. Crosland.

Two hours, fall term.

511. *Psychology of Memory and the Image*. A treatment of the various phases of mental organization manifested in conscious memory phenomena and in the image of imagination. Eidetic imagery, dissociation, assimilation, organization and generalization of memory contents will be thoroughly studied and illustrated, together with many technical as well as practical applications of the facts here presented. Practice in the methodology of this field if the student desires it. Crosland.

Two hours, winter term.

513-514-515. *Special Problems in Social Psychology*. Intensive work in individually assigned topics.

One to three hours, each term.

516a,b. *Seminar in Genetic Psychology*. Intensive study of selected special topics in the theory, data and methods of genetic psychology. Emphasis will be placed upon newer developments, including psychoanalysis and gestalt. Alternate years. Conklin. *Two hours, two terms.*

NOTE: Courses 464, 465, 466 are not offered when courses 344a,b,c are being given.

517. *Seminar in Abnormal Psychology*. A more intensive study of the data and theories, especially of current literature in this field. Alternate years. Conklin.

Two hours, spring term.

518. *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. Practical experience if the students desires it. Crosland. *Two hours, spring term.*

525-526-527. *Seminar in Experimental Psychology*. Discussions and reports of experimental movements in contemporary psychology. Crosland.

One to three hours, each term.

522. *Principles of Psychoanalysis*. A seminar presentation of the essential concepts in this system of psychology. Alternate years. Conklin.

Two hours, one term.

ROMANCE LANGUAGES

Professors RAY P. BOWEN, TIMOTHY CLORAN; Associate Professor LEAVITT O. WRIGHT;
 Assistant Professors ANNA M. THOMPSON, ARNOLD H. ROWBOTHAM;
 Instructors CHRISTINA CRANE, CORNELIA PIPES, LEROY E. DETLING, PIERRE THOMAS,
 FELIX LEGRAND, JUAN CENTENO;
 Teaching Fellow CHARLES G. HOWELL; Graduate Assistant HELEN E. CRANE;
 Student Assistant JEAN TOMPKINS

Freshmen must present not less than two years of high school French, Latin or Spanish to major in Romance languages.

Majors in Romance languages take a minimum of 30 hours of upper division courses in French and as many courses in Spanish as possible, or majors may take a minimum of 24 hours of upper division courses in Spanish with as many courses in French as possible. Italian should not be omitted. The work of majors in Romance languages should follow the curriculum below.

COURSE OF STUDY FOR MAJOR STUDENTS IN ROMANCE LANGUAGES

FRESHMAN	Fall	Winter	Spring
French or Spanish	3-4	3-4	3-4
Second Foreign Language	3-4	3-4	3-4
Mathematics or Biological Science or English Survey	3-4	3-4	3-4
European History or Modern Europe	3-4	3-4	3-4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	15-17	15-17	15-17
SOPHOMORE	Fall	Winter	Spring
French or Spanish (continued)	3-4	3-4	3-4
Second Foreign Language	3-4	3-4	3-4
Written English	2	2	2
Science or Social Science	3-4	3-4	3-4
Economics or Psychology	3-4	3-4	3-4
Military Science (men)	1	1	1
Physical Education	1	1	1
	16	16	16
JUNIOR	Fall	Winter	Spring
Major Language	3-6	3-6	3-6
Second Romance Language	3-6	3-6	3-6
English Literature	3	3	3
Electives, a norm, or Education 301-302-303	3-6	3-6	3-6
	15-17	15-17	15-17
SENIOR	Fall	Winter	Spring
Romance Language Courses	8-11	8-11	8-11
Electives, a norm, education	6-7	6-7	6-7
	16	16	16

DESCRIPTION OF COURSES

FRENCH

LOWER DIVISION

FRESHMAN SURVEY COURSES

(For description look under Languages and Literature)

103a,b,c. *French Literature.* Three hours, each term.

SOPHOMORE OPTION COURSES

(For description look under Languages and Literature)

203a,b,c. *French Literature.* (Third year.) Three hours, each term.

204a,b,c. *Seventeenth Century French Literature.* Three hours, each term.

OTHER LOWER DIVISION COURSES

1a,b,c. *First Year French.* Grammar, pronunciation, composition, conversation. Translation of easy French prose and poetry. C. Crane, Pipes, Rowbotham, Howell, Thomas, H. Crane. Four hours, each term.

2a,b,c. *Second Year French.* Review of grammar, composition, conversation, translation of modern French authors. C. Crane, Detling, Thomas, Pipes. Four hours, each term.

3a,b. *First Year French.* A two-term course covering the work of 1a,b,c.; for students entering in the winter term. Thomas. Six hours, winter and spring terms.

UPPER DIVISION

303a,b,c. *French Literature.* (Third year.) Reading of masterpieces of various periods. A general review of French literature. Lectures. Bowen, Detling, Rowbotham, Crane. Three hours, each term.

304a,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.

305a,b,c. *French Conversation and Composition.* Meets on alternate days with 303a,b,c. Legrand. Two hours, each term.

306a,b,c. *Intermediate French Composition and Syntax.* Includes phonetics. Course 305a,b,c is required as prerequisite for admission. Legrand. Two hours, each term.

307a,b,c. *French Pronunciation and Phonetics, and Methods of Teaching French.* Rowbotham. Two hours, each term.

308a,b,c. *Scientific French.* Two or three hours, each term.

309a,b,c. *Advanced French Composition.* Prerequisite, 306a,b,c. Two hours, each term.

310a,b,c. *French Historians.* Survey of French culture and civilization. Three hours, each term.

314a,b. *Methods of Teaching Romance Languages.* Bowen. One hour, two terms.

FOR GRADUATES AND ADVANCED UNDERGRADUATES

406a,b,c. *Old French Readings.* Cloran. One to three hours, each term.

411a,b,c. *Seventeenth Century French Literature.* Readings of representative works of Corneille, Molière, Racine, La Fontaine, Madame de Sévigné and Pascal. Bowen. Three hours, each term.

412a,b,c. *Nineteenth Century Novel, Short Story, and Criticism.* Required of French major students. Bowen. Three hours, each term.

413a,b,c. *Modern French Drama and Lyric Poetry.* Rowbotham. Three hours, each term.

415a,b,c. *Undergraduate Seminar and Thesis.* For those reading for honors in Romance languages. Two or three hours, each term.

416a,b,c. *Honors Readings in Romance Languages.* Juniors. Two or three hours, each term.

417a,b,c. *Honors Readings in Romance Languages.* Seniors. Two or three hours, each term.

SPANISH

LOWER DIVISION

FRESHMAN SURVEY COURSES

(For description look under Languages and Literature)

109a,b,c. *Spanish Literature*. (Third year.) *Three hours, each term.*

SOPHOMORE OPTION COURSES

(For description look under Languages and Literature)

209a,b,c. *Spanish Literature*. (Third year.) *Three hours, each term.*

OTHER LOWER DIVISION COURSES

11a,b,c. *First Year Spanish*. Grammar, composition, conversation, translation of easy prose. Dallera, Rael, Thompson.*Four hours, each term.*12a,b,c. *Second Year Spanish*. Review of grammar, composition, conversation, translation of modern Spanish authors. Dallera, Rael, Thompson, Wright.*Four hours, each term.*13a,b. *First Year Spanish*. A two-term course covering the work of 11a,b,c.; for students entering in the winter term.*Six hours, winter and spring terms.*

UPPER DIVISION

321a,b,c. *Spanish Literature*. (Third year.) Reading of masterpieces of various periods. A general survey of Spanish literature. Lectures. Wright, Thompson.*Three hours, each term.*324a,b,c. *Spanish Composition and Conversation*. Meets on alternate days with Spanish 321a,b,c. Thompson.*Two hours, each term.*325a,b,c. *Advanced Spanish Composition and Syntax*. Course 324 is prerequisite. Centeno.*Two hours, each term.*326a,b,c. *Commercial Spanish*. Spanish commercial correspondence, business forms, industrial readings, conversation. A study of Latin American countries. Prerequisites, Spanish 12a,b,c, or three years of high school Spanish. Centeno.*Two hours, each term.*

FOR GRADUATES AND ADVANCED UNDERGRADUATES

422a,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.*423a,b,c. *Modern Spanish Literature*. Required of Spanish majors. Wright.*Three hours, each term.*

ITALIAN AND PORTUGUESE

LOWER DIVISION

32a,b,c. *First Year Italian*. Grammar, composition and translation of modern authors. Cloran.*Three hours, each term.*33a,b,c. *Second Year Italian*. Reading of modern authors. Composition. Cloran.*Two hours, each term.*

UPPER DIVISION

360a,b,c. *Third Year Italian*. Reading of selections from representative works of great authors. Reports. Outline of Italian literature. Cloran.*Two hours, each term.*361a,b,c. *Fourth Year Italian*. Emphasis upon the classical writers. Cloran.*Two hours, each term.*380a,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.*

PRIMARILY FOR GRADUATES

The graduate courses are given in rotation and according to the need of graduate students.

500a,b,c. *French Literature in the Nineteenth Century*. Bowen.*Three hours, each term.*501a,b,c. *French Literature in the Eighteenth Century*. Rowbotham.*Three hours, each term.*502a,b,c. *French Literature in the Sixteenth Century*. Rowbotham.*Three hours, each term.*505a,b,c. *Romance Philology*. Bowen.*Two hours, each term.*508. *Vulgar Latin and Old Provençal*. Wright.*Two hours, each term.*510. *French Seminar*. Bowen.*Hours to be arranged.*516a,b,c. *Old Spanish*. Wright.*Two hours, each term.*518a,b,c. *Spanish Literature of the Sixteenth and Seventeenth Centuries*. Wright.*Three hours, each term.*519a,b,c. *Spanish Seminar*. Wright.*Three hours, each term.*520a,b,c. *Thesis*.*Three hours, each term.*

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D.	.....	President of the University
ELLIS FULLER LAWRENCE, M.S., F.A.I.A.	.....	Dean of the School, Professor of Architecture
EARL M. PALLETT, M.S.	.....	Registrar of the University
PERCY PAGET ADAMS, B.A., B.S.	.....	Professor of Graphics and Assistant Dean
VICTORIA AVAKIAN, B.A.	.....	Assistant Professor in Normal and Industrial Art
OLIVER L. BARRETT	.....	Instructor in Modeling
EYLER BROWN, B.A., M.Arch.	.....	Assistant Professor in Architecture
HARRY CAMDEN, B.F.A.	.....	Assistant Professor of Sculpture
KENNETH E. HUDSON, B.F.A.	.....	Assistant Professor of Painting
MAUDE I. KERNS, B.A., B.S.	.....	Assistant Professor of Normal Art
E. H. MCALISTER, M.A.	.....	Professor of Structures
A. H. SCHROFF, Diplôme des Beaux Arts.	.....	Professor of Painting
LOUISE BARROWS SCHROFF	.....	Instructor in Painting
BEATRICE TOWERS, B.A.	.....	Instructor in History of Art
JOHN A. WALQUIST, M.Arch.	.....	Assistant Professor of Architecture
W. R. B. WILLCOX, F.A.I.A.	.....	Professor of Architecture
NOWLAND B. ZANE	.....	Assistant Professor of Design
MABEL A. HOUCK	.....	Secretary of School and Art Librarian
ELSIE MILLER	.....	Assistant in General Art
GRACE ASH, B.A.	.....	Graduate Assistant in Normal Art
NELLIE BEST, B.S.	.....	Graduate Assistant in Painting
MARY KIRKWOOD, B.A.	.....	Graduate Assistant in Design
ANNA KEENEY, B.S.	.....	Graduate Assistant in Sculpture

EQUIPMENT

The school of architecture and allied arts is located at the northeast corner of the campus in a group of stucco buildings connected by an arcaded patio; they comprise the architecture building and the art building, and the wings which shelter the sculpture and painting studios.

Architecture. The architectural drafting room is located on the second floor of the Architecture building. It is well-lighted from three sides and provides facilities for the accommodation of students in architectural design, domestic architecture, and other architectural work. Much available wall space is covered with inspirational models and rendered details. The department furnishes drawing boards, but students provide their own instruments and other material.

Adjoining this room is the art 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 materials in art and architecture should be readily accessible, and for this reason approximately 2,200 choice plates are available together with 4,800 well selected slides for the display of stereopticon illustrations.

Rooms on the main floor of the Architecture building are devoted to the testing laboratory. Small machines for cement testing, and a large apparatus for testing full size beams and columns are provided.

Interior Design. The first two years of drafting in this division are spent in the main architectural drafting room. The advanced students work in a separate drafting room on the first floor.

Painting. The two art studios located on the ground floor of the Architecture building, are provided with abundant north light, furnishing excellent rooms for life drawing, water color and oil painting. An exhibit of valuable potteries, statues, casts and other antiques is displayed on racks and in cabinets about the studio. Anatomical charts and skeletons for use in lectures in life class work also appear with this collection.

Representative student work is displayed and the series of two hundred Racinet Polychromatic prints together with Raguenet's ten volumes of *Materiaux et Documents* are reserved here for use by the departments.

Sculpture. The Art building houses the sculpture studios, with adequate space and lighting for whatever work the students select. These quarters are provided with materials and equipment of such a nature as to make them both modern and practical as an atelier. A continuous exhibit of both student and professional work is arranged. A dark room allows for the developing and handling of photographic plates.

In connection with the modeling atelier is the casting room, properly fitted. Here is done the casting of architectural ornament and sculpture subjects modeled in the room adjoining. Ample room and light will allow for marble and stone cutting.

Normal Arts. The department of normal and industrial art is found in the Art building, in six well lighted and equipped rooms. Those on the main floor are used for weaving, basketry, book-binding, construction work and dress design. The upper floor has special rooms for design, dyeing, batik, and wood block printing. The department is well supplied with drafting tables, gas plates, filing cabinets, looms for weaving, lockers and metal covered tables.

A new kiln and class room with modern equipment for pottery and cement tiles has been placed in the Architecture building. The kiln can also be used for stained glass, sculpture and architectural ornament.

Art Exhibition Hall. A small fire-proof exhibition hall in the Art building is used for special art exhibitions and loan collections of paintings, etchings, drawings, sculpture, and various art objects.

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

DEGREES

The degree of bachelor of architecture is offered for the completion of the prescribed five-year course in architecture. The degree of bachelor of architecture in interior design is offered for the completion of the prescribed five-year course in interior design. The degrees of bachelor of arts and bachelor of science are offered those who comply with the general University requirements for those degrees, fulfilling the major requirements in the school of architecture and allied arts.

Graduates of the school of architecture and allied arts or of other institutions offering equivalent work, may secure the following advanced degrees after at least one year in residence, under the direction of the graduate school and the faculty of this school.

1. Master of Science and Master of Arts (scholastic).
2. Master of Architecture (technical).
3. Master of Fine Arts (creative).

The school offers training for students contemplating careers in architecture, structural design, painting, modeling, illustrating, various forms of commercial arts, interior decorating, costume designing, and crafts. In connection with the school of education, it offers special courses for art teachers.

The school is a member of the Association of Collegiate Schools of Architecture.

Students who major in the school of architecture and allied arts should report to the dean of the school at registration for assignment to advisers.

ADMISSION

The requirements for admission to the school of architecture and allied arts are the same as those for admission to the University. However, those who choose architecture as a major are subject to the following special entrance requirements:

(a) Fixed requirements	9 units
1. English	3 units
2. Mathematics:	
Algebra	1½ units
Plane Geometry	1 unit
Solid Geometry	½ unit
3. History	1 unit
4. Foreign language (French or German preferred)	2 units
(b) Elective subjects	6 units

It is strongly recommended that the 6 units of elective work include as far as possible, courses in the following subjects: English, advanced algebra, trigonometry, mechanical drawing, physics, chemistry.

Students asking for advance credit in the school of architecture and allied arts shall exhibit their work, or take an examination before such credit shall be given.

For further information concerning entrance requirements, excess matriculation credits and special student standing, see section entitled University Procedure, in the fore part of this catalogue.

The American Institute of Architects offers each year a medal to each of the twenty-two members of the Association of Collegiate Schools of Architecture to be awarded the student graduating with the best record in architecture. A series of exhibitions is held in the fireproof exhibition hall during the school year.

VISITORS' DAYS

Groups of architects, artists and craftsmen visit the school from time to time and criticize the work of the students.

ARCHITECTURE

DESIGN, STRUCTURAL DESIGN, INTERIOR DESIGN

Architectural design is introduced in the first year in order to bring the student in touch with his professional work and co-workers as early as possible. This elementary design is taught by simple problems of composition—i.e., placing openings in the facades of a prescribed building and lectures on materials, mouldings, function, detail, composition. Paper or clay models of the building are finally made to give the student an early experience in the reality of the "third dimension."

In the second year, short problems are assigned to bring the students face to face with the problem of fitting simple architectural solutions to the practical limitation of materials—requirements of plan and site.

The third, fourth and fifth year design is given by means of 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 com-

petitive system of teaching design has been abandoned by this school, accent being placed on honesty of thought and expression, on stimulation of a spirit of co-operation, and on development of individuality.

OUTLINE OF THE POINT SYSTEM

Because of the special nature of design work and the impossibility of foretelling the amount of time necessary to complete projects the number of years necessary to complete the work in the architectural design course is not fixed. The nominal time is five years. More or less time may be consumed at the student's discretion.

The design work is outlined as a continuous experience, consisting of a series of problems, taken and completed in consecutive order, each one of which is assigned a time value in points. When this experience has been completed in a satisfactory manner the student is qualified in architectural design as a candidate for a degree. The experience is complete when a student has gained a total of 700 points or 70 term hours. A point is taken equal to one-tenth of a term hour.

At the beginning of the year students are registered for the indeterminate number of hours shown in the catalogue as appropriate to each term, the maximum representing the nominal number of hours necessary to complete the assigned work in five years; the minimum representing the least amount of work acceptable as an indication of sufficient interest on the part of the student to allow him to remain in the course.

At term ends a grade for each student is returned on the quality of work submitted together with a measure of the quantity of work accomplished, recorded as the number of whole term hours completed during that term and equivalent to one-tenth of the number of points earned. Term hours earned in excess of the nominal number assigned by the catalogue are entered to the student's credit by the registrar as advanced credits, certified to by the dean of the school of architecture and allied arts.

REGULATIONS GOVERNING THE AWARD OF THE DEGREE OF BACHELOR OF ARCHITECTURE

1. Trigonometry and an approved course in physics shall be prerequisites for Structural Theory (Construction III).
2. The student shall fulfill the entrance language requirement of the University and take one additional year of language in the University, excepting that students presenting three years of high school language shall not be required to take any language in the University.
3. A "data book" satisfactory to the dean shall be presented by the student each year, including the results of his research in design, construction, history, ornament, and practice. The degree shall not be granted until such a data book is presented.
4. Each year a student may secure professional credits in excess of those called for in the schedule below, providing he shows in examination that he has had by experience or otherwise, the equivalent work.
5. In order to graduate, the student shall present at least 220 earned credits of which at least 147 credits shall be for work prescribed under graphics, delineation, design, construction, history, practice. He shall have clear records in physical education and military science. At least one year in residence shall be required.
6. A student may register in three credits of electives in addition to the scheduled elective subjects, providing his record for the preceding years shows no grade below III.
7. While the course of study has been prepared for students of average preparation and ability, it is not intended to preclude the graduation of students in less than five years who by experience or ability may be granted advanced credits in their professional subjects by examinations as provided in rule 4, or by presenting work in design as provided in rule 8.
8. Architectural design is offered under the point system. Before receiving the professional degree in this option, each student will be obliged to receive at least a passing grade in each division in design. 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 architectural and allied arts.

COURSES OF STUDY IN ARCHITECTURE

DESIGN OPTION
Professor WILCOX in charge

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

FIRST YEAR	Fall	Winter	Spring
Graphics I	2	2	
Delineation I	3	3	3
Freehand Drawing I			
Architectural Modeling			
Lower Division Architectural Design	1	1	2
Construction I			1
History I, Art Appreciation	1	1	1
Courses in Lower Division Group I or II	7	7	7
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16	16	16

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

SECOND YEAR

Graphics II	2	2	2
Delineation II	3	3	3
Freehand Drawing II			
Architectural Rendering			
Lower Division Architectural Design	2	2	2
History II, Architectural	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
Written English	2	2	2
Electives	3	3	3
	16	16	16

Electives recommended as in first year, with the addition of introduction to philosophy.

THIRD YEAR

Delineation III	2	2	2
Freehand Drawing III			
Pen and Pencil			
Upper Division Architectural Design	4	4	4
History III, Architectural	2	2	2
Construction II	1	1	1
Construction III	3	3	3
Electives	4	4	4
	16	16	16

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

FOURTH YEAR

Delineation IV	3	3	3
Freehand Drawing IV			
Drawing or Painting			
Upper Division Architectural Design	6	6	6
Domestic Architecture	1	1	1
History IV, Architectural	1	1	1
Construction IV	1	1	1
Construction V	1	1	1
Construction VI	2	2	2
Electives	2	2	2
	17	17	17

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

FIFTH YEAR

Delineation V	1	1	1
Freehand Drawing V			
Upper Division Architectural Design	10	10	10
City Planning	1	1	1
History VI, Civilization and Art Epochs	2	2	2
Practice	1	1	1
	15	15	15

STRUCTURAL OPTION

(Four-year course leading to the degree of bachelor of science)

Professor ADAMS, Adviser

FRESHMAN	Fall	Winter	Spring
Graphics I	2	2	
Delineation I	3	3	3
Freehand Drawing I			
Architectural Modeling			
Lower Division Architectural Design	1	1	2
Construction I			1
Unified Mathematics	4	4	4
History I, Art Appreciation	1	1	1
Course in Lower Division Group I or II	3	3	3
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16	16	16

Electives recommended: chemistry, geology, social science, languages.

SOPHOMORE

General Physics	4	4	4
Calculus	4	4	4
Architectural History II	2	2	2
Lower Division Architectural Design	2	2	2
Construction II	1	1	1
Written English	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
	17	17	17

JUNIOR

Mechanics	3	3	3
Architectural History III	2	2	2
Construction V	1	1	1
Economics	3	3	3
Surveying	2	2	2
Strength of Materials		3	3
Graphic Statics	4		
Elective, approved by adviser	3	3	3
	16	17	17

SENIOR

Reinforced Concrete	3	3	
Heating and Ventilation			4
Arches	3	3	
Masonry Construction	3	3	
Mechanical Appliances	2		
Electric Lighting and Wiring		3	
Hydraulics			3
Stresses			3
Steel and Timber Construction	3	3	3
Architectural Practice	1	1	1
	15	16	14

INTERIOR DESIGN

Professor ZANE, Adviser

Interior Design is considered in its essential relations with the point of view of architecture. The work of the first two years is carried on almost identically with that of the design course of study. During the following three years the work is devoted to specialization on interiors and involves the study of the design factors of the room as a background, plus the related problems of furnishing, historically, and as affected by materials, function, construction and beauty.

FRESHMAN	Fall	Winter	Spring
Graphics I	2	2	
Delineation I	3	3	3
Freehand Drawing I			
Architectural Modeling			
Lower Division Architectural Design	1	1	2
Construction I			1
History I, Art Appreciation	1	1	1
Courses in Lower Division Group I or II	7	7	7
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16	16	16

Electives recommended: language, English, science (geology, biology).

SECOND YEAR			
Graphics II	2	2	2
Delineation II	3	3	3
Frechand Drawing II			
Architectural Rendering II			
Architectural Modeling			
Lower Division Architectural Design	2	2	2
History II (architecture)	2	2	2
Interior Design Elements	1	1	1
Written English	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
Electives	2	2	2
	16	16	16
Electives recommended as in first year, with the addition of introduction to philosophy.			
THIRD YEAR			
Delineation III	3	3	3
Drawing Class			
Modeling			
Painting			
Upper Division Interior Design	5	5	5
History VII (architecture)	2	2	2
Applied Design I (normal art)	2	2	2
Electives	4	4	4
	16	16	16
Electives as recommended above, with the addition of world literature, aesthetics, and psychology.			
FOURTH YEAR			
Delineation IV	2	2	2
Drawing Class			
Painting			
Upper Division Interior Design	5	5	5
Domestic Architecture	1	1	1
Applied Design II (normal art)	2	2	2
History III (architecture)	2	2	2
Electives	4	4	4
	16	16	16
Electives recommended as above.			
FIFTH YEAR			
Composition IV	2	2	2
Upper Division Interior Design	10	10	10
Technique and Practice	4	4	4
History VI, Civilization and Art Epochs	2	2	2
	18	18	18

PAINTING

Technical proficiency consistent with the maximum development of individual expression, in the various fields of painting is the aim of this division of the school of architecture and allied arts, whether the special interests of the student be in the field of landscape, portraiture, mural, or illustration. Wide selection of subjects is permissible, but the course suggested below is one that seems to meet the needs of typical cases.

Design, life class, anatomy, composition and the history of styles find their place in the curriculum.

Competition and mass training are alike eliminated; each student is treated by the faculty as an individual.

SUGGESTED COURSE OF STUDY FOR PAINTING

Electives should be chosen so as to satisfy the general university requirements for graduation; groups, language or science, English.

FIRST YEAR			
	Fall	Winter	Spring
Painting I	3	3	3
Drawing I	3	3	3
Composition I	2	2	2
Art Appreciation	1	1	1
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
Electives (group requirements)	6	6	6
	17	17	17

SECOND YEAR			
Painting II	4	4	4
Drawing II	4	4	4
Composition II	2	2	2
Artistic Anatomy	1	1	1
Written English	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
Electives	2	2	2
	17	17	17
THIRD YEAR			
Painting III	5	5	5
Drawing III	5	5	5
Composition III	2	2	2
History of Painting	2	2	2
Electives	3	3	3
	17	17	17
FOURTH YEAR			
Painting IV	5	5	5
Drawing IV	5	5	5
Composition IV	2	2	2
Sculpture Composition I	1	1	1
Electives	3	3	3
	16	16	16
FIFTH YEAR			
Painting V	6	6	6
Composition V	5	5	5
Architectural History II	2	2	2
Electives	2	2	2
	15	15	15

SCULPTURE

Professional training in the field of modeling and sculpture is offered by the school of architecture and allied arts. The course includes assignments in the fields of drawing, painting, anatomy, composition, design, and history of art as well as technical courses in modeling and casting.

The course suggested below is not mandatory in details, but is given as a guide to those interested in the subject. Deviation consistent with the general regulations of the University, and the standards of professional training of the school may be made with the consent of the adviser.

SUGGESTED COURSE OF STUDY IN SCULPTURE

Electives should be chosen so as to satisfy the general university requirements for graduation; groups, language or science, English.

FIRST YEAR			
	Fall	Winter	Spring
Modeling I	4	4	4
Drawing I	3	3	3
Sculpture Composition I	1	1	1
Art Appreciation	1	1	1
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
Electives	6	6	6
	17	17	17
SECOND YEAR			
Modeling II	4	4	4
Drawing II	3	3	3
Sculpture Composition II	2	2	2
Artistic Anatomy	1	1	1
Written English	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
Electives	2	2	2
	16	16	16
THIRD YEAR			
Modeling III	5	5	5
Drawing III	4	4	4
Sculpture Composition III	2	2	2
Electives	6	6	6
	17	17	17

FOURTH YEAR			
Modeling IV	5	5	5
Drawing IV	4	4	4
Sculpture Composition IV	2	2	2
Electives	4	4	4
	15	15	15
FIFTH YEAR			
Modeling V	5	5	5
Sculpture Composition V	3	3	3
Electives	8	8	8
	16	16	16

NORMAL ART

The aim of the normal art courses is to develop an appreciation for the beautiful, to give freedom, spontaneity, and power of original self-expression in design, with some understanding of the design and processes employed in the industrial arts and crafts, together with preparation for the work of supervising and teaching art in the schools.

COURSE OF STUDY IN NORMAL ART

(Four-year course leading to the degree of bachelor of arts or science)
Miss KERNS, Adviser

FRESHMAN			
Major Subject—	Fall	Winter	Spring
Design I	2	2	2
Representation I	1	1	1
Applied Design I	2	2	2
Color Theory	1	1	1
Art Appreciation	1	1	1
Minor for B.A.—			
*Foreign Language (see note below)	3-4	3-4	3-4
Backgrounds of Social Science (Group II)	3	3	3
or			
Literature Survey (Group I)	4	4	4
Minor for B.S.—			
Man and His Environment (Group III)	3	3	3
or			
Elementary Biology (Group IV)	3	3	3
Personal Hygiene	1	1	1
Physical Education	1	1	1
	16-18	16-18	16-18
SOPHOMORE			
Major Subject—			
Representation II	1	1	1
Design II	2	2	2
Life and Costume	1	1	1
Drawing I	2	2	2
Instrumental Drawing	1	1	1
Minor for B.A.—			
*Foreign Language (see note below)	3-4	3-4	3-4
Geography (Group III)	3	3	3
or			
Beginners' Psychology (Group IV)	3	3	3
Minor for B.S.—			
Modern Europe (Group II)	4	4	4
Education Courses	4	4	4
Written English	2	2	2
Physical Education	1	1	1
	16-18	16-18	16-18
* French preferred. To qualify under Group I, third year courses must be taken; but first and second year courses may be used to satisfy the language requirement for the B.A. degree.			
JUNIOR			
Pedagogy of Art	3	3	3
Dress Design I	2	2	2
Applied Design II	2	2	2
Home Decoration I	2	2	2
Two Norm Courses	6-8	6-8	6-8
Painting I	2	2	2
	17-19	17-19	17-19

SENIOR			
Home Decoration II	2	2	2
Practice Teaching	3	2	2
Modeling	3	3	3
Civilization and Art Epochs	2	2	2
Drawing Class	1	1	1
Norms	6-7	6-7	6-7
	17-18	16-17	16-17

GENERAL ART SUBJECTS

This division has been arranged for students not interested in becoming professional architects, interior decorators, painters, sculptors, or art teachers, but who may be interested later in the fields of industrial art, costume design, commercial arts, the art of stage design or as teachers of art appreciation.

Description of Courses

ARCHITECTURE

DESIGN, STRUCTURAL DESIGN, INTERIOR DESIGN

For students taking the five-year course leading to the degree of bachelor of architecture, the general courses of the school of architecture are grouped under six main divisions, namely: graphics, delineation, design, construction, history, and practice.

111, 112. *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.*

211, 212, 213. *Graphics II*. Second year. The principles of descriptive geometry are studied in relation to the point, line and plane. Applications of these principles are applied to problems in perspective. *Two hours, each term.*

DELINEATION I

First year. Freehand drawings from still life and models are executed in charcoal. The student's dimensional perceptions are developed through the medium of clay modeling.

141, 142, 143. *Freehand Drawing I*. *One hour, each term.*

153, 154, 155. *Architectural Modeling*. *Two hours, each term.*

DELINEATION II

Second year. The training of the hand and dimensional perceptions is continued by further freehand drawing.

265, 266, 267. *Freehand Drawing II*. *One hour, each term.*

214, 215, 216. *Architectural Rendering*. *One to two hours, each term.*

DELINEATION III

Third year. This is a continuation of the work of the previous years in life, drawing, and pen and pencil rendering.

355, 356, 357. *Freehand Drawing III*. *One hour, each term.*

362a,b,c. *Pen and Pencil*. *One hour, each term.*

DELINEATION IV

Fourth year. The training of the hand and eye is now carried on by drawing from living models.

358, 359, 360. *Freehand Drawing IV*. *One hour, each term.*

Drawing or Painting. *Two hours, each term.*

DELINEATION V

Fifth year. This year is given to the design and execution of mural paintings and cartoons for stained glass, mosaic, etc.

457, 458, 459. *Freehand Drawing V*. *One hour, each term.*

DESIGN

214, 215, 216. *Architectural Rendering*. Use of India ink and water color in making rendered drawings, with a view to their application to architectural design problems. *One to two hours, each term.*

Lower Division Architectural Design. The number of hours of credit earned each term is determined by the point system. Normally four term hours would be earned the first year and six term hours the second year. During the first year fundamental principles are studied, accompanied by rendered drawings of the orders of architecture, simple facades and architectural details. In the second year simple problems in architectural planning are studied and solutions evolved that require the making of well executed architectural drawings.

Upper Division Architectural Design. The number of hours of credit earned each term is determined by the point system. Normally twelve term hours would be earned in the third year, eighteen term hours in the fourth year and thirty term hours in the fifth year. In these three years a progressive series of problems in architectural design and planning are studied, including short time sketch problems and elaborate, carefully studied rendered drawings.

300a,b,c. *Domestic Architecture*. 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 to four hours, each term.

301a,b,c. *Advanced Domestic Architecture*. Continuation of Domestic Architecture.

One to four hours, each term.

302a,b,c. *City Planning*. Fifth year. The principles and practice of city planning are discussed and applications suggested.

One hour, each term.

400, 401, 402. *Advanced City Planning*. Continuation of City Planning.

Six to twelve hours, each term.

220a,b,c. *Interior Design Elements*. Second year. An introduction to the scope, aims and technique of interior design (decoration).

One hour, each term.

Lower Division Interior Design. The first and second years of Interior Design are identical with the Lower Division Architectural Design.

Upper Division Interior Design. The number of term hours of credit earned each term is determined by the point system. Normally fifteen term hours would be earned in the third year, fifteen term hours in the fourth year and thirty term hours in the fifth year. In these three years a progressive series of problems relating to interior design are studied. Sketches and carefully executed drawings are made, some in orthographic presentation and some in perspective.

520, 521, 522. *Advanced Interior Design*. To be arranged.

Six to twelve hours, each term.

120. *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.

230a,b,c. *Construction II*. Second year. Scale and full size details of building construction are studied and drawings executed. Buildings under course of construction are visited and notes taken as to details.

One hour, each term.

309, 310, 311. *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.

312a,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.

313a,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.

314, 315, 316. *Construction VI*. Fourth year. A course in constructive design continuing the work of Construction III. Designs include trusses in wood and steel, plate girders, reinforced concrete, retaining walls, etc.

Two hours, each term.

122a,b,c. *Architectural History I. Art Appreciation*. 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.

240a,b,c. *Architectural History II*. Second year. A study of the historic styles of architecture, supplemented by individual research investigation of historic ornament. Course open to non-majors.

Two hours, each term.

317a,b,c. *Architectural History III*. Third year. This course continues the work of Architectural History II.

Two hours, each term.

318a,b,c. *Architectural History IV*. Fourth year. History of modern architecture. Continuing History III.

One hour, each term.

421, 422, 423. *Architectural History V*. Continuation of Architectural History VI.

One to two hours, each term.

397-398-399. *Architectural History VI*. Civilization and Art Epochs. Fifth year. The civilization and art epochs of former generations are studied in their relations to each other and to present day art.

Two hours, each term.

319, 320, 321. *Architectural History VII*. Third year. A study of the history of furniture—textiles and other accessories contributing to interior design.

Two hours, each term.

322a,b,c. *Architectural Practice*. Fifth year. Office management, business relations, professional ethics, etc., are studied and discussed.

One hour, each term.

424, 425, 426. *Technique and Practice*. Fifth year. Business, estimating methods and ethics for interior decorators.

Five hours, each term.

GRAPHICS

250. *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.

251a,b,c. *Instrumental Drawing*. For students in normal art. Practice in the use of drawing instruments, making simple plans and elevations. Geometric drawing, projections and perspectives are made the basis of the problems.

One hour, each term.

CONSTRUCTION

LOWER DIVISION

252-253. *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

323a,b. *Strength of Materials*. Practical problems and exercises in the design of beams, columns, thin plates, and cylinders, including actual tests and experiments with the testing machines.
Three hours, winter and spring terms.

324. *Graphic Statics*. Problems in equilibrium are solved by graphic constructions. The stresses in framed structures are determined by means of stress diagrams. A study is made of the influence line for moving loads. The subject matter of this course parallels that of the course in stresses.
Four hours, fall term.

325. *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.

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

327a,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.

328, 329. *Masonry Construction*. Properties and uses of brick and stone. Foundation stresses in masonry structures such as walls, chimneys, piers, retaining walls, etc.
Three hours, fall and winter terms.

330. *Mechanical Appliances for Buildings*. Investigation of the special appliances and machinery to be found in hotels, apartment houses, public buildings, etc.; pumps, vacuum systems; refrigeration systems; private water systems, etc.
Two hours, fall term.

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

332. *Heating and Ventilation*. The various methods of heating and ventilation. The fundamental principles governing the efficiency and adaptability of the systems to practical problems. Calculations for sizes of installations.
Four hours, spring term.

333a,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.

334, 335, 336. *Steel and Timber Construction*. Use of wood and steel in building construction. Design of wood and steel trusses; steel plate girders; steel frame buildings.
Three hours, each term.

427, 428, 429. *Advanced Structural Design*.

Three to five hours, each term.

DRAWING AND PAINTING

130, 131, 132. *Painting I*. Elementary painting from still life.

Two to five hours, each term.

254, 255, 256. *Painting II*. Advanced painting from still life and study, in color, of the head. Prerequisite, nine hours of credit in Painting I, or equivalent.

Three to five hours, each term.

133, 134, 135. *Drawing I*. Study in charcoal of casts and antiques.

Two to five hours, each term.

257, 258, 259. *Drawing II*. Advanced antique drawing and elementary study from the nude figure. Prerequisite, nine hours credit in Drawing I, or equivalent.

Three to five hours, each term.

136, 137, 138. *Composition I*. Elementary study of the relation of elements within the picture space in line and value. Intended to encourage and guide the creative faculty of the student.

Two hours, each term.

260, 261, 262. *Composition II*. Study in color of the relation of elements within the picture space. Theory of color. Designing of easel paintings. Prerequisite, six hours credit in Composition I.

Three to five hours, each term.

140a,b. *Artistic Anatomy*. The study of the bone and muscle structure of the human figure in its relation to draftsmanship. Should accompany Drawing II.

One hour, winter and spring terms.

141, 142, 143. *Freehand Drawing I*. For architects. Training in freehand drawing with architectural motives.

One hour, each term.

265, 266, 267. *Freehand Drawing II*. For architects. Continuation of Freehand Drawing I, including drawing from antique.

One hour, each term.

270, 271, 272. *Life and Costume*. For Normal Arts. Fifteen minute sketches from draped model, together with sketch problems.

One hour, each term.

UPPER DIVISION

337, 338, 339. *Painting III*. Advanced head painting and study of the nude figure in color. Prerequisite, nine hours credit in Painting II, or equivalent.

Three to five hours, each term.

340, 341, 342. *Painting IV*. Advanced painting of nude figure. Prerequisite, nine hours credit in Painting III, or equivalent.

Three to five hours, each term.

433, 434, 435. *Painting V*. Continuation of Painting IV. Prerequisite, nine hours credit in Painting IV, or equivalent.

Three to six hours, each term.

343, 344, 345. *Drawing III*. Advanced study from the nude. Prerequisite, nine hours credit in Drawing II, or equivalent.

Three to five hours, each term.

346, 347, 348. *Drawing IV*. Continuation of Drawing III. Prerequisite, nine hours credit in Drawing III.

Three to five hours, each term.

439, 440, 441. *Drawing V*. Continuation of Drawing IV. Prerequisite, nine hours credit in Drawing IV.

Three to five hours, each term.

349, 350, 351. *Composition III*. Advanced designing of easel paintings and the study of mural decoration. Prerequisite, Composition II.

Three to five hours, each term.

352, 353, 354. *Composition IV*. Study and designing of mural decorations. Prerequisite, Composition III.

Three to five hours, each term.

448, 449, 450. *Composition V*. Designing and executing in a professional manner either as easel painting or a decoration. Prerequisite, Composition IV. *Three to five hours, each term.*

355, 356, 357. *Freehand Drawing III*. For architects. Drawing from casts, antique and human figure. *One hour, each term.*

358, 359, 360. *Freehand Drawing IV*. For architects. Continuation of Freehand Drawing III. *One hour, each term.*

457, 458, 459. *Freehand Drawing V*. For architects. Continuation of Freehand Drawing IV. *One hour, each term.*

361a,b,c. *History of Painting*. A survey of the development of painting from the prehistoric era to the present. Special emphasis is placed upon the characteristics of individual painters as well as upon their period. *Two hours, each term.*

397-398-399. *Civilization and Art Epochs*. (Architectural History VI.). Lectures covering the history of archaeology and arts, emphasizing the influence of political, ecclesiastical and other human agencies upon the evolution of art. *Two hours, each term.*

362a,b,c. *Pen and Pencil*. Technique of rendering with pen and pencil. *One hour, each term.*

GRADUATE DIVISION

544, 545, 546. *Problem*. *To be arranged.*

550, 551, 552. *Assigned Reading*. *To be arranged.*

SCULPTURE

150, 151, 152. *Modeling I*. Modeling from cast. Portrait modeling. *Two to six hours, each term.*

275, 276, 277. *Modeling II*. Progressive studies in cast and portrait modeling. Prerequisite, nine term hours completed in Modeling I. *Three to six hours, each term.*

153, 154, 155. *Architectural Modeling*. For architects. Study of architectural forms and details by actually creating the forms in clay, thus strengthening the student's perception of three dimensions when working on his design problems. *Two hours, each term.*

156a,b,c. *Sculpture Composition I*. A comprehensive course, including the histories of sculpture, architecture and painting together with a study of the basic principles of the different schools of sculpture. *One hour, each term.*

278, 279, 280. *Sculpture Composition II*. Continuation of I. Prerequisite, nine term hours completed in Composition I. *Two hours, each term.*

UPPER DIVISION

363, 364, 365. *Modeling III*. Carries on progressively the cast and portrait modeling. Prerequisite, nine term hours completed in Modeling II. *Three to six hours, each term.*

366, 367, 368. *Modeling IV*. Continues from III. Prerequisite, nine term hours completed in Modeling III. *Three to six hours, each term.*

460, 461, 462. *Modeling V*. Continues from IV. Prerequisite, nine term hours completed in Modeling IV. *Three to six hours, each term.*

369a,b,c. *Sculpture Composition III*. Continuation of Composition II. Prerequisite, Composition II. *Two hours, each term.*

370a,b,c. *Sculpture Composition IV*. Continuation of Composition III. Prerequisite, Composition III. *Two hours, each term.*

469, 470, 471. *Sculpture Composition V*. Continuation of Composition IV. Prerequisite, Composition IV. *Three hours, each term.*

GRADUATE DIVISION

570, 571, 572. *Modeling*. *Hours to be arranged.*

NORMAL ART

LOWER DIVISION

160a,b,c. *Color Theory*. (Normal Art). A study of color with reference to its scientific background and artistic use. Practical applications to every day life in dress, the home, the commercial world, and the theatre. *One hour, each term.*

161a,b,c. *Design I*. (Normal Art). A study of art structure underlying the visual arts. Fundamental for all students, either for general information or for those preparing for special art work. Laboratory problems in pure design in line, dark and light, and color with application to craft and industrial art including linoleum and wood block prints, cards, embroidery, lamp shades, lettering and posters. *Two hours, each term.*

281a,b,c. *Design II*. (Normal Art). A continuation of course 161. A study of nature forms, landscapes and human figure, applied to illustrations, magazine covers and decorative compositions. Paper on historic textiles with application to wood block, tie-dyeing and batik. Prerequisite, Design I. *Two hours, each term.*

162a,b,c. *Representation I*. Principles of perspective. Proportion and the accurate rendering of form in studies of still life, flowers and plant form, interiors and landscapes, expressed through line, dark and light and color, using methods applicable to the presentation of the subject in grade and high schools. Emphasis on selection and arrangement of subject matter. Mediums used are pencil, charcoal, crayon, transparent and opaque water colors, cut paper and poster paints. *One hour, each term.*

282a,b,c. *Representation II*. A continuation of course 162 with more advanced problems along the same lines. Prerequisites, 162. *One hour, each term.*

163. *Applied Design I*. Construction and decoration of boxes, portfolios, writing cases. Study of design as related to function and structure. Selection and combination of appropriate materials and decoration of same. No prerequisites. *Two to three hours, fall term.*

164. *Applied Design I*. Elementary book binding. Construction of laced and sewed books together with their decoration. Designing and making of cover and end papers through the use of batik and print processes. Outlines of the development of book binding as an art. Study of illustrations of fine examples leading toward a keener appreciation of good design and sound workmanship as applied to the crafts. No prerequisite. *Two to three hours, winter term.*

165. *Applied Design I*. Lampshades. The construction and decoration of shades, with or without frames, designed, with reference to particular types of bases. Study of lamps in relation to their interior backgrounds. No prerequisites. *Two to three hours, spring term.*

UPPER DIVISION

371a,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.

372a,b,c. *Pedagogy of Art*. Comparison of the leaders of art movements and methods of art teaching of the past and present. Subject matter, material and method of presentation; observation of art classes in the city schools and University high school; lesson plans and courses of study for grade and high schools; assigned readings. Illustrative material for teaching carried out in craft and industrial art processes. Two lectures, one hour laboratory.

Three hours, each term.

373, 374, 375. *Applied Design II*. Weaving; construction of simple hand-loom for use in the grades; articles adapted to the needs and ability of the students; warping and setting up a four harness footpower loom for more advanced weaving. Patterns employed in the decoration of articles made which include bags, pillow tops, table runners, scarves, portieres and rag rugs. History of textile manufacture; modern industrial loom.

Two to three hours, each term.

376, 377, 378. *Applied Design III*. Pottery, including the building by hand and casting from moulds of tiles, bowl and vase forms, candle sticks and lamp bases; glazing and firing and the use of the potter's wheel; special attention to beauty of form. Historical resume of the potters' craft.

Two to three hours, each term.

379, 380, 381. *Dress Design I*. Line, tone and color as applied to dress design. Planning of modern costumes based on principles of design and color harmony adapted to individual requirements; historic dress and ornament with possibilities for modern adaptations; special problems in period, stage and commercial design. Open only to upper division students.

Two to three hours, each term.

382, 383, 384. *Dress Design II*. Continuation of Dress Design I, with special emphasis on the technique of fashion illustration. Study of various styles of rendering to be found in leading fashion periodicals. Page composition of two or more figures. Prerequisite, Dress Design I.

Two to three hours, each term.

385, 386, 387. *Home Decoration I*. Great periods of interior architecture, of decorative furnishings, and the evolution of the social groups and environments in which they developed. The house plan, walls, windows and their treatment, ceilings and floors, decorative textiles and hangings. Lectures and reports. Required of normal art majors, open to upper division students of other departments.

Two hours, each term.

388, 389, 390. *Home Decoration II*. Problems of side wall elevations in neutral wash and color. Quick rendering in pencil and water color of elevations and drapery arrangements. Furniture design, sketches and measured drawings. Painted furniture. Choosing, framing and hanging of pictures. Color and color schemes. Laboratory and museum research.

One hour, each term.

GENERAL ART SUBJECTS

LOWER DIVISION

100a,b,c. *Art Survey*. General survey course of art as correlated with the history of civilization.

Three hours, each term.

122a,b,c. *Art Appreciation*. Intended for the general student who is interested in, but not specializing in, art history, crafts, decorative art, and analysis of great historic periods of design.

One hour, each term.

171, 172, 173. *Decorative Design I*. Study of the design impulse, its nature, origin and universality; principles of design as manifested in historic examples, and practical application to modern problems; museum research. Pattern, personality and symbolism; effects of materials and tools upon design; drawings in black and white, neutral value scale and color. Lecture and laboratory.

One to three hours, each term.

285, 286, 287. *Decorative Design II*. A continuation of the work begun in Decorative Design I.

One to three hours, each term.

163. *Applied Design I*. The construction and decoration of boxes, portfolios, writing cases. The study of design as related to function and structure. The selection and combination of appropriate materials and the decoration of the same. No prerequisites.

Two to three hours, fall term.

164. *Applied Design I*. Elementary Bookbinding. The construction of laced and sewed books and their decoration. The designing and making of cover and end papers through the use of the batik and print processes. Outlines of the development of bookbinding as an art. Study of illustrations of fine examples leading toward a keener appreciation of good design and sound workmanship as applied to the crafts. No prerequisites.

Two to three hours, winter term.

165. *Applied Design I*. Lampshades. The construction and decoration of shades with and without frames, designed with reference to particular types of bases. The study of lamps in relation to their interior backgrounds. No prerequisites.

Two to three hours spring term.

UPPER DIVISION

397, 398, 399. *Civilization and Art Epochs*. Lectures covering history, archaeology and evolution of art. The influence of political, ecclesiastical, aesthetic and ethnological evolution upon art; the influence of art upon humanity. Illustrated by means of photographs, lantern slides, colored plates, etc. Prerequisite, upper division standing.

Two hours, each term.

385, 386, 387. *Home Decoration I*. Great periods of interior architecture, of decorative furnishings, and the evolution of the social groups and environments in which they developed. The house plan, walls, windows and their treatment, ceilings and floors, decorative textiles and hangings. Lectures and reports. Required of normal art majors, open to upper division students of other departments.

Two hours, each term.

388, 389, 390. *Home Decoration II*. 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.

391, 392, 393. *Decorative Design III*. 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 to three hours, each term.

394, 395, 396. *Decorative Design IV*. Not only drawings are made, but, in some cases, the work is carried to final conclusion by actual production of a piece of stained glass, a mural decoration, a mosaic or some such piece of art work. Students execute pieces of exterior and interior decorative detail which are incorporated in the buildings and grounds of the school of architecture and allied arts.

Two to three hours, each term.

373, 374, 375. *Applied Design II.* Weaving; construction of simple hand-loom for use in the grades; articles adapted to the needs and ability of the students; warping and setting up a four harness footpower loom for more advanced weaving. Patterns employed in the decoration of articles made which include bags, pillow tops, table runners, scarves, portieres and rag rugs. History of textile manufacture; modern industrial loom.
Two to three hours, each term.

376, 377, 378. *Applied Design III.* Pottery, including the building by hand and casting from moulds of tiles, bowl and vase forms, candle sticks and lamp bases; glazing and firing and the use of the potter's wheel; special attention to beauty of form. Historical resume of the potter's craft.
Two to three hours, each term.

379, 380, 381. *Dress Design I.* Line, tone and color as applied to dress design. Planning of modern costumes based on principles of design and color harmony adapted to individual requirements; historic dress and ornament with possibilities for modern adaptations; special problems in period, stage and commercial design. Open only to upper division students.
Two to three hours, each term.

382, 383, 384. *Dress Design II.* Continuation of Dress Design I with special emphasis on the technique of fashion illustration. Study of the various styles of rendering to be found in leading fashion periodicals.

SCHOOL OF BUSINESS ADMINISTRATION

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D.	President of the University
DAVID E. FAVILLE, M.B.A.	Dean of the School of Business Administration
EARL M. PALLETT, M.S.	Registrar of the University
KATHRYN A. BAILEY, B.A.	Instructor and Secretary of the School of Business Administration
JERSE H. BOND, Ph.D.	Professor of Business Administration
JAMES T. BROWN, M.B.A.	Assistant Professor of Business Administration
O. K. BURRELL, M.A.	Assistant Professor of Business Administration
CHARLES E. CARPENTER, LL.B.	Dean of the School of Law
WILLIAM A. FOWLER, M.B.A.	Associate Professor of Business Administration
FOWLER V. HARPER, S.J.B.	Professor of Law
JAMES A. JOHNSTON, M.A.	Associate Professor of Business Administration
C. L. KELLY, M.A., C.P.A.	Professor of Business Administration
ALFRED L. LOMAX, M.A.	Professor of Business Administration
EARL L. MOSER, M.B.A.	Associate Professor of Business Administration
JOHN M. RAE, M.B.A.	Associate Professor of Business Administration
CARLTON E. SPENCER, B.A., J.D.	Associate Professor of Law
ARTHUR B. STILLMAN, B.A.	Assistant Professor of Business Administration
W. F. G. THACHER, M.A.	Professor of Advertising
RAYMOND W. BRESHEARS	Graduate Assistant
VERN E. KING	Graduate Assistant

ORGANIZATION AND PURPOSE

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

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

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

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

ADMISSION

The school of business administration admits students upon fulfillment of the regular entrance requirements of the University.

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 posi-

tions such as bond department manager, financial manager, bank manager, broker, bond buyer, bond and stock trader, financial sales manager, credit manager, etc. As stated above, the work of the school is so arranged as to give individual attention to the problems of each major.

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

SUGGESTED COURSE IN FINANCE

Finance. Since modern business is organized on a monetary basis, and money-making is regarded by many as a test of success in business, it is not strange that the field of finance itself is especially attractive. Every concern of size has its finance department which offers good positions to properly qualified persons. In addition, the rapid growth of banking institutions, bond houses, brokerage firms and investment companies of all kinds, has created a steady demand for young men and women who know the fundamentals of management, plus specific knowledge in a given line of financial endeavor. The school has so developed its finance courses that the student can specialize in any phase of that work.

FRESHMAN	Fall	Winter	Spring
Constructive Accounting	4	4	4
Elective	10	10	10
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16	16	16
SOPHOMORE			
Elements of Organization & Production; Finance; Marketing	3	3	3
Business English	2	2	2
Principles of Economics	3	3	3
Elective	6	6	6
Military Science (men)	1	1	1
Physical Education	1	1	1
	16	16	16
JUNIOR			
Production Management	5		
Finance Management		5	
Sales Management			5
Law of Contracts	4		
Law of Agency		2	
Law of Bills and Notes		2	
Law of Credit Transactions			1
Law of Competition			3
Public Finance	4	4	
Money, Banking and Crises			5
Elective	3	3	3
	16	16	17
SENIOR			
Elective	3	3	3
Investments	3	3	
International Finance			3
Bank Management			3
Business Policies		5	
Building & Loan Association Management	3		
	14	16	14

SUGGESTED COURSE IN ACCOUNTING

Accounting. As business procedure grows more scientific, accounting becomes more and more urgently necessary. Thus the field offers increasing opportunity for persons of native ability and sound training. How faulty the average preparation is today is evidenced by the fact that upwards of 85 per cent of those who take the examinations to become certified public accountants fail.

The school of business administration offers two thorough courses in accounting: 1—For those who are interested in securing positions in accounting departments of business firms, banks or manufacturing establishments, a four-year managerial course is open. 2—For those who wish to prepare for public accountancy, a five-year course is available. The latter work in addition to covering all the ground found in the four-year course, particularly stresses problems which confront the certified public accountant.

FRESHMAN	Fall	Winter	Spring
Constructive Accounting	4	4	4
Elective	10	10	10
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16	16	16

SOPHOMORE			
Elements of Organization & Production; Finance; Marketing	3	3	3
Business English	2	2	2
Principles of Economics	3	3	3
Elective	6	6	6
Military Science (men)	1	1	1
Physical Education	1	1	1
	16	16	16
JUNIOR			
Production Management	5		
Finance Management		5	
Sales Management			5
Law of Contracts	4		
Law of Bills and Notes		2	
Law of Agency		2	
Law of Credit Transactions			1
Law of Competition			3
Accounting Theory and Practice	3	3	3
Elective	4	4	4
	16	16	16
SENIOR			
Advanced Accounting Theory and Practice	3	3	3
Public Finance	4	4	
Conservation of National Resources			3
Income Tax	3		
Cost Accounting		3	
Business Policies		5	
Elective	5		5
	15	15	14
GRADUATE			
C. P. A. Problems	3	3	3
Systems	5	5	5
Seminar	2	2	2
Minor Field	5	5	5
	15	15	15

SUGGESTED COURSE IN FOREIGN TRADE

Foreign Trade. Unprecedented expansion of trade with foreign countries during the past few decades has resulted in an insistent call from exporting and importing houses, marine insurance firms and banks, ocean transportation companies, port authorities, and governmental services, for capable young men and women familiar with the principles and trained in the technic of overseas commerce. The courses in foreign trade and related subjects offered by the school of business administration are designed to enable the student to take an active and intelligent part in building up the trade of the Pacific states, particularly the Northwest, with countries of the Pacific basin and other trade territories of the world.

FRESHMAN	Fall	Winter	Spring
Constructive Accounting	4	4	4
Elective	6	6	6
Foreign Language	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16	16	16
SOPHOMORE			
Elements of Organization & Production; Finance; Marketing	3	3	3
Business English	2	2	2
Principles of Economics	3	3	3
Foreign Language (continuation)	4	4	4
Electives	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
	16	16	16
JUNIOR			
Personnel Management	5		
Finance Management		5	
Sales Management			5
Law of Contracts	4		
Law of Agency		2	
Law of Bills and Notes		2	
Law of Competition			3
Law of Credit Transactions			1
Foreign Trade Technique	3	3	3
Money, Banking and Crises			5
Elective	4	4	
	16	16	17

SENIOR			
Foreign Trade Marketing	3	3	3
Railway Economics	4		
Water Transportation		4	
Control of Carriers			4
International Finance			3
Business Policies		5	
Elective	8	8	6
	15	15	16

The foregoing outlines are indicative of courses that may be arranged in other fields, such as the following:

Marketing. Producing goods is a highly technical process and in most instances depends upon extensive use of machinery combined with much technical information, but marketing the products (except transportation) is largely a matter where the personal element involved is a deciding factor. The fields of marketing include: (a) The management of retail stores and wholesale houses of all kinds; (b) sales management, which comprises not only the successful handling of a sales force but also the actual selling of the product; and (c) advertising management, which as taught by the school of business administration not only offers occasion for developing ingenuity by arousing the buyer's desire to purchase, but shows the relation of advertising programs to sound marketing development.

Transportation. The rapid development of transportation as a part of modern business has created a demand for traffic managers. Such persons are needed not alone by (a) the railroads, ocean, highway and air transportation companies; but (b) by chambers of commerce and other civic bodies which have found it advisable to create traffic departments for the sound development of community enterprise; and (c) by manufacturing concerns and business houses of size that have found it highly desirable to establish their own traffic departments to facilitate the easy movement of their products.

Labor Management. Personnel or labor management is one of the new fields open in modern business. For many years the employers were content to place emphasis upon the development of machinery alone. That great economies could be realized through the proper conservation of the labor force did not occur to the employer until recently. Today, however, no successful manager can ignore this phase of business. This means that companies must employ experts in this line, and hence, there is an ever growing demand for both men and women who are qualified to act as personnel managers. The school offers a four-year course covering this field.

COMBINATION COURSES

An intimate relation exists between business and certain of the other professions. In increasing numbers students are desiring courses which consist of combinations of business with some other field of endeavor such as law, the physical sciences, etc. The following combinations are indicative of the opportunities now available:

SUGGESTED SIX-YEAR ADMINISTRATION-LAW COURSE

Business Administration and Law. Many students enter the University hesitating whether to enroll in business administration or in law. At many points the training in these two fields cross and the student properly trained in both business and law is doubly fortified to battle with the world. To meet an increasing demand for training of this kind, the school of business administration and the school of law offer a combined six-year course leading to the degree of bachelor of business administration on the one hand and bachelor of laws on the other. A student taking the business administration-law combination will register in the law school in his senior year. He will take the regular law schedule of forty-two hours but will receive credit for forty-six hours toward his bachelor degree. Eighteen hours of the law work may be used toward a satisfaction of the thirty-six hour social science requirement for the bachelor of science degree.

FRESHMAN			
	Fall	Winter	Spring
Constructive Accounting	4	4	4
Elective	10	10	10
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16	16	16
SOPHOMORE			
Elements of Organization & Production; Finance; Marketing	3	3	3
Principles of Economics	3	3	3
Business English	2	2	2
Elective	5	5	7
Military Science (men)	1	1	1
Physical Education	1	1	1
	15	15	17

JUNIOR			
Production Management	5		
Finance Management		5	
Sales Management			5
Public Finance	4	4	
Conservation of National Resources			3
Money and Banking			5
Elective	8	8	8
	17	17	16

Advanced Work. The law school part of this combined course will consist of the regular law course of three years. The first year of work in the law school is fully prescribed, and consists of the following courses: Agency, Contracts, Criminal Law, Personal Property, Procedure I (introduction to law and the use of law books), Procedure II (brief-making), Real Property, and Torts. In the second and third year some election is provided for, and selection may be made from the following courses: Bankruptcy, Bills and Notes, Corporations (private), Corporations (municipal), Constitutional Law, Equity, Evidence, Insurance, Mortgages, Code Pleading, Oregon Practice, Office Practice, Trial Practice, Public Utilities, Real Property, Sales, Trusts, and Wills.

COMBINATION COURSES FOR WOMEN

Business Administration and Household Arts. The call of business is strong in the ears of the modern girl but statistics show that upwards of 85 per cent of college girls marry. In order to give sound training for business and at the same time permit the student to qualify as manager of a household, the school of business administration, in conjunction with the department of household arts, offers a four-year combined course in business administration and household arts. This combined course assures the student of sound training in homekeeping and at the same time prepares her to assume positions in the business world. Some business opportunities depend upon the specific training offered in this group. For example, wholesale and retail organizations dealing with foods and food products are particularly desirous to obtain employees who have the combined knowledge of the elements of business and household management.

DEGREES

Four degrees are open to students majoring in business administration.

UNDERGRADUATE

Bachelor of Business Administration. Students must meet all general University requirements and in addition complete at least 45 hours in business administration, including the following courses: Constructive Accounting 111a,b,c, Elements of Organization and Production 221, Elements of Finance 222, Elements of Marketing 223, the professional management series, one year of law and one year of Principles of Economics.

Bachelor of Arts. Students must meet all University requirements plus 45 hours in business administration which must include Constructive Accounting 111a,b,c, Elements of Organization and Production 221, Elements of Finance 222, Elements of Marketing 223 and 24 hours of any upper division work in business administration. In addition to the above, one year of Principles of Economics and two years of one foreign language are required.

Bachelor of Science. Students must meet all general University requirements plus 45 hours in business administration which must include Constructive Accounting 111a,b,c, Elements of Organization and Production 221, Elements of Finance 222, Elements of Marketing 223 and 24 hours of any upper division work in business administration plus one year of Principles of Economics.

GRADUATE DIVISION

Master of Business Administration. Holders of a bachelor's degree from a standard college or university are admitted to the graduate division of the school of business administration.

Members of the graduate division who have previously completed at least forty-five term-hours of undergraduate work in business administration and economics are normally able to earn the forty-five hours necessary for the master's degree in one year.

Members who have not completed the equivalent of forty-five term-hours of undergraduate work in business administration and economics will have to complete that amount of undergraduate work before proceeding upon the forty-five hours required for the master's degree.

Of the work required for the master's degree, three hours are allowed for the thesis and a minimum of fifteen hours must be made in courses of strictly graduate work; that is, in courses open to graduate students only. The remaining work must be done either in strictly graduate courses or in approved upper division courses.

Not all graduate students wish to proceed to the degree. Frequently students whose undergraduate training has not included work in commerce wish to spend a fifth year largely devoted to business training. Such students will elect courses which best fit the individual case without regard for degree requirements.

Occasionally a graduate student is interested only in carrying on some specialized type of work and does not care to become a candidate for a degree. When the student can demonstrate his earnestness and ability to do this, every effort is made to provide the type of training he desires.

SCHOLARSHIP AND PRIZES

Phi Chi Theta Scholarship. Phi Chi Theta, national honorary commerce fraternity for women students, awards the Phi Chi Theta key to the most outstanding girl in the department each year.

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 Life Managers' Association of Oregon.

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.

Accounting Scholarships

1. *Oregon State Society of Certified Public Accountants Scholarship.* This scholarship is awarded annually to the most outstanding student in accounting.

2. *Senior Scholarships.* Outstanding senior students are each year awarded scholarships with Portland public accounting firms for the winter term. Such students are given an opportunity to receive actual accounting practice and at the same time to continue their senior accounting courses in the Portland Extension Center.

GRADUATE SCHOLARSHIPS

Certain scholarships and research fellowships are available to students in the graduate division of the school. These awards carry stipends varying from \$250 to \$1800 per year. They are granted to students in recognition of exceptional ability and scholastic achievement.

LABORATORIES AND LIBRARY

The school of business administration maintains a complete reference library in the Commerce building. Except in the field of accounting, students are not required to purchase text books. All text and reference materials are supplied to students by the school through the reference library. Adjacent to the library are well equipped study rooms. The laboratories of the school are well furnished with various types of calculating machines. This equipment is of material aid to the student as it effects a great saving of student time. A careful study shows that the student benefits through this economy in text book purchases to the extent of approximately thirty dollars per year. The library and laboratories are available to non-majors registering in business courses upon the payment of course fees. Course fees are not required of majors in business administration.

BUREAU OF BUSINESS RESEARCH

In the carrying out of its functions of training for business management the school of business administration maintains a bureau of business research. Its purpose is to study the problems of business enterprise peculiar to the state and to the northwest. The work of the bureau is carried on by the entire teaching staff of the school, augmented by several research assistants. The studies made are undertaken either at the request of business men of the state or on the suggestion of some member of the teaching organization. During the past year the following studies were completed either in whole or in part:

History of the Wool Industry in the Pacific Northwest.

History of the Pioneer Sheep Husbandry in Oregon.

A Study of Commercial Arbitration in Oregon.

A Study of the Comparative Cost of Capital Funds in Oregon.

A Survey of Advertising Practice of Building Material Associations of the United States.

Lane County Industrial Survey.

A Study of Veneers, Plywood and Doors Exported from the Pacific Coast.

Analysis of Overseas Markets for Oregon-Washington Dried Prunes.

Import Traffic Through Atlantic and Gulf Ports of Selected Far Eastern Commodities.

Import Traffic Through Pacific Ports of Selected Far Eastern Commodities.

Oregon's Share in Import Traffic from the Far East.

Analysis of Student Ability and Teaching Efficiency.

Such investigations render definite and valuable assistance to the business men of the state. Junior and senior students maintain a close contact with the work of the bureau and through it are constantly informed of current business problems and their solutions. All graduate students and many seniors assist in the study and solution of these problems. It is an invaluable experience.

Description of Courses

Service Courses

The school of business administration offers to the campus at large certain courses of a service nature. These courses are open to non-major students without prerequisites.

301. *Seminar in House Administration.* Deals with the business problems continually arising in the management of a living organization. Problems of buying, financing, record keeping, etc., are fully discussed and typical solutions analyzed. It will be of interest to the house manager of living organizations and to prospective house managers. Open to upper classmen with the consent of the instructor. Rae.

Two hours, winter term.

302. *Personal Finance.* An elementary course in practical investments designed to be of service to students who are not business administration majors. A study is made of the principles governing the proper investment of savings in building and loan associations, savings banks, insurance, real estate mortgages, stocks and bonds. Business administration majors not admitted. Moser.

Three hours, winter term.

303. *Commercial Aviation.* A study of the history of aviation; types of aircraft; air ports; airways and safety devices; government and state regulation; mail, express and passenger service; rates and operating costs; training of personnel; investment and speculation. The course will deal with the commercial side of aviation from a service and investment standpoint. Open to upper division non-majors without prerequisite; and to sophomores by permission of the instructor. Faville and Fowler.

Three hours, winter term.

469-470. *Statistical Methods.* A study of the principles and methods used in statistical analysis, and their application to business and economic problems. Attention is directed to the statistical methods used in research, in the analysis of business conditions and in forecasting. The first term is devoted largely to a study of statistical methods; the second term to their application and interpretation. The course is designed to satisfy the needs of students particularly interested in the social sciences. Open to upper division non-majors without prerequisite. Johnston.

Three hours, winter and spring terms.

LOWER DIVISION

Required Courses

111a,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. Stillman and staff.

Four hours, each term.

112b,c. *Constructive Accounting.* At the beginning of the winter and spring terms, all Constructive Accounting students are re-sectioned on the basis of their accomplishments during the preceding term. Students who receive a grade of "I" in either the fall or winter terms are registered in Constructive Accounting 112b or 112c instead of 111b or 111c. This course is designed for students showing special ability in the field of accounting. The course includes more material than course 111b,c, and carries an extra hour of credit. Stillman and staff.

Five hours, winter and spring terms.

SOPHOMORE SERIES

Constructive Accounting is prerequisite to the following sophomore courses.

221. *Elements of Organization and Production.* Description and fundamental considerations in organizing and locating a business concern. A study of modern methods of production. Required of all business administration majors. Stillman and Bond.

Three hours, any term.

222. *Elements of Finance.* A brief survey of financial institutions with attention to the possible use of each by the business man. A further study of the financial problems involved in the launching of a business enterprise, expansion, budgetary control, credits and collections, borrowing and management of earnings. Required of all business administration majors. Burrell and Moser.

Three hours, any term.

223. *Elements of Marketing.* A study of the problems involved in the marketing of a product; dealing with marketing functions, agencies, policies and methods. A descriptive course designed to acquaint the student with problems of marketing raw materials; market analysis and distribution of commodities from the manufacturer to the consumer. Foundation course for later specialized study in advertising, sales management, retailing, wholesaling and foreign trade marketing. Required of all business administration majors. Brown and Rae.

Three hours, any term.

224. *Elements of Statistics.* An elementary course in the collection, arrangement, and use of statistical data, with particular attention to the application of statistical methods to business problems. Recommended for all business administration majors. Faville and Johnston.

Two hours, any term.

UPPER DIVISION

Constructive Accounting 111a,b,c, and Elementary Business Administration 221, 222, 223, are prerequisite to all upper division courses in business administration.

412. *Personnel Management.* The study of principles and policies which underlie the successful administration of personnel work. Bond.

Three hours, winter term.

413. *Finance Management.* A study from the manager's point of view of financial problems dealing with promotion, organization, obtaining permanent and working capital, bank loans, commercial paper borrowing, management of earnings, administration policies, valuation, combination and reorganization. Actual business problems illustrating specific points are developed by analysis and discussion. Moser.

Five hours, fall term.

414. *Sales Management.* The field and functions of sales management. Problems of sales organization, research and planning, sales policies, control of sales operations. Studied from the point of view of the sales manager. Rae.

Five hours, winter term.

415. *Production Management.* An analysis of the problems of production, factory organization and factory management. Studied from the point of view of the production manager.

Five hours, spring term.

Courses 416-420 constitute a sequence known as the manager's use of law.

416. *Law of Contracts.* Formation of contracts, including capacity of parties to contract, offer, acceptance and consideration, legality and form; interpretation of contracts; operation of contracts; discharge of contracts. Spencer.

Four hours, fall term.

417. *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. Harper. *Two hours, winter term.*

418. *Law of Bills and Notes.* A comparison of simple contracts with negotiable instruments with the object of developing the fundamentals of form, mode and effect of negotiation and rights and liabilities of parties. Case work. Spencer. *Two hours, winter term.*

419. *Law of Credit Transactions.* Subject matter of sale, executory and executed sales; bills of lading and the effect thereof on the title to the goods; seller's lien and right of stoppage in transit; fraud; warranty and remedies for breach of warranty. Spencer. *One hour, spring term.*

420. *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. *Three hours, spring term.*

432. *Office Organization and Management.* The principles of organization and management as applied to the office. The elements of office organization, office management, office records and systems. A special study of the office manager as an executive and his qualifications. Stillman. *Four hours, one term.*

440a,b. *General Advertising.* Principles and definitions. The economic and social implications of advertising. The advertising copy. The "campaign," including methods of research, and the coordination of advertising with marketing and merchandising processes. The appropriation. Trade marks. The selection of media. The schedule. Retail store advertising. Direct mail and mail order advertising. Open to majors in business administration and journalism; to others only by consent of instructor. Thacher. *Two hours, fall and winter terms.*

441. *Space Selling.* The salesmanship of advertising, including a description of the organization and methods of the advertising department of newspapers and other publications. Open to majors in business administration and journalism; to others only by consent of instructor. Prerequisite, 440a,b, and 442a,b. Students who take this course must also take 442c. Thacher. *Two hours, spring term.*

442a,b,c. *Advertising Practice.* This course, which is a correlary of General Advertising and Space Selling, is designed to give students of advertising instruction and practice in the production of advertising copy of all kinds. Open only to those who are taking, or have taken, 440a,b. Thacher. *One hour, each term.*

445a,b,c. *Advertising Problems.* The purpose of this course is to give the student an opportunity to cultivate his judgment through the consideration of actual marketing and merchandising problems, in the solution of which advertising may be a factor. Open to majors in business administration and journalism; to others only by consent of instructor. Prerequisite, 440a,b. Thacher. *Two hours, each term.*

450-451. *Traffic Management.* A study of the transportation and traffic problems confronting industrial and commercial traffic managers with particular emphasis on rail rates and services. Fowler. *Three hours, fall and winter terms.*

452. *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.

453. *Business Policies.* The aim of this course is to coordinate the work given in the specialized courses in the school to show the interdependence between the different functional departments of a business; to suggest the solution of problems affecting the broad general policy of an operating company; and to correlate business problems with law and economics. Particular attention is given to the relation of business policies to the business cycle. Open to upper division business administration students who have had principles of economics and who have had or are taking business law. Faville and Rae. *Five hours, spring term.*

454. *The Manager's Use of Accounting.* Primarily for students who have completed constructive accounting and want more training in managerial accounting, but do not wish to specialize in professional accounting. Analysis of budgetary control, profit and loss statements, distribution of costs, etc. Stillman. *Three hours, one term.*

455. *Manufacturing.* A brief study of about twenty of the principal manufacturing industries of the United States, including history, technical processes and vocabulary. Where it is possible, the national or international situation is correlated with conditions found in the Pacific northwest particularly, and the Pacific coast generally. Bond. *Three hours, fall term.*

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

460. *Bank Management.* The administrative problems concerned with the organization and operation of the modern bank. Moser. *Three hours, spring term.*

461. *Building and Loan Association Management.* The administrative problems concerned with the organization and operation of the building and loan association. Moser. *Three hours, spring term.*

463-464. *Investments.* Investment avenues and methods of analyzing various classes of investment securities; the principles governing a sound investment policy; the relation of investment to general business movements. Moser. *Three hours, fall and winter terms.*

465. *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, 463-464. Moser. *Three hours, spring term.*

466. *Public Utility Management.* A study of the production, distribution, and finance problems of public utilities. Includes consideration of rates, accounting methods, flotation of securities, public relations, and consolidations. Moser. *Three hours, winter term.*

468. *Real Estate.* Business problems connected with the purchase, sale, and management of real estate; valuation, building operations, insurance and financing of real estate transactions; legal phases, contracts, liens, taxes and assessments, transfer of titles, deeds, bonds and mortgages. Selling real estate; office, field and staff organization. Johnston. *Three hours, spring term.*

469-470. *Statistical Methods.* A study of the principles and methods used in statistical analysis, and their application to business and economic problems. Attention is directed to the statistical methods used in re-

search, in the analysis of business conditions and in forecasting. The first term is devoted largely to a study of statistical methods; the second term to their application and interpretation. Open to all upper division students. Johnston.
Three hours, winter and spring terms.

475-476. *Merchandising.* A study of retailing methods with particular attention to unit store, chain store and department store problems in buying, selling and stock control. Includes figuring mark-up, layout and merchandise classification, style, pricing, purchasing and planning stocks, inventory methods, stock records, selling organization and special sales events. Course conducted by the case method with practical problems taken from actual experience. Brown and Faville.
Three hours, fall and winter terms.

477. *Advanced Salesmanship.* Research work in salesmanship problems. Open to qualified students who wish to specialize in the selling phase of business. Kelly.
Three hours, spring term.

478. *Life Insurance.* Personal and business uses of life insurance; insurance administration; government control; methods of computing premiums; study of contracts. Bond.
Three hours, winter term.

479. *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. Bond.
Three hours, fall term.

481a,b,c. *Foreign Trade Technique.* Comprehensive study of export and import procedure, ocean shipping, marine insurance, financing foreign shipments, commercial treaties, and customs tariffs and procedure, particular stress placed on the business practices involved. Open to students who have completed lower division requirements in business administration. Fowler.
Three hours, each term.

482. *International Finance.* An analysis of foreign exchange principles and practices involved in the financing of export and import shipments. Fowler.
Three hours, spring term.

483a,b,c. *Foreign Trade Marketing.* Careful study of channels of distribution in foreign trade, sales methods and problems, and a detailed market analysis of all the major trade territories of the world particularly as outlets for products of Oregon and other Pacific states. Prerequisite, Foreign Trade Technique 481a,b,c. Fowler.
Three hours, each term.

491a,b,c. *Accounting Theory and Practice.* The underlying theory on which accounting records and statements are based. Statements of affairs, depreciation, analysis of profit and loss accounts, receiverships, balance sheet construction and problems. Required of accounting majors. Johnston.
Three hours, each term.

492a,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 position of auditor, comptroller or executive of large corporations. Prerequisite 491a,b,c, and prescribed work in business administration. Required of accounting majors. Johnston.
Three hours, each term.

494. *Income Tax Procedure.* Income and excessive profits tax laws of the United States. Problems involving personnel, partnerships and corporate returns. Forms, law, regulations, treasury decisions involving modern points of law; decisions and rulings which affect business. Prerequisite, senior standing and 492a,b,c, or equivalent. Johnston.
Three hours, fall term.

495a,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 492a,b,c, or equivalent. Stillman.
Three hours, fall and winter terms.

GRADUATE DIVISION

501a,b,c. *Accounting Technique for the Manager.* An intensive study of the manager's application of accounting theory and technique to daily problems of administration. Includes the theory of account construction, the preparation of statements for managerial use, the manager's interpretation of accounts and statements, and the relationship of accounting records to managerial standards of operation, finance, etc. Emphasis is given the relationship of statements as a basis of managerial control, the use of ratios in statement analysis, and the contributions of accounting to a budgetary system. Open only to graduate students upon the recommendation of the adviser. Burrell.
Five hours, each term.

503. *Management Technique.* Intensive analysis of the field of management. Types of problems faced by the manager are classified, a technique of problem approach and solution is developed. Compiling of the examples of essential problems fundamental in each of the generally recognized managerial fields. Emphasis on detailed solution of these problems. Open only to graduate students upon recommendation of the adviser.
Five hours, fall term.

504-505-506. *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. Faville and staff.
Two hours, each term.

507-508-509. *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 application of these means of control in the field of the student's major business interest.
Three hours, each term.

510. *Pedagogy of Commerce.* Application of modern principles and methods to the problems of commercial education. Comparative study of representative types of commercial curricula in high schools and universities. A curriculum is framed by each student for the type of school in which he has especial interest. Open to graduates in business administration who have had one or more courses in principles of education. Johnston.
Three hours, spring term.

512-513-514. *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. Bond.

Three hours, each term.

520-521-522. *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.

523-524-525. *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.

540-541-542. *Graduate Seminar.* Topics for presentation and discussion are selected in general conference from term to term. Faville and staff.

Two hours, each term.

560. *Graduate Thesis.*

Three hours, any term.

SCHOOL OF EDUCATION

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D.	President of the University
HENRY D. SHELDON, Ph.D.	Dean of the School of Education
EARL M. PALLET, M.S.	Registrar of the University
BURCHARD W. DEBUSK, Ph.D.	Educational Psychology
FRED L. STETSON, M.A.	Secondary Education
CARL L. HUFFAKER, Ph.D.	School Administration
*HARL R. DOUGLASS, Ph.D.	Teaching Practice
HAROLD S. TUTTLE, M.A.	Assistant Professor
NELSON A. BOSSING, Ph.D.	Teaching Practice

R. U. MOORE, B.A.	Administrative Principal, University High School
ANNE LANDSBURY BECK, B.A.	Music
MAUDE I. KERNS, B.A., B.S.	Art
EDGAR R. MEANS, M.A.	Science
MARGARET B. GOODALL, B.A.	English
EDITH B. PATTEE, M.A.	French and Latin
C. B. ROTHWELL, B.A.	History and Civics
GERTRUDE SEARS.	English and Library
SADA CHAMBERS	English
EDNA D. ASSENHEIMER.	Mathematics
MELTRUDE COE, B.A.	Commercial

JOHN F. BOVARD, Ph.D.	Pedagogy of Physical Education
WILLIAM P. BOYNTON, Ph.D.	Pedagogy of Physics
ROBERT C. CLARK, Ph.D.	Pedagogy of History
EDGAR E. DECOU, M.S.	Pedagogy of Mathematics
FREDERIC S. DUNN, M.A.	Pedagogy of Latin
HERBERT C. HOWE, B.A.	Pedagogy of English
FRIEDRICH G. G. SCHMIDT, Ph.D.	Pedagogy of Modern Languages
ALBERT R. SWEETSER, M.A.	Pedagogy of Botany
EMMA WATERMAN, M.A.	Pedagogy of Physical Education

KATHERINE KNEELAND.	Research Secretary
N. B. MARPLE.	Research Assistant
R. W. LEIGHTON.	Teaching Fellow
H. M. STILES.	Graduate Assistant
A. W. EAST.	Graduate Assistant

* Leave of absence, 1928-29, winter and spring.

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

ORGANIZATION

The school of education of the University of Oregon was authorized by the board of regents in February, 1910. The general purpose of the school is to organize and correlate all the forces of the University which have for their ultimate aim the growth of educational efficiency in the state of Oregon. The Education building, designed for the school of education, gives commodious and well fitted quarters for the school.

OPPORTUNITIES FOR SPECIALIZATION

The school of education, by means of the professional training offered in the various departments of education and the academic instruction given in the respective University departments, is prepared to train the following classes of teachers.

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

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

THE UNIVERSITY HIGH SCHOOL

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

THE APPOINTMENT BUREAU

The University maintains an appointment bureau to aid its graduates and alumni to find those positions for which their academic and professional training has fitted them. The fee is one dollar. The bureau keeps in touch with the boards of education and superintendents desiring teachers and strives to put the right teacher in the right place. The bureau does not assist teachers who are not University of Oregon graduates, but concentrates all its energies in the service of its own graduates. The recommendation of the bureau will be limited to candidates who have taken courses as prescribed by the University, including the norms in subject matter for teachers as well as the professional courses.

THE BUREAU OF EDUCATIONAL RESEARCH

This bureau is organized as the service department of the school of education for the schools of the state. It is the purpose of this bureau to conduct researches on the leading educational problems of the state and to give the schools the benefit of these results. This bureau furnishes information upon request to any school in the state about educational problems. It advises as to the purchase and use of educational tests and it cooperates with schools in making studies in their own systems. In the last two years this bureau has conducted building and financial surveys in two cities in the state and one large cooperative testing program in reading and arithmetic among six city systems.

DEGREES

The degree of bachelor of arts or of bachelor of science is conferred upon the students of the school of education who have met the requirements of the college of literature, science and the arts for the degree.

The degree of bachelor of science in education is conferred upon students of the school of education who have secured 186 hours of University credit and who have completed a prescribed curriculum in the school of education.

The graduate school of education as a department of the graduate school of arts and sciences, offers opportunities for graduate study and the earning of advanced degrees to those who have done their major work in education.

TEACHERS' CERTIFICATES

Graduates from the University are entitled to teaching certificates as provided in the following Oregon school law:
 Certificates shall be issued to graduates from standard colleges or universities who have completed 120 semester hours (180 term hours) including 15 semester hours (22 term hours) in education as follows:

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

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

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

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

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

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

REQUIREMENTS FOR THE TEACHING CERTIFICATE

The school of education designates the following courses to be taken in satisfying the requirement of twenty-two hours in education for the teaching certificate. Candidates for the certificate should take these courses as outlined by years. Candidates for the certificate must take the first three of these courses as prerequisites to other advanced courses in the department.

	JUNIOR	Term Hours
Education 801, 802, 803		12
	SENIOR	
Theory and Observation, 806		3
Supervised Teaching, 807		5-7
		22

NORMS FOR PROSPECTIVE TEACHERS

The University of Oregon recommends no graduate as a qualified candidate for a teaching position who has not completed, in addition to the professional requirements specified by the Oregon school law, the academic preparation outlined under either (A) or (B) below.

A.—For students whose major courses are included in the subjects commonly taught in the high schools of the state, i. e., English, history, mathematics, Latin, French, Spanish, German, biological science (including geology), physical science (physics and chemistry), music, and physical education (commercial branches), the requirement is a major course of study including a major norm and a minor norm.

B.—For students whose major courses are not included in the above list of subjects commonly taught in the high school, the requirement is two minor norms.

Students who have started to complete norms as outlined by former legislation, may either continue with their original programs or substitute the new norms as given below:

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

I. ENGLISH NORMS

MINOR NORM	Term Hours
101-102-103, Literature Survey	12
Two terms of Shakespeare	6
114, American Literature	3
807a,b, The Teaching of Literature	4
350, English Composition for Intending Teachers	2
	27

MAJOR NORM

The minor norm, and in addition: one more term of Shakespeare (3), and 12 hours from any upper division subjects approved for majors in English. Students taking the English courses in methods of teaching are exempt from 3 hours of the education required for the teacher's certificate.

II. HISTORY, CIVICS, ECONOMICS

MAJOR NORM

	<i>Term Hours</i>
204-205-206, English History, or	
201-202-203, Modern European History, or	
World History	12
371-372-373, American History	12
201-202, Modern Governments	8
208a,b,c, Principles of Economics	9
	41

MINOR NORM

Two terms of	
201-202, Modern European History, or	
204-205, English History, or	
World History	8
371-372-373, American History (three terms)	12
208a,b,c, Principles of Economics, or	
201-202, Modern Governments	8-9

III. MATHEMATICS

MAJOR NORM

	<i>Term Hours</i>
104a,b,c, Unified Mathematics, or	
113, Advanced Algebra; 114, Plane Trigonometry; and	
300, Analytical Geometry	12
201a,b,c, Differential and Integral Calculus	12
401a,b, Differential Equations, or	
Two term-courses in upper division work	6
402, Higher Algebra, or	
403, Theory of Equations and Determinants	3
302, Teaching of Mathematics	8
	36

MINOR NORM

104a,b,c, Unified Mathematics, or	
113, Advanced Algebra; 114, Plane Trigonometry; and	
300, Analytical Geometry	12
301a,b, Differential and Integral Calculus	8
402, Higher Algebra, or	
403, Theory of Equations and Determinants	3
302, History and Teaching of Mathematics	3
	26

IV. LATIN

MAJOR NORM

	<i>Term Hours</i>
Thirty-three hours above Latin 1a,b,c (first year), including:	
2a,b,c, Cicero's Orations and Vergil's <i>Aeneid</i>	12
101a,b,c, Latin Literature, The Golden Age	9
301a,b,c, Latin Literature, The Silver Age, or	
Latin Prose Composition II, and	
302a,b,c, The Elegy	9
353, Latin Pedagogy	3
	38

MINOR NORM

Twenty-four hours above Latin 1a,b,c, including:	
2a,b,c, Cicero's Orations and Vergil's <i>Aeneid</i>	12
101a,b,c, Latin Literature, The Golden Age	9
353, Latin Pedagogy	3
	24

V. FRENCH

MAJOR NORM

	<i>Term Hours</i>
Twenty-four hours above French 2a,b,c (second year), including:	
303a,b,c, French Literature (3rd year)	9
305a,b,c, French Composition (3rd year)	6
413a,b,c, Modern French Drama, or	
412a,b,c, Nineteenth Century Novel	9
	24

MINOR NORM

Twenty-seven hours above French 1a,b,c (first year), including:	
2a,b,c, Second year French	12
303a,b,c, French Literature (3rd year)	9
305a,b,c, French Composition (3rd year)	6
	27

VI. SPANISH

MAJOR NORM

	<i>Term Hours</i>
Twenty-four hours above Spanish 12a,b,c (second year), including:	
321a,b,c, Spanish Literature (3rd year)	9
324a,b,c, Spanish Composition (3rd year), or	
325a,b,c, Commercial Spanish	6
423a,b,c, Contemporary Literature	9
	24

MINOR NORM

Twenty-seven hours above Spanish 11a,b,c (first year), including:	
12a,b,c, Second year Spanish	12
321a,b,c, Spanish Literature (3rd year)	9
324a,b,c, Spanish Composition (3rd year), or	
326a,b,c, Commercial Spanish	6
	27

VII. GERMAN

MAJOR NORM

	<i>Term Hours</i>
Twenty-five hours above German 3a,b,c (second year), including:	
301a,b,c, Classical German, or	
302-303-304, German Fiction and Contemporary Literature	9
315, Goethe's <i>Faust</i>	3
330, Teaching of Modern Languages	3
331a,b,c, Advanced German Composition	4-5
332a,b,c, German Conversation	6
	25-27

MINOR NORM

Twenty-seven hours above German 1a,b,c (first year), including:	
3a,b,c, Second year German	12
301a,b,c, Classical German, or	
302-303-304, German Fiction and Contemporary Literature	9
331a,b,c, Advanced German Composition	6
	27

VIII. BIOLOGICAL SCIENCES

MAJOR NORM

	<i>Term Hours</i>
101a,b,c, Elementary Biology	9
Advanced course in biology	12
201a,b, 202, General and Historical Geology	12
One pedagogical course in one of the above subjects	3
	36

MINOR NORM

101a,b,c, Elementary Biology	9
Advanced course in biology	12
One pedagogical course	3
	24

IX. PHYSICAL SCIENCE

MAJOR NORM

	<i>Term Hours</i>
92a,b,c, Elementary Chemistry, or 201a,b,c, General Chemistry	12
204a,b,c, General Physics	12
301, History and Teaching of Physics	3
300, Physics Laboratory Arts	3
Year courses totaling 9-12 hours from the following subjects:	
411-412-413, Advanced General Physics	9
414-415-416, Electrical Measurements	9
151a,b,c, Descriptive Physics	9
210a,b,c, Second Year Chemistry	12
Total	39-42

MINOR NORM

92a,b,c, Elementary Chemistry	12
204a,b,c, General Physics	12
301, History and Teaching of Physics	3
	27

X. MUSIC

MAJOR NORM	Term Hours
100-101-102, Field of Music	9
126a,b,c, Ear-training, Solfeggio, and Dictation	6
229a,b,c, Elementary Analysis, or	9
130a,b,c, Orchestral Organization	6
250a,b,c, Public School Music	9
251a,b,c, Music Science, 2nd Year	9
	39-42

Piano. At least three years of accredited instruction and ability to cope with the pianistic problems involved.
Voice. At least one year of accredited instruction and choral experience.

MINOR NORM

100-101-102, Field of Music	9
126a,b,c, Ear-training, Solfeggio, and Dictation	6
229a,b,c, Elementary Analysis, or	9
130a,b,c, Orchestral Organization	6
250a,b,c, Public School Music	9
	30-35

Piano. At least three years of accredited instruction and ability to cope with the pianistic problems involved.
Voice. At least one year of accredited instruction and choral experience.

XI. PHYSICAL EDUCATION

MAJOR NORM (MEN)	Term Hours
171a,b,c, Introduction to Physical Education	6
173a,b,c, Physical Education for Majors (Freshman)	6
221a,b,c, Fundamentals of Physical Education	6
273a,b,c, Physical Education for Majors (Sophomore)	6
475a,b,c, Principles of Physical Education	9
313, Coaching of Football	} One course selected from this group.... 2
314, Coaching of Basketball	
315, Coaching of Baseball	
316, Coaching of Track	
	35

Participation in at least three sports under supervision (no credit)

MINOR NORM (MEN)

171a,b,c, Introduction to Physical Education	6
173a,b,c, Physical Education for Majors (Freshman)	6
273a,b,c, Physical Education for Majors (Sophomore)	6
313, Coaching of Football	} Three courses selected from this group 6
314, Coaching of Basketball	
315, Coaching of Baseball	
316, Coaching of Track	
Minimum hours for recommendation to coach one or more sports as a side line	24

MAJOR NORM (WOMEN)

	Term Hours
121a,b,c, Introduction to Physical Education	6
123a,b,c, Physical Education for Majors (Freshman)	3
223a,b,c, Physical Education for Majors (Sophomore)	3
301a,b,c, Technic of Teaching Physical Education	6
445a,b,c, Principles of Physical Education	9
350a,b,c, Playground and Community Recreation	7
	34

MINOR NORM (WOMEN)

121a,b,c, Introduction to Physical Education	6
123a,b,c, Physical Education for Majors (Freshman)	3
223a,b,c, Physical Education for Majors (Sophomore)	3
301a,b,c, Technic of Teaching Physical Education	6
	18

XII. COMMERCIAL SUBJECTS

MAJOR NORM	Term Hours
11a,b,c, Constructive Accounting	12
221, 222, 223, Elements of Business Administration	9
203a,b,c, Principles of Economics	9
253, 254, 255, Business English or Report Writing	6
416 to 420, Business Law	1-4
	37-40

All students expecting to offer the norm in commercial teaching are expected to report at the school of education and demonstrate their capacity to type effectively before registering in the education courses. Typing is not given at the University of Oregon.

PROFESSIONAL CURRICULA

The following courses of study show the work in the school of education which should be followed by students who are intending to become high school teachers or whose special interest lies in the fields of secondary education or school administration. Related work in the college or in other schools of the University is shown only when it is necessary in building the proper curriculum.

Special lines of study have also been planned for those preparing for work with defectives and delinquents. Details of this curriculum may be obtained from the school of education.

SUGGESTED COURSES FOR PROSPECTIVE SUPERINTENDENTS AND PRINCIPALS

	FRESHMAN	Fall	Winter	Spring
Education 111a,b,c		2	2	2
	SOPHOMORE			
Education 211a,b,c		2	2	2
Beginners Psychology (no education credit)		3-4	3-4	3-4
*Economics 203a,b,c		3	3	3
	JUNIOR			
Education 301-302-303		4	4	4
Education 306 (Theory and Observation)				3
*Economics 418a,b		4	4	
	SENIOR			
Education 472-473-474 (basic course in school administration)		4	4	4
Practice Teaching (enter high school semester)				5
Education elective		2	2	

*These courses are recommended, not required.
 Norms: There is one teaching norm required. It is recommended that, if possible, one major and one minor norm, or two minor norms, be met.

SUGGESTED COURSES FOR NORMAL SCHOOL GRADUATES

	JUNIOR	Fall	Winter	Spring
Education 302, 457, 482		4	3	3
Economics 203a,b		3	3	
	SENIOR			
Education 472-473-474 (basic course in school administration)		4	4	4
Education 451-452-453 (History of American Education)		2	2	2
Economics 418a,b (Public Finance)			4	4

COURSES IN EDUCATION FOR HIGH SCHOOL TEACHERS

A. Senior High School Teachers

	FRESHMAN	Fall	Winter	Spring
Education 111a,b,c		2	2	2
	SOPHOMORE			
Education 211a,b,c		2	2	2
Beginners Psychology (no education credit)		3-4	3-4	3-4
	JUNIOR			
Education 301-302-303		4	4	4
Theory and Observation of Teaching (may be taken in senior year, but must precede supervised teaching)				3
	SENIOR			
*Supervised Teaching (either high school semester)		5	2	5
		or	2	
One or more terms from Education 481, 482, 483, 484, or 495				3

The remaining hours in education are elective.
 Normal graduates will take Education 302 in the junior year, also 301 and 303, in case these fields have not been covered previously. Theory and Observation of Teaching is optional but is recommended for those who have worked with the lower grades only. Two terms are required from Education 481, 2, 3, 4, 5 and three terms in one other cycle as Psychology of Childhood, Educational Hygiene, Social and Moral Education or History of Education. The remaining hours in education are elective.

B. Junior High School Teachers

Freshman and sophomore years as above.				
	JUNIOR			
Education 301, 302, 303		Fall	Winter	Spring
Methods and Observation of Teaching in the Junior High School (must precede Supervised Teaching)		4	4	4
	SENIOR			
*Supervised Teaching in Junior High School (either high school semester)		5	2	5
		or	2	
Education 484, The Junior High School		3		

Normal graduates will take Education 302, also 301 and 303 in case these fields have not been covered previously, Supervised Teaching in the Junior High School, Education 484, and three terms in one other cycle, as indicated above for senior high school teachers. The remaining hours in education are elective.

* Normal graduates and others of requisite experience may be excused from supervised teaching.

COURSES FOR MENTAL EXAMINERS AND CLINIC WORKERS IN PUBLIC SCHOOLS

The following course is suggested in education for those students who are looking forward to a career in the public schools as mental examiners or clinicians. Since it is advisable for one to know school organization and practice, it is recommended that those courses leading to certification be taken as a background. Courses to be taken as a major are listed below. Other courses should be chosen after consultation with the adviser. It is advisable to take an additional year of psychology with laboratory beyond the required year for education majors, also to have at least one year's teaching experience before taking the fifth year. The course is so arranged that the student can receive the master's degree at the end of the fifth year.

FRESHMAN AND SOPHOMORE YEARS

111a,b,c, Orientation
211a,b,c, Sophomore Cycle

JUNIOR

Introduction to Education
Educational Psychology
Problems in Secondary Education
Theory and Observation of Teaching

SENIOR

Practice Teaching
Child Psychology
Child Hygiene

GRADUATE YEAR

Mental Tests
Statistical and Experimental Methods in Education
Research and Thesis
Individual Differences

Students who are transferred from other colleges and who have had any of the above courses or the equivalent, should choose from the courses listed below to make the required number of hours. It is also recommended that wherever possible courses in addition to above and chosen from the fields listed below should be taken.

The Junior High School
Measurement in High School
Social Education
Moral Education
History of Education

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

CURRICULUM FOR TEACHERS OF SCIENCE

This curriculum, leading to the degree of bachelor of science in education, is characterized by its substitution of an extensive training in the fundamental sciences, which are commonly taught in high schools, for the customary major requirement in a single department. It prescribes basic courses in biology, physics, geology, and chemistry, and further requires that the student shall select some one of the sciences as a specialty, which is to be pursued for at least a year beyond the prescribed fundamental course.

	FRESHMAN	Fall	Winter	Spring
Biology	3	3	3	3
Geology (or geography)	4	4	4	4
Elective in language or social science	3-4	3-4	3-4	3-4
Education	2	2	2	2
Other electives	2-3	2-3	2-3	2-3
Military Science (men) or Personal Hygiene (women)	1	1	1	1
Physical Education	1	1	1	1
	16-17	16-17	16-17	16-17
	SOPHOMORE	Fall	Winter	Spring
Physics	4	4	4	4
Psychology	3	3	3	3
Written English	2	2	2	2
Education	2	2	2	2
Elective	3-4	3-4	3-4	3-4
Military Science (men)	1	1	1	1
Physical Education	1	1	1	1
	16-17	16-17	16-17	16-17
	JUNIOR	Fall	Winter	Spring
Chemistry	4	4	4	4
Education Cycle (301-302-303)	4	4	4	4
Observation of Teaching				3
Electives	8	8	5	5
	16	16	16	16
	SENIOR	Fall	Winter	Spring
Advanced Science	3-4	3-4	3-4	3-4
Supervised Teaching	5	2		
Department Methodologies				
Electives				

The electives of the first two years must include at least one year-course of not less than three hours per term in either the first or second group. They may well include such subjects as literature, foreign language, history or government, chemistry, mathematics, mechanics, mechanical drawing or household arts.

The upper division courses will include the courses in education and practice teaching required for certification and at least two methodology courses (6 term-hours). The remaining hours may be taken as free elective. Additional courses in the sciences will appeal to those who wish as complete a grasp as possible of the range of high school science.

Description of Courses

Practice teaching is counted toward the certificate only when the student is regularly registered in supervised teaching, Education 307.

For Freshman Majors

111a. *How to Study.* Designed to aid freshmen in their college studies. Progressive drills in reading for speed and comprehension; effective use of library; note-taking, study schedule, fixing study habits. Graphs of reading improvement. Individual conferences. Open only to majors in education. Tuttle. *Two hours, fall term.*

111b. *How to Study.* Continuation of Course 111a. Discussion of problems of social adjustment, overcoming discouragement, the nature of learning, aids to memory and reasoning, the laws of attention and interest, the value of imagination and self-expression; drill in each basic type of study. Reading drill; graphs of improvement. Individual conferences. Open only to majors in education. Tuttle. *Two hours, winter term.*

111c. *Problems of College Course.* A preview of the college courses open to education majors; content and method, value of college subjects, organization of college course. Reading drill, oral and written reports. Individual conferences. Open only to majors in education. Tuttle.

Two hours, spring term.

For Sophomore Majors

211a. *Great Teachers and Educational Reformers.* A study of the life and achievements of notable teachers with a view to understanding the essential principles of modern education as they have developed historically. Sheldon. *Two hours, fall term.*

211b. *Development of Modern School Systems.* Considered naturally and in relation to certain basic ideas such as naturalism; democracy, science and economic efficiency. Sheldon. *Two hours, winter term.*

211c. *Education Reforms of Today.* A consideration of some of the more recent experiments and changes in contemporary education in Europe as well as America. Considerable use of periodical literature will be made. Sheldon. *Two hours, spring term.*

UPPER DIVISION

301. *Introduction to Education.* An introductory study of education with particular reference to the Oregon school system, including a development of the more outstanding problems. Attention will be given to the factors of the school system that are directly related to the teacher. This course is designed to give a clear perspective of education as a whole and to compare the Oregon schools with the best available standards. Huffaker, Stetson, Tuttle. *Four hours, any term.*

302. *Problems of Secondary Education.* A study of the practical problems of the high school from the standpoint of the teacher. The aims of the high school and how they are achieved through the program of studies and through the general socializing program. Analysis of the various phases of the teacher's work in the classroom, in school routine, in supervision and in guidance. Professional and social relationships in school and community. Huffaker, Stetson, Tuttle. *Four hours, any term.*

303. *Educational Psychology.* An introductory course dealing with the applications of psychology to the teacher's desk. Nature of learning process; types of learning; basic laws of learning; attention; interest; nature of intelligence. Individual differences; transfer of training. Open to upper division students who have completed two hours of psychology. Courses 301, 302, 303 are prerequisite to all other upper division courses in education. Huffaker, Stetson, Tuttle. *Four hours, any term.*

306. *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 301, 302, and 303. Douglass. *Three hours, any term.*

307a,b. *Supervised Teaching.* *Hours to be arranged.*

307x. *Educational Literature.* *Hours to be arranged.*

310. *Junior High School Theory and Practice.* The causes and development of the junior high school movement; aims and functions of the new school; organization and administration; exploration; guidance; socializing activities; standards. Required of prospective junior high school teachers. Stetson. *Three hours, fall term.*

311. *Junior High School Curricula.* Principles of curriculum organization and administration applied to the junior high school. Analysis of courses and objectives; selections and organization of subject matter. Required of prospective junior high school teachers. Stetson. *Three hours, winter term.*

312. *Methods and Observation of Teaching in the Junior High School.* The theory and technique of teaching applied to early adolescence. Analysis of types of teaching; problems in class organization and management. Observation in local junior high schools. Required of prospective junior high school teachers and prerequisite to supervised teaching for these candidates. Stetson. *Three hours, spring term.*

321, 322, 323. *Reading Course in Education.* Open only to those major students in education who have already made a superior record in education and have made provision in their course for professional preparation for teaching. Instructor should be consulted before registering. Sheldon. *One to three hours, each term.*

FOR GRADUATES AND ADVANCED UNDERGRADUATES

450. *Education Club.* Reports of current educational meetings, book reviews, discussions of special topics investigated by members. Sheldon and staff. *One hour, each term.*

451-452-453. *History of American Education.* Lectures, reports and discussions treating the intellectual development of America with special reference to education. Knowledge of American history a requisite. Colonial period, 1607-1775; fall term. Early national, 1775-1860; winter term. Recent period, 1860-1920; spring term. Open to seniors and graduates who have met the practice teaching requirement. Sheldon. *Two hours, each term.*

454-455-456. *History of Education* (with special reference to modern educational ideas). Includes a study of the educational writings of Plato, Aristotle, Quintilian, Renaissance educators, Comenius, Locke, Rousseau, Pestalozzi, Froebel, Herbart, Herbert Spencer, Dewey and Madama Montessori. Sheldon. *Two hours, each term.*

457. *Social Education.* A study of education in the light of its social aims, the institutions with which it deals, and the principles of approved psychology; the significance of education in a democracy, leadership and originality, social progress, play and discipline. Students will be asked to diagnose situations arising out of inadequate group adjustments. Prerequisite, elementary education course. Tuttle. *Three hours, winter term.*

458. *Advanced Principles of Education.* A study of the broad fundamental principles and problems of education, with some attempt at their solution. The meaning of philosophy; the philosophy of education; principal rules, formulae; the value of a correct philosophy of education for the teacher and school administrator. How it may be made to function in all phases of school work. Huffaker, Sheldon. *Four hours, winter term.*

459. *Special Pedagogy of Adolescent Groups.* This course deals with the development of special social interests among adolescents and the best methods of utilizing these in organization. It is especially designed as preparation for leaders in such organizations as the boy scouts, girl scouts, campfire girls, and the like. The course will consist of two parts. The first part, dealing with the general principles of the subject, will be given by members of the University faculty. The second part, dealing with the technique of organization, will be given for each organization by an accredited representative. *Hours to be arranged.*

460. *Comparative Education*. A study of the school systems of the chief countries of the modern world, particularly those of Germany, France, Great Britain and the United States in relation to certain vital problems of adjustment, economic, moral and political. Special attention will be given to developments since the World War and to significant experiments in Germany, Russia, Bohemia, Denmark, India and elsewhere. Sheldon.

Four hours, spring term.

461-462-463. *Psychology of Childhood*. First term, the psychology of normal children; second term, the learning of children; third term, exceptional children—delinquent, subnormal and superior—with special reference to the problems involved in their education. Prerequisites, education or psychology.

Two hours, each term.

464-465. *Mental Tests*. First term, the mental test movement. The history and technique of giving and scoring, underlying psychology principles, consideration of some of the more important individual and group tests. Second term, application of mental tests to schoolroom problems. Prerequisites, education or psychology. DeBusk.

Two to three hours, fall and winter terms.

466. *Individual Differences*. Study of the individual differences in mental traits. Correlation of abilities and the educational problems involved. Prerequisites, education or psychology. DeBusk.

Two to three hours, spring term.

467-468-469. *Educational Hygiene*. First term, hygiene of the school plant. Construction and sanitation, with special reference to the provision of a healthy school environment; second term, hygiene of the child. Consideration of those factors which affect the adjustment of the child to the school and its work; third term, hygiene of learning. Study of the problems of mental economy and control, fatigue, rest, play, organization of work, interference of association, etc. Open to qualified upper division students.

Three hours, each term.

471. *School Administration*. The organization of the state, county, town, and district units. The financial organization for the support of public education. Principles of state and federal aid—the need for a new administrative unit. Equalization of educational opportunities; taxation for the support of public education; increasing cost of education; educational control and support. Better administration and supervision of rural education; consolidation of rural schools.

Three hours, spring term.

472. *Basic Course in School Administration—Organization*. Courses 472, 473 and 474 constitute the administrative cycle which is required of all majors in school administration and of prospective high school principals. 472 deals with the organization of both grade and high schools, with emphasis on the problems of the small school system. Illustrative topics are: curriculum, construction, the course of study, building the daily program, classification of pupils, time allotments. Huffaker-Stetson.

Four hours, fall term.

473. *Basic Course in School Administration—Administration*. This course is the second of the administrative cycle. It deals with such topics as relations of the principal to the school board, school finance, school records and accounts, school building programs, building standards, construction and financing of buildings, pupil accounting, the teaching staff. Open to qualified students who have not had Educ. 472. Huffaker-Stetson.

Four hours, winter term.

474. *Basic Course in School Administration—Supervision*. This is the third course of the administrative cycle. It deals with such topics as purpose of supervision, plans for supervision, general supervisory procedure, use of tests, diagnosis of pupil difficulty, etc., as applied to both elementary and secondary schools. Open to qualified students who have not had Educ. 472-473. Huffaker-Stetson.

Four hours, spring term.

476. *School Surveys*. The development and technique of the survey movement in education; current problems in school administration as revealed through school surveys; analysis of the methods of studying these problems, and of the current tendencies in school administration as indicated through the recommendations. An intensive study of several surveys; extensive reading in this literature required. *Three hours, one term.*

481. *Curriculum Making in Secondary Education*. Deals with the problems of building junior and senior high school curriculums. Curriculum theories and policies since 1900; principles for selecting and organizing subject matter; courses of study in various fields; principles of curriculum organization; type programs; important studies in this field. Stetson.

Three hours, one term.

482. *Measurement in Secondary Education*. A study of the construction and desirable uses of various standard tests and scales for measuring achievements in secondary school subjects. Such elements of statistical method will be given as are necessary for intelligent use of the tests. Stetson.

Three hours, spring term.

483. *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 for 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.

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

Three hours, winter term.

485. *Pupil Counseling in Secondary Schools*. The nature and need of guidance for adolescents; guidance through counseling; analysis of phases of counseling; developing a general guidance program in junior and senior high school; special techniques; cumulative record systems; the training and work of the counselor. Stetson.

Three hours, one term.

490. *Moral Training*. The importance of character among the objectives of education; social control of ethical ideals; stages in character developments; dynamic function of the feelings; methods of training attitudes and sentiments; value of creative imagination; moral values in school subjects; in extra curricular activities. Moral training compared with moral instruction. A comprehensive program of training in ideals. Tuttle.

Three hours, fall term.

491. *Education and Ethics*. A study of methods of character education, evaluating the function of instruction. The relation between ethics and morals. Important ethical concepts; prejudices; moral codes. Ethical judgment tests. Tuttle.

Three hours, winter term.

492. *Discipline as Moral Training.* Ultimate aims of discipline, individual, social training for self-control. Relation of judgments and attitudes to conduct. Imitation, approbation, social control, habit, submission and mastery. Moral significance of obedience; penalty and consequence. Discipline dangers. Moral value of discipline. Tuttle.

Three hours, spring term.

PRIMARYLY FOR GRADUATES

505-506-507. *Statistical and Experimental Methods in Education.* Technique of quantitative and experimental methods; application of statistical methods to problems; correlation methods, regression equations, and determination of errors as employed in educational administration and research; test construction and the interpretation of test results; methods of determining relationships where data is curvilinear or categorical; partial and multiple correlation and regression equations. Calculus not required. For qualified seniors and graduate students. Admission after first term only upon permission of instructor. Huffaker. *Three hours, each term.*

552-553a,b. *Problems in History of 19th Century Education and Civilization.* A special course for students in history and education. Each student will prepare paper based on source material. The library is equipped with a collection of source material covering the English, German, French and American portions of the subject. Sheldon.

Two hours, each term.

554. *Movements in the Organization of Higher Education.* Includes an introductory study of the development of higher education in Europe and America, different types of institutions, problems of finance and organization, administration of personal work, different types of curriculum. Mr. Sheldon, with the co-operation of different members of the administrative staff.

Two hours, fall term.

555. *College and University Teaching.* Includes a consideration of mental tests in their application to college situations, the objective examination, other movements in the field of college teaching. While the course will be organized by Mr. Sheldon as chairman of the committee on college teaching, the lectures and problems studied will be outlined by the members of the University best equipped to present them.

Two hours, winter term.

556. *College and University Teaching.* This quarter's work will consist of the consideration of the pedagogy of particular college subjects offered by members of the respective departments.

Two hours, spring term.

561-562-563. *Advanced Educational Psychology.* A discussion of the experimental material which seems most useful and relevant to educational psychology. Open to graduate students with preliminary training in education and psychology. DeBusk.

Two hours, each term.

564-565-566. *Advanced Course in Mental Tests.* The history of the test movement; principles of test making; the application of tests to school problems; the definition of intelligence; average mental age of adults; the variability of the IQ; uses of tests in diagnosis. Open to graduate students only. DeBusk.

Two hours, each term.

567-568-569. *Educational Hygiene.* The work will be based on selected topics in the hygiene of learning. Open to graduate students only. DeBusk.

Two hours, each term.

571-572-573. *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 471-475, or their equivalents. Huffaker.

Two hours, each term.

574. *Educational Finance.* A study of the major problems of financing public education. State systems of financing education, computing the cost of education, unit costs. The problem of school revenues, the capital cost of education. Budget making. Open only to graduate students. Huffaker.

Three hours.

580-581-582. *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.

583-584-585. *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.

586-587-588. *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.

590-591-592. *Experimental Problems of Teaching.* Experimental investigation of problems and methods of teaching. Open only to graduate students with experience in teaching and in connection with M.A. thesis. Douglass.

Two hours, each term.

593-594-595. *Research in Theory and Practice of Teaching.* Historical and psychological foundations of the philosophy of educational methods; investigation of the development and status of present teaching. Douglass.

Two hours, each term.

597. *Educational Research.* In addition to the regular courses listed above, members of the staff stand ready to supervise research and investigation by qualified graduate students. Registration by permission of the staff member or members in whose field the investigation lies. Credits, one to three, depending upon the nature of the investigations.

Problems in the history of education. Sheldon.

Problems in school administration or elementary education. Huffaker.

Problems in secondary education. Stetson or Douglass.

Problems in educational psychology or hygiene. DeBusk

Problems in social or moral education. Sheldon and Tuttle.

Problems in experimental education. Douglass.

SCHOOL OF JOURNALISM

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D. *President of the University*
 ERIC W. ALLEN, B.A. *Dean of the School*
 EARL M. PALLETT, M.S. *Registrar of the University*

*RALPH D. CASEY, M.A. *Associate Professor of Journalism*
 ROBERT C. HALL, Associate Professor of Journalism and Superintendent of University Press
 EDWIN H. FORD, M.A. *Associate Professor of Journalism*
 W. F. G. THACHER, M.A. *Professor of Advertising*
 GEORGE TURNBULL, B.A. *Professor of Journalism*
 HARRIS ELLSWORTH, Assistant Professor of Newspaper Management
 GEORGE H. GODFREY, Assistant Professor of Journalism
 JOHN HENRY NASH, Litt.D. *Lecturer in Typography*
 CARLTON E. SPENCER, B.A., J.D. *Professor of Law of the Press*
 LILLIAN TINGLE, Head, Department of Household Arts, and
 Professor of Home Economics Journalism

* Leave of absence, 1928-29.

ORGANIZATION AND PURPOSE

Classes in journalism have been taught in the University since 1900. In 1912 a department of journalism was established, which has since been developed into one of the best-equipped and staffed schools of journalism in the country, with a complete practical equipment for the training of newspaper men and magazine, trade and class journalists. It is the only school of its kind in Oregon.

The school has three purposes: to fit its students for an abundant life through a broad and liberal training, to prepare them for the various branches of journalism and publishing, and to contribute, insofar as an educational institution may, to the progress of American journalism.

A sound general liberal training for every journalism student is regarded as of paramount importance. As the resources of the liberal arts college are indispensable to the training of the prospective journalist, the student devotes the greater part of his time in his four collegiate years to the study of literature, language, history, and the social and natural sciences. Every graduate of the school of journalism enters upon the active pursuit of his profession only after a cultural and liberalising experience which has given him a broad understanding of the world and its problems.

The courses in journalism train for all phases of journalism, including the editorial, reportorial, interpretative, critical, advertising, circulation and business departments of the newspaper and magazine, and for independent work in advertising and writing.

In his junior courses, the student is put in touch with the technical requirements of his future profession. In the culminating courses, the student is trained in a type of thought and method of workmanship peculiarly appropriate to his life work and at the same time leading to intellectual leadership. In the fourth year, under the head of "editing," the assignments give the senior an insight into comparative journalism, the history of journalism, the writing of editorials, and the expression of critical opinion. In this course problems of opinion are attacked with the same seriousness and competency that were manifested in the courses developing a technique for dealing with questions of fact.

The course in journalism includes attention to both the editorial and advertising departments of the magazine as well as the newspaper. Students are taught to write for general publications, trade and class journals, and newspaper syndicates.

Already, former students of the school are owners of both daily and weekly newspapers; are reporters, editors, advertising managers, adver-

tising agency men, advertising managers of department stores, trade journalists, circulation men, foreign correspondents, publishers, teachers of journalism, teachers of printing, government representatives abroad, copy editors, managing editors, and special writers. Several are story writers and two have obtained national reputations as novelists.

EQUIPMENT

The school of journalism is one of the best equipped in the country. It occupies two buildings of its own, of which the larger is a three-story brick structure containing the class rooms and offices. The school is well supplied with typewriters, copydesks, library facilities, seminar rooms and the conveniences necessary to the most practical work under very favorable conditions. Its principal copydesk is a testimonial gift from the newspapers of Oregon, embellished with a bronze plate expressing appreciation of the work of the school.

The school possesses an unexcelled technical laboratory in the University Press, which was founded to furnish instruction for journalism students in the practical branches, and which is now one of the most important departments of the school. It occupies a building specially planned for it and scientifically arranged after an examination of the plans of the most modern printing establishments, including university and commercial presses.

Members of the State Editorial Association have endowed a special press, a department of the University Press, which will be devoted to the printing of fine books. The gift had its inspiration in the presence on the campus at the annual newspaper conferences of John Henry Nash, Litt.D., San Francisco, a celebrated printer whose fame is world wide. He supervises some of the work of the special press, giving his service gratuitously. The regents have placed him on the faculty roll of the school of journalism under the title of lecturer in typography and history.

The University Press inventories at about \$60,000 and its equipment includes two large presses, a Goss Comet perfecting press and a No. 3 Miehle, two smaller presses, two modern linotype machines, folding machines, stitchers, saws, trimmers, a power cutter, casters, a complete printers' bindery, a book bindery and everything requisite to the publication of either books and pamphlets, or a weekly or a small-town daily newspaper. In this laboratory, training is offered in the arts allied with journalism, such as advertising, etc.

ADMITTANCE

Freshmen are admitted to the school on the same terms as to other branches of the University. No high school courses in "news-writing" or "pre-journalism" subjects are required. The high school student is advised to devote himself to obtaining a substantial preparation in Latin, French or German, history, science, mathematics and other solid branches. Skill in typewriting and stenography is decidedly advantageous but not required. A student does well to own his own typewriter; nevertheless the school furnishes a liberal supply.

Advanced students are admitted from other universities and colleges, and from other branches of the University of Oregon, at any time in the course, and an effort is made to adjust the curriculum to special needs. The most favorable time for entering the school of journalism for those who do not come as freshmen is the beginning of the junior year. Students having practical experience in newspaper work will be directed to courses best suited to their stage of development.

CURRICULUM

The school of journalism supervises the student's course for the first two years, much of his time being spent in the college of literature, science and the arts, and sees to it that he has the opportunity to take those courses that will furnish the best foundation for his future work. At the beginning of the junior year he becomes a professional student, spending a large proportion of his hours in the school of journalism itself, and devoting himself otherwise to the social sciences which have a direct bearing on the work of the journalist.

Of professional journalism courses the student is expected to master 52 term-hours, out of the 186 term-hours that constitute the baccalaureate curriculum. Of these 52 hours, 33 should be taken in the junior and senior years. The courses in reporting, copyreading, proofreading and editing are required of all students, a total of 28 term-hours.

In addition, choice must be made of one of three options: (a) Advertising and Publishing, 24 hours; (b) Specialized Press, Short Story and Publicity and Camera Work, 24 hours; or (c) Business Administration, Publishing, Newspaper and Shop Management, and Typography, 24 hours. Each of these options should be reinforced by some approved amount of practical outside experience.

DEGREES

The degrees of bachelor of arts and bachelor of science in journalism are conferred upon graduates of the school of journalism, as well as the liberal arts degrees of bachelor of arts or science. The advanced degrees are master of arts and master of science in journalism.

PRIZES AND SCHOLARSHIPS

The Advertising Club of Portland Scholarship of \$150.00 is given annually to the student of advertising (male) who is considered best qualified to profit by the training offered for entrance into the field of advertising.

The Botsford-Constantine Prizes of \$25, \$15, and \$10 are offered each year by the Botsford-Constantine Advertising Agency of Portland, for the best solutions of an advertising problem by students in the class in general advertising.

The Ham-Jackson Prizes, aggregating \$50, are given annually by the Ham-Jackson Co., Inc., of Portland, to students of advertising, for the best solutions of advertising problems involving the use of direct mail literature.

Summer Scholarships. For the purpose of furnishing actual experience in various fields of advertising and related activities, there are offered a number of "summer scholarships" for qualified students of advertising. These scholarships provide that the student is engaged, during the summer, as a regular employee of the firm giving the scholarship, at a beginner's salary. The firms offering these scholarships are: Meier and Frank Co.; Olds, Wortman and King; Lipman and Wolfe; Botsford-Constantine Co.; Crossley and Failing, Inc.; The Portland Oregonian; The Oregon Journal; The Portland Telegram; and Foster and Kleiser Co.

The Oregon Daily Emerald offers numerous cash prizes for excellent work in connection with the student paper. Certain positions on this paper pay as high as \$600 a year.

Visiting newspaper men frequently offer prizes to be contended for by the students.

COURSES OF STUDY

The school of journalism offers four 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, managers's option, and five-year journalism course. Of these the writer's option is given as typical, though modifications are permitted to meet special cases:

WRITER'S OPTION

	Fall	Winter	Spring
FRESHMAN			
Elementary Newswriting	2	2	2
Foreign Language	4	4	4
Political or Social Science	4	4	4
Elective	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16	16	16
SOPHOMORE			
Publishing and Printing	3	3	3
Proof-reading	1		
Psychology or other Sciences	4	4	4
Literature	2	3	3
Foreign Language	3-4	3-4	3-4
Short Story	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
	17-19	16-18	16-18
JUNIOR			
Reporting	3	3	3
Copyreading	1	1	1
Advertising	3	3	3
Economics		4	4
Law of the Press	3		
Publicity and Camera	3	3	3
Elective	2	2	2
	15	16	16
SENIOR			
Editing (newspaper management and policy, public opinion)	5	5	5
Sociology, Economics, or Philosophy	3-4	3-4	3-4
Specialized Press	3	3	3
Electives in appropriate Social Sciences or History	4-5	4-5	4-5
	15-18	16-18	16-18

Description of Courses

LOWER DIVISION

111a,b,c. *Elementary Newswriting and News Gathering.* Fundamentals of general reporting, interviewing, news analysis, note taking, together with a study of news and lectures upon the modern newspaper. Ford, Turnbull.
Two hours, each term.

300a,b,c. *Publishing and Printing.* The study of type and its uses, the history of printing, book and newspaper standards, printing machinery and materials, the illustrative processes, cost accounting for printers, country journalism, and newspaper finance and administration. Laboratory in the print shop and practical management. Allen, Hall.
Three hours, each term.

118. *Proofreading.* Theory and Practice. Turnbull.

One hour, one term.

UPPER DIVISION

327, 328. *Home Economics Journalism.* Intended to equip students as department editors for newspapers and magazines. Prerequisites, courses in reporting and copyreading, and not less than fifteen hours of work in household arts. Parallel courses as advised after conference. Tingle, Allen.
Two hours, winter and spring terms.

330-331-332. *Reporting*. Types of newswriting in leading newspapers of the country, methods of handling typical difficulties in news getting; interviewing. Assignments given and prepared with a view to probable publication in some of the available University, town and state papers. Ford, Turnbull. *Three hours, each term.*

333. *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, 330-331-332. *Three hours, one term.*

333a,b,c. *Copyreading*. (Sometimes called news editing). The handling of material intended for newspaper publication; editing, correcting and revising any errors of fact, style and treatment, and accepting or rejecting according to standards of value. The theory of news values, and practice in news judgment. Headwriting. The full leased wires of the Associated Press and of the United Press are available for student use. Ford, Turnbull. *One hour, each term.*

396a,b,c. *Honors Reading*. Seminar. A course in extensive and intensive reading for honors candidates, arranged for the individual student. Junior year. *Three to twelve hours.*

420a,b,c. *The Specialized Press*. The specialized journalism of the leading industries, professions and vocations, with emphasis on those devoted to the fundamental industries, economics, finance, the arts, sciences, etc. The principles of trade and class journalism. The special feature article for magazine and newspaper. Sources, subjects, and types of articles. A review of magazine and syndicate markets. Students in this class are expected to sell their articles for publication. Prerequisites, courses 111a,b,c and 330-331-332, or their equivalent. Godfrey.

425. *Law of the Press*. Law of libel, blackmail, literary property including copyright, privileged communications, federal regulations and other phases of law bearing on the press. Spencer. *Three hours, fall term.*

431-432-433. *Publicity*. Theory and practice of placing before the public, important industrial, commercial, political, charitable, religious, and reform movements and institutions. Godfrey. *Two hours, each term.*

433a,b,c. *Advanced Copyreading*. Includes news room management and incidental executive training. Turnbull. *One hour, each term.*

440a,b. *General Advertising*. Theory and practice. The economic and social implications of advertising. The advertising agency. The "campaign," including methods of research, and the coordination of advertising with marketing and merchandising processes. Selection of media. Retail and mail-order advertising. Typography, engraving, printing, and book-making. Study and practice in the preparation of advertising copy of all kinds. Open only to majors in journalism and business administration. Thacher. *Three hours, fall and winter terms.*

441. *Space Selling*. The salesmanship of advertising, including a description of the organization and methods of the advertising department of newspapers and other publications. Open only to majors in journalism and business administration. Thacher. *Three hours, spring term.*

442-443-444. *Advertising Practice*. In this course, students are given practice in the creation and preparation of advertising copy, in connection with the advertising department of the "Daily Emerald" (the student

newspaper) and other campus publications. Open only to majors in journalism and business administration. Thacher. *One hour, each term.*

445a,b,c. *Advertising Problems*. The purpose of this course is to give the student an opportunity to cultivate his judgment through the consideration of actual marketing and merchandising problems, in the solution of which advertising may be a factor. Open only to majors in journalism and business administration. Thacher. *Two hours, each term.*

450-451-452. *Camera Reporting*. Choice, position and selection of news pictures. Marking for engraver. Use of camera. Course can be taken only in connection with 431-432-433. Godfrey. *One hour, each term.*

463-464-465. *Typography*. Advanced work in printing. Prerequisite, publishing and printing. Hall and Nash. *One to two hours, each term.*

470-471-472. *Current Events*. A seminar course given some years. Allen. *One hour, each term.*

480-481-482. *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.*

483-484-485. *Newspaper and Shop Management*. For seniors. Allen, Hall. *Two hours, each term.*

486-487-488. *Printshop Laboratory*. Advanced work in printing, and the management of job printing establishments. Hall. *Hours to be arranged.*

494a,b,c. *Editing*. Newspaper management and policy. Editorial writing, use of exchanges, syndicates, and services. History of journalism in Europe and America. A consideration of journalistic ethics, editorial writing, the analysis of news and propaganda, and training in the criteria of authenticity. Study of current world problems, and the media and principles through which the editor attains authentic points of view. The coordination and application of the knowledge the student has obtained in his study of the social sciences. Final course, required for graduation, senior year. Allen. *Five hours, each term.*

495a,b,c. *Social Science and the News*. Readings in social science and discussions bearing on news interpretation. Allen. *Hours to be arranged.*

497a,b,c. *Honors Reading*. Same as 396a,b,c. Senior year. *Three to twelve hours.*

499a,b,c. *Thesis*. The school of journalism regularly provides for thesis work. *Two hours, each term.*

GRADUATE DIVISION

500a,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.*

509a,b,c. *Thesis*. *Nine hours.*

510a,b,c. *Seminar in Social Problems*. Cooperative efforts at investigation of social problems overlapping into the fields of several departments such as sociology, political science, economics, journalism and the like. Open to graduate students and also to seniors with honors privileges, majoring in departments whose professors elect to participate in the seminar. *Hours to be arranged.*

SCHOOL OF LAW

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D. *President of the University*
 CHARLES E. CARPENTER, M.A., LL.B. *Dean of the School*
 EARL M. PALLETT, M.S. *Registrar of the University*

FOWLER V. HARPER, M.A., J.D. *Professor of Law*
 CHARLES G. HOWARD, A.B., J.D. *Professor of Law*
 HUGH E. ROSSON, B.S., LL.B. *Professor of Law*
 CARLTON E. SPENCER, B.A., J.D. *Associate Professor of Law*
 BERNARD C. GAVIT, A.B., J.D. *Assistant Professor of Law*
 JAMES D. BARNETT, Ph.D. *Professor of Political Science*

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 accessioned volumes and several hundred unaccessioned volumes and is receiving continual additions. The library includes substantial gifts from the libraries of Lewis Russell, Judge Matthew P. Deady, and Judge W. D. Fenton. Judge Fenton's gift is known as "The Kenneth Lucas Fenton Memorial Library," and numbers about eighteen thousand volumes.

ADMISSION TO THE LAW SCHOOL

For admission to the law school the student must have met the requirements for the junior certificate with upper division standing which requires half of a four year university course. For specific statement see Graduation Requirements.

Pre-legal students should select their program of studies from the following list:

Freshman: English history, modern governments, accounting, mathematics, science with laboratory, extempore speaking, survey course in English literature.

Sophomore: American history, political science, pre-legal English, principles of economics, money and banking, economics of business organization, philosophy, psychology, sociology.

SPECIAL STUDENTS

In exceptional cases students who have not complied with the regular admission requirements, may be admitted as special students. Such admissions will be restricted to those who are at least 23 years of age and who have completed a four-year high school course, and who are otherwise deemed qualified by the dean of the school.

Not more than ten per cent of the entering class will be admitted as special students in any one year.

No work done as a special student can be applied toward a law degree.

Neither admission nor attendance as a special student in the school of law for one term shall give the right to continue as such in any subsequent term, nor a right to a degree. If a special student's record has been in any respect unsatisfactory, the dean may refuse permission to register or continue as a special student in any subsequent term.

Work carried as a special student for a three-year period will entitle one to take the state bar examination.

ADVANCED STANDING

A student may transfer not to exceed two of years credit earned in other schools of recognized standing, provided the credit was earned subsequent to the completion of the prescribed two years of academic work. The right to reject any and all such credit is, however, reserved.

COMBINED COURSES IN ARTS OR SCIENCE AND LAW AND IN COMMERCE AND LAW

SIX YEAR COURSE IN ARTS OR SCIENCE AND LAW

Students who wish to secure both arts and law, or science and law degrees, may enter the law school at the beginning of their senior year and count the first year of law toward both the collegiate and the law degrees, and by so doing may obtain the two degrees in six years from the date of their admission to the University.

If all requirements are complied with, the degree of bachelor of arts or of bachelor of science is conferred at the close of the first year in the law school, and the degree of doctor of jurisprudence at the conclusion of the law course two years later.

The third pre-legal year in either of these combined courses may be profitably spent in English, history, economics, philosophy, and business administration courses. Such training will increase substantially one's professional opportunities.

SIX YEAR COURSE IN COMMERCE AND LAW

Present-day conditions make it highly desirable for the lawyer to have an adequate knowledge of sound business administration. Likewise, it is practically essential for a business man to have a knowledge of law. In order to provide such training for law and commerce students, the school of law and the school of business administration are offering a combined six-year course in commerce and law. Students completing this work will receive the degrees of bachelor of business administration and doctor of jurisprudence. Any student who has taken this course is doubly fortified to go successfully into the business or legal world. Detailed information regarding the curricula may be secured from the dean of the law school.

DEGREES

THE DEGREE OF BACHELOR OF LAWS (LL.B.)

Students who have met the requirements for the junior certificate with upper division standing in this University or their equivalent in another institution of recognized collegiate rank, and who have successfully completed courses in law aggregating one hundred fifteen credits, and who have otherwise satisfied the requirements of the University and of the law school, will be granted the degree of bachelor of laws (LL.B.).

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

The degree of doctor of jurisprudence (J. D.) will be granted to students who have received the degree of bachelor of arts, bachelor of science or bachelor of business administration from this University, or from some other institution of recognized collegiate rank, who have satisfactorily completed courses in law aggregating one hundred and fifteen term-hours with an average grade of at least III, and who have otherwise satisfied the requirements of the University and of the law school. Since one year of law may be counted toward both the collegiate degree and the law degree, the requirements for the degree of doctor of jurisprudence may be satisfied by the successful completion of a combined six-year course.

ADDITIONAL DEGREE REQUIREMENTS

1. Any student who fails to obtain a minimum of IV over the full three years of his law course shall not receive any law degree. For the J.D. degree, a minimum average of III is required.
2. A total of at least three years resident study in this or in some other law school of recognized standing is required of every applicant for a degree.
3. No degree shall be conferred upon any student who has not spent at least one year in resident law study at this University.

HILTON PRIZES

The Hilton Prize. Frank R. Hilton, Esq., of Portland, offers an annual prize of fifty dollars to the student who presents the best oral discussion of a legal subject selected by the faculty of the law school. To this the law school has added a second prize of twenty-five dollars.

The Bancroft-Whitney Prize. The Bancroft-Whitney Company, law publishers, have instituted an annual prize to be awarded to the senior student in the school of law who receives the highest average in his law school work. The prize consists of a law publication to be selected annually.

THE OREGON LAW REVIEW

The Oregon Law Review is published quarterly under the editorship of the law faculty as a service to the members of the Oregon bar, and as a stimulus to legal research and productive scholarship on the part of the students. It is the official organ of the Oregon Bar association.

REGISTRATION FEES

The law registration fee for all regular and special students and for partial students carrying more than six term-hours of law, is \$10 a term or \$30 a year. This fee is in addition to the University registration fee of \$26.25 a term.

Students registering late are required to pay the full registration fees for the term in which they register, and in addition, the privilege fees asked by the University for late registration.

Description of Courses

The law school assumes that its primary duty is owed to the people of the state of Oregon. For this reason, special emphasis is placed on both Oregon substantive law and Oregon procedure. In all courses, reference is repeatedly made to Oregon decisions and statutes. The attention of the student is called particularly to courses 405, 431, 432, 433 and 434, 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

401a,b,c. *Contracts.* Formation of simple contracts, including mutual assent and consideration; contracts under seal; parties affected by contracts; operation of the statute of frauds; performance of contracts, including express implied conditions; illegality; impossibility of performance; discharge. Williston, Cases on Contracts. Howard.

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

402a,b,c. *Agency.* Nature of relation; appointment; liability of principle for agent's torts, contracts, crimes; liabilities of agent; parties to writings; undisclosed principal doctrines; delegation of agency; termination; ratification. Mechem's Cases on the Law of Agency. (2nd ed.) Harper.

Three hours, winter term; two hours, spring term.

403a,b,c. *Torts.* Trespass to persons, to real property and to personal property; excuse for trespass; legal cause, negligence, contributory and imputed negligence; plaintiff's illegal conduct as a defense; duties of land owners; hazardous occupations; liability for animals; deceit; defamation, slander, libel, privilege, malice; malicious prosecution; interference with social and business relations, fair and unfair competition, strikes, boycotts, business combinations. Bohlen, Cases on Torts. Carpenter.

Three hours, each term.

404. *Personal Property.* Legal consequences of possession; facts giving rise to possessory title; various methods of acquiring title to chattels; liens and pledges; conversion. Warren, Cases on Property, abridged edition, supplemented by mimeographed selected cases. Spencer.

Two hours, fall and winter terms.

405. *Procedure I.* An introductory course on procedure in actions at law. Its purpose is to acquaint the student with the court system, methods of trial and appellate review; and to study in detail common law pleadings. Magill, Cases on Civil Procedure. Gavit.

Three hours, fall term.

406. *Criminal Law.* Nature of crime; source of criminal law; mental element in crime; intent and motive; parties in crime; crime as an act; attempts; specific crimes; crimes against the person; crimes against the dwelling house; felonious intent; jurisdiction. Sayre, Cases on Criminal Law (2nd ed.) Harper.

Four hours, fall term.

408. *Real Property I.* An introduction into the law of real property. The common law of estates; reversions and remainders; the Statute of Uses; rights in land; easements; profits a prendre; licenses; covenants running with the land; surface and percolating waters, natural water-courses; lateral support. Bigelow, Cases on Rights in Land. Gavit.

Five hours, spring term.

SECOND AND THIRD YEAR COURSES

420. *Equity.* Historical introduction; the method of enforcing equitable decrees; the relation of equity to the common law; territorial limitations upon the power of a court of equity; equitable relief against torts; denial of equitable relief upon grounds other than the adequacy of the legal remedy; specific performance of contracts; fulfillment of conditions; laches and the statute of limitations; part performance and the statute of frauds; equitable conversion; equitable servitudes; misrepresentation, mistake and hardship as defenses to specific performance, reformation and rescission for mistake. Harper, Gavit.

Two hours, fall term; three hours, winter term.

421a,b. *Trusts.* Nature and requisite of trust; express, resulting, and constructive trusts; charitable trusts; nature of cestui's remedies against trustee, transfer of trust property by trustee or by cestui; bona fide purchase for value; liability of trustee to third persons; investment of trust funds; extinguishment of trust. Scott, Cases on Trusts. Given alternate years. Carpenter.

Three hours, fall and winter terms.

422a,b. *Evidence.* Respective functions of judges and jury; presumptions; burden of proof; judicial notice; rules relating to hearsay, opinion and character evidence; admissions and confessions; real evidence; evidence relating to execution, contents and interpretation of writing; the best evidence rule; the parol evidence rule; competency of witness; privilege of witness; examination of witness. Thayer, Cases on Evidence (Maguire's edition). Spencer.

Two hours, fall term; four hours, winter term.

423. *Sales of Personal Property.* Subject matter of sale; executory and executed sales; bills of lading; seller's lien and right of stoppage in transitu; fraud; warranty, and remedies for breach of warranty; statute of frauds. Woodward, Cases on Sales. Given alternate years. Carpenter. Not given, 1928-29.

Three hours, winter and spring terms.

424. *Domestic Relations and Persons*. Marriage as a contract or relation; annulment; divorce. Husband and wife; wife's contracts; husband's duty to support wife and her authority to bind him by her contracts; property rights; rights to each as to earnings, services, and society of the other; husband and wife in the law of tort and crimes. Parent and child. Infancy; contracts, conveyances, torts and crimes. Woodruff, Cases on Domestic Relations and Persons (3rd ed.) Spencer.

Three hours, spring term.

425. *Bills and Notes*. The law of checks, bills of exchange and notes, with a detailed discussion of: formal requisites; acceptances; indorsement, transfer, extinguishment; obligation of parties; diligence; special character; the effect of the negotiable instruments law. Britton's Cases of Negotiable Instruments. Rosson. *Three hours, fall and winter terms.*

426. *Real Property II*. Titles; conveyancing; original titles founded on prescription, adverse possession, and accretion; execution and delivery of deeds; description of property conveyed; creation of easements; covenants for title; estoppel by deed; dedication; landlord and tenant; joint ownership; recording acts. Aigler, Cases on Titles to Real Property. Howard. *Three hours, fall term; two hours, winter term.*

428. *Wills*. Testamentary capacity and intent; signature; attestation; witnesses; incorporation by reference; revocation; republication and revival; grant and revocation of probate; title and powers of executors and administrators; payment of debts; payment of legacies. Costigan, Cases on Wills. Given in alternate years. Gavitt. *Three hours, fall term.*

430. *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. Holbrook and Aigler (2nd ed.), Cases on Bankruptcy. Given in alternate years. (Not given 1929-30). Harper. *Three hours, spring term.*

431a,b. *Procedure III*. (a) Code pleading. Actions; parties; the complaint; demurrers; the answer; the reply. (b) Procedure before trial. Sunderland, Cases on Code Pleading. Gavitt.

Two hours, winter term; three hours, spring term.

432. *Procedure IV*. Trial practice. Jurisdiction of courts; venue; process; judgments. Selection and instruction of juries; methods of introducing evidence; exceptions; findings; verdicts; motion for new trial. Sunderland, Cases on Trial Practice. Gavitt. *Three hours, winter term.*

433. *Procedure V*. Criminal Procedure. Prosecution, arrest, extradition, bail, grand jury, indictment, arraignments, verdict and proceedings subsequent to verdict. Mikell, Cases on Criminal Procedure. (Not given 1928-29). *Two hours, winter term.*

434. *Procedure VI*. Appellate Practice. What is reviewable; final judgments; waiver; estoppel; writs of error and appeal; original jurisdiction of appellate courts; parties; saying foundation for review; proceedings to perfect appeal, and effect thereof; reversible error. Sunderland, Cases in Appellate Practice. *Two hours, spring term.*

435. *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. (Not given 1928-29). *Three hours, winter term.*

440a,b. *Conflict of Laws*. Nature of law; territorial limitation upon the operation of law as affecting persons and things, including domicile and taxation; jurisdiction of courts in proceedings in rem, in personam, quasi in rem, and for divorce; extraterritorial recognition of rights acquired under foreign law, including status of persons, rights of property, obligations ex contractu and ex delicto, judgments, inheritance laws, etc. Sorenzen's, Cases on Conflict of Laws, Harper, Gavitt.

Two hours, winter term; three hours, spring term.

441. *Constitutional Law* (Political Science 401). 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 (2nd ed.) Barnett.

Four hours, fall term.

442. *International Law* (Political Science 403). The law of peace, the law of war, and the law of neutrality. Evans, Cases on International Law (2nd ed.) Barnett.

Four hours, winter term.

443. *Corporations, Municipal* (Political Science 402). The nature, constitution, powers and liabilities of municipal corporations. Tooke, Cases on Municipal Corporations. Barnett.

Four hours, fall term.

445a,b. *Partnership and Private Corporations*. Partnerships; acts and contracts creating partnerships; property; firm name and good will; rights and duties toward each other. Actions between partners; powers of partners; nature and extent of liabilities; application of assets to claims of creditors. Corporations, formation and reorganization; problems of disregarding the corporate entity; promotion and the liability of promoters; watered stock; extent and exercise of corporate powers; the de facto doctrine; ultravires; duties and rights of officers and stockholders, and the rights of creditors. Mechem, Cases on Partnerships. Richards, Cases on Corporations. Howard.

Three hours, winter term; four hours, spring term.

450. *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. Parks, Cases on Mortgages. Spencer.

Three hours, spring term.

491. *Legal Research*. A course open to third-year students and by special arrangement only. From one to three hours credit may be earned. The student will work under the supervision of the instructor in whose field the problem is selected.

495. *Thesis*.

Nine hours.

496. *Jurisprudence*. A survey course, calculated to introduce the student to the various schools of juristic thought, with particular emphasis upon sociological jurisprudence and pragmatist methods. Selected cases and assigned readings. Harper.

Three hours, fall term.

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 R. WALTER JOHNSON.....*X-Ray Technician*
 LEONA BUMP.....*Laboratory Technician*

DOERNBECHER MEMORIAL HOSPITAL FOR CHILDREN

OF THE

UNIVERSITY OF OREGON MEDICAL SCHOOL

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LAURA MARTIN.....Record Librarian
MAE ALLEN.....Supervisor
ALICE THOMAS.....Supervisor
GEBTRUDE LAUBE.....Supervisor
SOPHIE L. TRUELSON.....Supervisor
LILLIAN M. OLESON.....Supervisor
AMY GAMACHE.....Supervisor
EDNA CLAUSEN.....Anesthetist
HARRIET COMPTON.....Technician
EMMA CLAUSEN.....Dietitian
AMELIA FEARY.....Supervising Social Service Nurse
JANE GAVIN.....Social Service Nurse

OUT-PATIENT DEPARTMENT

Sponsored by the Junior League of Portland—Mrs. CLARENCE BISHOP, *President*

CLINICS

Pediatric Eye Ear, Nose and Throat
Orthopedic Surgery Physiotherapy

HISTORY AND EQUIPMENT

The medical school of the University of Oregon was established by a charter from the regents of the University in 1887 and has been in continuous operation since that time.

September 1, 1913, the Willamette University department of medicine was merged with the University of Oregon, the former retiring permanently from the field of medical education, leaving the University of Oregon the sole medical school in the Pacific Northwest. Under the terms of the merger, the students of Willamette University medical department were transferred to the University of Oregon and upon graduation received diplomas indicative of the consolidation. The alumni bodies of the two institutions were also merged.

THE CAMPUS

Prior to 1919 the medical school was housed in a three-story frame building at Twenty-third and Lovejoy streets near Good Samaritan Hospital. In the spring of 1914 a tract of twenty acres was deeded to the regents of the University by the Oregon-Washington Railroad and Navigation company as a campus for the future development by the University of a center of medical teaching and research.

SAM JACKSON PARK

The campus was enlarged in 1924 by the addition of an adjoining tract of eighty-eight acres, a gift to the medical school by Mrs. C. S. Jackson and Mr. Philip Jackson in behalf and in memory of the late C. S. Jackson. It is named Sam Jackson Park.

The entire campus of one hundred eight acres occupies a site of exceptional scenic grandeur at an elevation overlooking the city and the Willamette river, isolated from noise and smoke but within one and one-half miles of the business center and readily accessible. It affords an ideal setting for medical school buildings and affiliated hospitals.

In 1920 the University conveyed to the county of Multnomah nine acres on the campus for the construction of a general charity hospital, and in 1926 a tract of twenty-five acres was deeded to the United States government as a site for a new Veterans' Bureau hospital of three hundred beds.

MEDICAL SCHOOL BUILDINGS

The first unit of the medical school buildings was made possible by an appropriation of \$110,000 by the state legislature in 1917 and by cash donations amounting to \$25,000 from citizens of Portland. This unit, a three-story reinforced concrete structure, was completed and opened in the summer of 1919, enabling the transfer of the preclinical departments from the old quarters to the new campus, marking the beginning of a rapid development of the medical center.

MACKENZIE HALL

The legislature of 1921 appropriated \$113,000, which was matched by an equal appropriation by the General Education Board, for the construction of a second unit of the medical school. This building of four stories and of similar construction to the first unit, but twice its capacity,

was completed and dedicated by the regents in 1922, at which time it was designated Mackenzie Hall in honor of the late Dean Kenneth A. J. Mackenzie. The General Education Board appropriated an additional \$50,000 for equipment and thus there was afforded an exceptionally adequate plant and equipment for the preclinical departments as well as offices and research laboratories for the clinical departments.

CLINICAL FACILITIES

MULTNOMAH COUNTY HOSPITAL

The commissioners of Multnomah county accepted the gift of nine acres on the medical school campus and constructed thereon the first unit of the Multnomah County Hospital, which was opened in 1923. This unit, built at a cost of approximately \$1,000,000, embodies the most modern conceptions of a teaching hospital. It accommodates 300 beds and is a general charity hospital. Contemplated additional units will increase the capacity to 500 beds.

Under the terms of a contractual agreement between the commissioners of Multnomah county and the University of Oregon, the medical school has access to the hospital for teaching purposes and the director of the hospital becomes a University official. The director of the hospital appoints the professional staff, seventy-five per cent of whom are appointed from nomination by the medical school. The arrangement provides a most successful affiliation for teaching, research, and the care of the sick.

DOERNBECHER MEMORIAL HOSPITAL FOR CHILDREN

A sum of \$200,000 was given to the medical school in 1924 by Mrs. E. W. Morse and Mr. Edward Doernbecher in behalf and in memory of their father, the late F. S. Doernbecher, for the establishment and construction of the University's children's hospital. This sum was augmented by individual gifts totaling \$120,000 and enabling the completion in 1926 of a general hospital of eighty beds for children upon the campus adjacent to the medical school.

The hospital is owned and operated by the University and provides exceptional facilities for the care of sick and disabled children committed to the medical school by the counties of the state under the Children's Hospital Service Law and affords every detail for teaching and research in the departments of pediatrics and other clinical divisions.

It is operated by state appropriations and private donations.

PORTLAND FREE DISPENSARY

Founded in 1907 by the People's Institute, a private philanthropic organization, the Portland Free Dispensary became immediately affiliated with the medical school and is operated jointly by the two institutions. It is situated within five minutes of the medical school.

The professional and nursing staff is appointed by the medical school and clinics in all clinical divisions are conducted therein daily from 9 a. m. to 3 p. m. It cooperates with the Multnomah County Hospital as an out-patient department, and affords care for approximately 16,000 ambulatory indigent sick annually and thus provides a most valuable clinical teaching station.

The budget for maintenance and operation of the dispensary is derived from the People's Institute, the Community Chest, the medical school, the city of Portland, the county of Multnomah, the State Board of Health, and the Oregon Tuberculosis Association.

Special clinics are conducted in cooperation with certain agencies as follows:

- Tuberculosis Clinic—Oregon Tuberculosis Association.
- Venereal Clinic—Oregon State and Portland City Health Boards.
- Obstetrical Clinic—Child Hygiene Department, State Board of Health.
- Child Health Clinic—Oregon Tuberculosis Association and Visiting Nurses Association.
- Dental Clinic—City Health Bureau and Junior Red Cross.
- Health Center of the Jewish Neighborhood House—Portland Free Dispensary and Oregon Tuberculosis Association.

EXTRAMURAL CLINICS

Clinics and ward walks for small classes are conducted in a number of hospitals not situated upon the medical school campus. These classes are held at Good Samaritan Hospital, St. Vincent's Hospital, Portland Surgical Hospital, Emanuel Hospital, Portland Medical Hospital, the Portland Sanitarium, Waverly Baby Home, Albertina Kerr Nursery, and the State Hospital for the Insane.

AUTOPSY SERVICE AND PATHOLOGIC MUSEUM

Under a contractual agreement with the Multnomah county commissioners, the department of pathology of the medical school is designated to perform and record all coroner's autopsies, an arrangement that affords approximately 400 autopsies per year and materially augments the museum of pathology, and enables unusual opportunity for teaching in pathology and medical jurisprudence.

The museum, under a curator, has many thousand gross and tissue specimens.

The plan also assures authoritative records for medicolegal purposes.

LIBRARY

The medical school library contains over 11,000 volumes and receives 225 current journals. Through the privilege of inter-library loans, it is possible to procure, within a few days, volumes not contained in this collection. The library is supported from the general medical school fund, but in addition, the Portland Academy of Medicine and the Portland City and County Medical Society contribute annually toward its maintenance.

THE JONES LECTURESHIP IN MEDICINE

The Jones Lectureship in medicine has been founded by Dr. Noble Wiley Jones of Portland. Under the terms of the foundation, the income from a \$5,000 fund provides for a series of lectures by an authority in some branch of medical science. These lectures are presented in conjunction with the annual meetings of the alumni association. The first lectures were given in 1920 by Professor Ludwig Hektoen, Professor of Pathology of the University of Chicago; the second, in 1921, by Professor William Ophüls, Professor of Pathology, Leland Stanford University; the third, in 1922, by Sir Thomas Lewis of London; the fourth, in 1925, by Dr. A. J. Carlson, University of Chicago; the fifth, in 1926, by Dr. Martin H. Fisher, professor of physiology, University of Cincinnati; and the sixth, in 1928, by Dr. Julius Bauer of Vienna.

GENERAL INFORMATION

Tuition. For all resident students the tuition is \$180 per year, and for all students who are not bona fide residents of Oregon an additional

fee of \$60 per year is charged. Arrangements may be made for paying the tuition in installments at the beginning of each term.

Cost of Living. The cost of living for medical students in Portland is approximately the same as at the University of Oregon at Eugene, viz: from \$150 to \$200 per quarter, exclusive of tuition, fees and clothing. There are numerous rooming houses and boarding houses located near the medical school, dispensary, and the hospitals.

Tuition for special students and for summer work is \$3.50 per term hour.

Breakage Deposit. A deposit of fifteen dollars (\$15) for first and second year students, and ten dollars (\$10) for third and fourth year students is required at the beginning of each year for general breakage. The cost of damage done by an individual to University property will be deducted from his deposit; and in case the identity of the one responsible cannot be established, a pro rata charge will be made against the entire class of which he is a member. The remainder of this deposit will be returned at the end of each school year.

Microscopes. Students are expected to provide themselves with microscopes.

Lockers. Coat room and laboratory lockers will be assigned and a deposit of one dollar must be made when a lock for the same is received.

Special Examinations. If a special examination is granted, a fee of \$5 must be paid at the office.

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

ADMISSION TO THE UNIVERSITY OF OREGON MEDICAL SCHOOL

Application for admission should be made not later than July 1st. It is necessary to complete the list of matriculants early in July, making it thereafter impossible to consider applications for admission.

Notice of acceptance of application is accompanied by matriculation card, to be presented on registration day, together with duplicate to be returned not later than ten days following receipt, with matriculation fee of \$5.00 and a deposit of \$20.00, in order to reserve a place in the entering class. The deposit of \$20.00 may be applied toward the tuition fee of the first term. It is not refundable after July 15th.

REQUIREMENTS FOR ADMISSION

Applicants for admission are required to have satisfactorily completed a four years course in an accredited high school, or its equivalent, and collegiate preparation covering not less than three years of study in an acceptable institution. These courses must include the following:

I. High School Preparation. A minimum of fifteen units is required, acceptable toward collegiate matriculation, including the following:

	Units		Units
English	3	History	1
Algebra	1	One Foreign Language	2
Geometry	1	Additional in one of above subjects	1
Laboratory Science	1	Elective	5

Recommended High School Course. The following high school course, which meets all the formal requirements, is strongly recommended:

	Units		Units
English	4	Latin	2
Algebra	1½	History	1
Geometry	1	German or French	2
Physics	1	Electives	1½
Chemistry	1		
Total	15		

II. Collegiate Preparation. At least 135 term hours (90 semester hours) exclusive of credit in military science, of collegiate preparation in an accredited institution, is required for admission. Included in this preparation the following work is prescribed:

	Term Hours
Chemistry, inorganic (qualitative and quantitative may be included) ..	15
Chemistry, organic	8
Biology	20
Physics	12
English	9
German or French	20

The subject matter considered in the course in organic chemistry should be distributed over the aliphatic and aromatic compounds. Not less than 25% of all chemistry credit must be for laboratory work.

Preparation in biology should be chiefly in animal biology, elemental and advanced. Not less than 20% of the credit should be for laboratory work. Bacteriology and botany may be accepted for one-quarter of the required work.

The course in physics should cover the subject subdivisions presented in the customary one-year college course, including not less than one laboratory period per week.

It is recommended that advanced courses in written English be taken.

German and French preparation may be satisfied by a statement certifying to the applicant's possessing a ready sight reading ability, submitted by an instructor granting credit in either subject in a standard college or university.

Candidates who are deficient in any of the above minimum requirements will not be admitted.

RECOMMENDED ELECTIVE SUBJECTS

In addition to the above described requisite preparation, those intending to study medicine are advised to make elective choice of psychology, history, mathematics, at least one of the social sciences and advanced courses in English.

Present facilities necessitate limiting each entering class to sixty. Many more than this number apply for admission. The selection is made upon the basis of scholarship, thoroughness of preparation, and personal fitness for the profession.

BACHELOR'S DEGREE

Students entering the University of Oregon Medical School without the bachelor of arts or bachelor of science degree shall become eligible for one of these degrees, either in the University of Oregon, or in their respective institutions, before entering upon the work of the third year.

Eligibility for the bachelor of arts degree in the University of Oregon necessitates completion of 186 term-hours, including the satisfaction of at least three of four group requirements. The group requirements necessitate the completion of not less than 9 term-hours of correlated or sequence order courses. Groups are as follows:

I. Language and Literature. This group requirement may not be satisfied by beginning foreign language or required second year written English. Group I may be fulfilled by a survey course in Architecture or Music if the student is not majoring in either of those schools. German or French is specified by the Medical School as foreign language preparation.

II. Social Sciences. Economics, History, Political Science, and Philosophy.

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

IV. Biological Sciences, Animal Biology, Physiology, Plant Biology, Bacteriology or Psychology.

Laboratory work must be included in courses satisfying groups III and IV with the exception of preparation in mathematics.

Eligibility for the bachelor of arts degree necessitates completion of a two-year course in one foreign language, additional to two years of a foreign language offered at entrance.

Eligibility for the bachelor of science degree necessitates not less than 36 term-hours preparation in group II or III, additional to fulfillment of at least two of the remaining three group requirements.

It is evident that applicants meeting subject requirements for admission to the Medical School must have satisfied group requirements III and IV for the baccalaureate degree. It is therefore necessary that applicants for admission to the Medical School, anticipating the completion of requirements for the baccalaureate degree in arts or science in the University of Oregon, must fulfill group requirement I or II before entering upon the work of the third year in the Medical School.

STUDENT HEALTH

A committee of the faculty has special charge of student health; and, in addition to the general service of the entire school, arrangement is made for securing the advice and aid of the dean, associate dean, and heads of departments in all student health and welfare problems.

PHYSICAL EXAMINATION

All entering students are required to take a physical examination.

SPECIAL STUDENTS

Students who are not candidates for the degree of doctor of medicine may register in courses in the fundamental laboratory branches for which they are prepared, as special students; and graduates in medicine may register as special students in any course. No matriculants will be accepted as special students in clinical subjects, other than graduates in medicine. No graduates in medicine will be accepted as candidates for the degree of doctor of medicine.

Special students who register for special work, and who are not candidates for the degree of doctor of medicine, will be charged tuition according to the amount of work undertaken and the nature of the courses.

CURRICULUM IN MEDICINE AT UNIVERSITY OF OREGON

The course in medicine comprises four years. Three years of pre-medical work on the campus at Eugene or in some other accredited institution are devoted to liberal studies embracing the fundamental sciences contributory to medicine. They include work generally given in pre-medical departments, and listed under requirements for admission. The four years spent in the medical school at Portland are devoted to the

subjects of the regular four-year curriculum in medicine required by law.

The first three years must be satisfactorily completed before admission to the medical school (Portland). It has been found necessary for the present to limit the number of first year students at the medical school, consequently, completion of the third pre-medical year does not guarantee admission to the medical school.

CURRICULUM

The prescribed and recommended subjects for the first, second, and third years, i. e., pre-medical instruction, are described under the heading: requirements for admission. In the first, second, third, and fourth years at the medical school there are 4,078 hours of required work. In addition to this, seventeen credits must be earned from the list of elective courses offered. Elective courses may be taken with the permission of the instructor in any term for which they are scheduled. Descriptions of these courses are to be found under the several department headings. Students desiring to elect them should consult the instructor in charge in each case.

TABULATED COURSES FOR FOUR YEARS

FIRST YEAR					
	Lecture Hours	Laboratory Hours	Clinic Hours	Total Hours	Credits
Anatomy	99	297		396	18
Histology	88	99		182	6
Embryology	22	66		88	4
Bacteriology	44	132		176	8
Biochemistry	66	165		231	11
Physiology	33	66		99	5
Military	33			33	3
	330	825		1155	55
SECOND YEAR					
	Lecture Hours	Laboratory Hours	Clinic Hours	Total Hours	Credits
Neurology	22	66		88	4
Pathology	55	165		220	10
Pharmacology	110	66		176	12
Physiology	66	132		198	10
Military	33			33	3
Medicine 201 (Recitations)	22			22	2
Medicine 202 (Phys. Diag.)	22		33	55	3½
Medicine 203 (Lab. Diag.)	33	66		99	5
Surgery 201	33			33	3
Dermatology 230	11			11	1
Dermatology 231	11			11	1
	418	495	33	946	54½
THIRD YEAR					
	Lecture Hours	Laboratory Hours	Clinic Hours	Total Hours	Credits
Anatomy:					
Applied Anatomy	33			33	3
Bacteriology:					
Principles of Public Health	33		66	33	3
Community Health Problems				66	3
Pathology:					
Autopsy Clinic 103			22	22	1
Attendance at Autopsies 104 (Students required to attend 10) ..					1
106. Systematic Pathology		44		44	2
107. Autopsy Clinic			22	22	1
Medicine:					
204. (Recitations)	44			44	4
206. (Dispensary)			132	132	6
228. Tuberculosis Clinic			16	16	1
232. Dermatology	33			33	3
221. Nervous Dis. Clinic			11	11	½
222. Nervous Dis. Lecture	33			33	3

	Lecture Hours	Laboratory Hours	Clinic Hours	Total Hours	Credits
Radiology:					
202. (Recit. & Demonstrations)	38			38	3
Surgery:					
202. (Recitations)	38			38	3
203. (Dispensary)			49	49	2
205. (Bedside Clinics)			11	11	1/2
206. (Orthopedic)	22			22	2
207. (Minor Surg. Clinic)			22	22	1
208. (Surg. Pathology)			11	11	1/2
221. (Head and Neck)			22	22	1
224. (Gen. Surg.)			22	22	1
222. (Extrem.)			44	44	2
253. (Physiotherapy)			22	22	1
Oph., Otol., Rhin., Larn.:					
201. (Oph. Lect.)	11			11	1
202. (Oph. Disp.)			24	24	1
205. (O. R. and L. Lect.)	11			11	1
206. (O. R. and L. Disp.)			24	24	1
Genito-Urinary:					
201. (Lecture)	22			22	2
Pediatrics:					
201. (An. Ph. Hy. Inf. Ch. Inf. Clinic)	22		11	33	2 1/2
207. (Phys. Diag.)			16	16	1
Gynecology:					
201a. (Gyn. Pathology)			22	22	1
201b. (Lectures)	22			22	2
Obstetrics:					
201. (Intro. Lect. & Demons.)	22			22	2
202. (Lect. and Demons.)	22			22	2
203. (Path. Preg. Lab. & Peurp.)	22			22	2
207. (Attendance at Deliveries)					3
	418	44	569	1031	70

FOURTH YEAR

	Lecture Hours	Laboratory Hours	Clinic Hours	Total Hours	Credits
Pathology:					
108. Clinic (Path. Conf.)			22	22	1
Pharmacology:					
104. (Toxicology)	5			5	1/2
Medicine:					
209b. (Med. Clinic)			33	33	1 1/2
209c. (Med. Clinic)			11	11	1/2
209f. (Med. Clinic)			11	11	1/2
211. (Clerkships)			66	66	3
213. (Contagious Diseases)	11			11	1
214. (Ward Walks)			33	33	1 1/2
251. (General Clinic)			49	49	2
223. (Nerv. & Mental Clinic)			11	11	1/2
224. (Nerv. Dis. Lect.)	11			11	1
233. (Derm. Syph.)			33	33	1 1/2
Surgery:					
223. (Conferences)			44	44	2
225. (Clinics)			44	44	2
226. (Clinics)			33	33	1 1/2
228. (Lect. on Cancer)	5			5	1/2
252. (Clerkships)			121	121	5 1/2
Oph., Otol., Rhin., Larn.:					
203. (Oph. Lect.)	11			11	1
207. (O., R., and L. Lect.)	11			11	1
Genito-Urinary:					
202. (Clinic)			44	44	2
203. (Dispensary)			33	33	1 1/2
Pediatrics:					
208. (Dis. Inf. and Ch.)	66			66	6
205. (Clinic)			33	33	1 1/2
206. (Clerkships)			22	22	1

	Lecture Hours	Laboratory Hours	Clinic Hours	Total Hours	Credits
Gynecology:					
201. (Lectures)	22			22	2
203. (Clinic Disp.)			22	22	1
204. (Clerkships)			22	22	1
205. (Ward Walks)			16	16	1/2
Obstetrics:					
205. (Clinic)			24	24	2
206. (Outpatient Service, attendance at 7 deliveries required)					3
209. (Post Natal Clinic)			5	5	1/2
211. (Gen. Ob.)	33			33	3
212. (Manikin)	22			22	2
General:					
301. (Medical Jurisprudence)	11			11	1
302. (Oral Hyg. & Pathol.)	6			6	1/2
	214		732	946	56 1/2

RECAPITULATION

	Lecture Hours	Laboratory Hours	Clinic Hours	Total Hours	Credits
First Year	330	325		1155	55
Second Year	418	495	33	946	54 1/2
Third Year	418	44	569	1031	70
Fourth Year	214		732	946	56 1/2
	1380	1364	1334	4078	236

PRESCRIBED WORK BY DEPARTMENTS

PRE-CLINICAL

Anatomy	704
Bacteriology and Hygiene	176
Biochemistry	231
Physiology	297
Pharmacology	176
Pathology	220
Military Science	66
Total Hours—Pre-Clinical	1,870

CLINICAL

Pathology	**110
Anatomy	33
Pharmacology	5
Medicine:	
General Medicine	582
Nervous and Mental Diseases	66
Dermatology and Syphilology	88
Radiology	33
Preventive Medicine	99
Surgery:	
General Surgery	472
Orthopedic	66
Ophthalmology	46
Otology, Rhinology, Laryngology	46
Genito-Urinary Diseases	99
Pediatrics	170
Gynecology	126
Obstetrics	*150
Medical Jurisprudence	11
Oral Hygiene	6
Total Hours in Clinical Subjects	2,208
Total Hours Prescribed Work	4,078

* Not inclusive of out-patient duty in obstetrics.

** Not inclusive of attendance at 10 special autopsies.

ELECTIVE WORK

Seventeen units of work in elective subjects are required of the candidate for the degree of doctor of medicine, 10 of which shall be taken during the fourth year. At least 5 of these 10 units for the fourth year shall be in the department of medicine. (Special requirement for the graduating class of 1930: ten units of work in elective subjects are required during the fourth year, at least 6 of which shall be in the department of medicine. This requirement is in addition to elective credits received by each fourth year student (1930) during the first three years).

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

Under degree requirements it is specified that all candidates shall have had such balanced collegiate training, including usual preparation in basic sciences, to entitle the individual to baccalaureate degree requirements of the University of Oregon as outlined under statement of requirements for admission in this catalogue.

THE GRADUATE SCHOOL

The departments of anatomy, bacteriology, and hygiene, biochemistry, pathology, pharmacology and physiology offer instruction leading to the master's degree as an integral part of the graduate school of the University of Oregon and subject to the rules and regulations which are published in the bulletin of the graduate school.

FELLOWSHIPS AND SCHOLARSHIPS

THE NOBLE WILEY JONES FELLOWSHIP IN PATHOLOGY

The Noble Wiley Jones Fellowship in Pathology is awarded each year by the pathology staff to a student who has manifested particular interest and proficiency in that branch of study. The fellowship consists of the annual income from a gift of \$5,000 made by Dr. Noble Wiley Jones of Portland.

COLLINS RESEARCH FELLOWSHIP

The Collins Research Fellowship, founded by Mr. E. S. Collins, of Portland, 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.

SURGICAL ESSAY PRIZE

A Surgical Essay Prize is given each year to the fourth year student writing the best essay on a surgical subject. The presentation is made by Dr. J. Earl Else, Clinical Professor of Surgery.

ALUMNI ASSOCIATION

The Medical School Alumni Association, made up of the graduates of the merged schools, is a strong organization working for the interests of students and graduates and encouraging scientific and professional progress among its members and the medical profession; it is working with the faculty to build up in Portland a great medical center; it is lending its aid in every way possible for the benefit of the medical profession.

The alumni association holds each year an annual meeting in June. The meeting lasts three full days and includes papers, clinics and the business meeting and banquet. Many out-of-town physicians attend these meetings. All members of the profession are cordially welcome to all sessions. The proceedings of the meetings are published and sent to all members.

Graduates and past and present instructors of the medical schools of the University of Oregon and Willamette University are eligible to membership. The dues are one dollar a year.

The officers of the alumni association for 1928-29 are:

Dr. Richard P. Landis	President
Dr. H. H. Foskett	First Vice-President
Dr. Carl Hoffman	Second Vice-President
Dr. Roy Shields	Third Vice-President
Dr. Joseph B. Blair	Fourth Vice-President
Dr. Claude A. Lewis	Secretary
Dr. Morris L. Bridgeman	Treasurer

SUMMER COURSES

PRE-CLINICAL

Courses for medical students or others qualified for the work are offered during the summer at the medical school, providing there is enrolled a sufficient number to warrant presentation of the course.

Because of the cost of laboratory supplies and equipment, tuition for these courses will be based on the number of credit hours given for each course, the rate being \$3.50 per credit hour.

Courses will begin at 8:00 o'clock and laboratory work will follow lecture work.

CLINICAL

A limited amount of clinical work at the Portland free dispensary is open during the summer months to medical students of junior and senior standing. The full time required for work, in each case, in fall, winter and spring quarters, is required for summer work. Clinics, for which required or elective credit may be given, are conducted in medicine, surgery, dermatology, genito-urinary diseases, ophthalmology, otology, rhinology, laryngology, gynecology and obstetrics.

Departments of Instruction

DEPARTMENT OF ANATOMY

WILLIAM F. ALLEN.....	Professor of Anatomy
OLOF LARSELL.....	Professor of Anatomy
JOHN V. STRAUMFJORD.....	Instructor in Anatomy
EDWARD A. LECOCQ.....	Assistant in Anatomy
HOWARD P. LEWIS.....	Assistant in Anatomy
CHARLES A. PREUSS.....	Assistant in Anatomy
MARTIN S. SICHEL.....	Assistant in Anatomy
ALBERT H. SCHWICHTENBERG.....	Research Assistant in Anatomy
ALMON J. WHITE.....	Research Assistant in Anatomy
EDITH BLACKLEE.....	Technician

REQUIRED

FIRST YEAR

101. *Gross Anatomy*. Each term; lectures and quizzes, 3 hours per week; laboratory, 9 hours per week; 396 hours; eighteen credits. Larsell, Straumfjord and assistants.

102. *Histology and Organology*. Fall term; lectures and quizzes, 3 hours per week; laboratory, 9 hours per week; 132 hours; six credits. Larsell and assistants.

103. *Embryology*. Winter term; lectures, 2 hours per week; laboratory, 6 hours per week; 88 hours; four credits. Allen and assistants.

SECOND YEAR

201. *Neurology and Organs of Special Senses*. Fall term; prerequisite, Anatomy 101-103; lectures, 2 hours per week; laboratory, 6 hours per week; 88 hours; four credits. Allen and Preuss.

THIRD YEAR

205. *Applied Anatomy*. Spring term; prerequisite, Anatomy 101; lectures, quizzes and demonstrations; 3 hours a week; 33 hours; 3 credits.

ELECTIVE

105. *Microscopic Technique*. Fall and winter term; limited to twelve students after consultation with instructor; laboratory, 3 hours a week; 33 hours; one credit. Larsell and assistant.

202. *Advanced Histology*. Winter and spring terms; prerequisite, Anatomy 102 and 105; laboratory, 6 hours a week or less; credits to be arranged. Larsell.

203. *Topographical Anatomy*. Winter term; prerequisite, Anatomy 101; limited to fifteen students; laboratory, lecture 1 hour a week; laboratory, 3 hours a week; 44 hours; two credits. Lewis and Sichel.

204. *Special Dissections*. Limited to available material; prerequisite, Anatomy 101; hours and credits to be arranged.

206. *Applied Osteology*. Lectures and demonstrations, 1 hour a week; laboratory, 3 hours a week; 44 hours; two credits.

207. *Mechanism of the Central Nervous System Studied from Lesions*. Spring term; prerequisite, Anatomy 201; laboratory, 3 to 6 hours a week; credits to be arranged. Allen.

208. *Seminar and Journal Club*. Each term; includes anatomical staff and advanced students; hours and credits to be arranged. Allen.

209. *Comparative Neurology*. Lectures, conferences and laboratory. Winter and spring terms; credits to be arranged. Larsell.

210. *Research*. In any branch of anatomy, research is open to qualified students upon approval of any of the instructors. Hours and credits to be arranged. Allen and Larsell.

DEPARTMENT OF BACTERIOLOGY, HYGIENE
AND PUBLIC HEALTH

HARRY J. SEARS.....	Professor of Bacteriology
WILLIAM LEVIN.....	Instructor in Bacteriology
W. K. LIVINGSTON.....	Instructor in Parasitology
FREDERICK D. STRICKER.....	Lecturer in Public Health
MAURICE F. GOURLBY.....	Assistant in Bacteriology
MARIAN G. HAYES.....	Assistant in Parasitology
WESLEY V. FRICK.....	Research Assistant in Bacteriology
MARIE STRUBB.....	Technician

REQUIRED

FIRST YEAR

101. *Medical Bacteriology and Immunology*. Spring term; lectures, 4 hours a week; laboratory, 12 hours a week; 176 hours; eight credits. Sears, Levin and Gourley.

THIRD YEAR

102. *Principles of Public Health*. The general principles of public health activities. Control of communicable diseases. Organization of

federal, state, local and other health agencies. Elements of infant, school and industrial hygiene and vital statistics. Lectures, recitations and discussions. Three hours a week; 33 hours; three credits. Sears and Stricker.

103. *Community Health Problems*. A course consisting chiefly in a community health survey carried out under the direction of the department staff. Summer following third year; 66 hours; three credits. Sears, Stricker and Levin.

ELECTIVE

204. *Seminar in Bacteriology and Immunity*. Meetings of the departmental staff and assistants with a number of specially qualified students to discuss the newer developments in the science as they appear in the current periodical literature. Topics are assigned and individual reports read at meetings of the class. Open to a limited number of students. Meetings held once each week. Sears and Levin.

207. *Parasitology*. A brief course in general parasitology consisting of lectures presenting the clinical and hygienic importance of human parasites and laboratory studies of morphology and diagnostic technic. Fall term; laboratory, 6 hours a week; lectures, 1 hour; three credits. Livingston and Hayes.

208. *Immunology and Serum Technic*. Winter term; lectures on the fundamentals of immunology and laboratory exercises in the technic of serum reactions. Laboratory, 3 hours; lectures and demonstrations, 2 hours; 55 hours; three credits. Sears.

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

DEPARTMENT OF BIOCHEMISTRY

HOWARD D. HASKINS.....	Professor of Biochemistry
EDWIN E. OSGOOD.....	Assistant Professor of Biochemistry
FRANK E. TROTMAN.....	Instructor in Biochemistry
LELAND S. HARRIS.....	Instructor in Biochemistry
ALFRED B. GEYER.....	Research Assistant in Biochemistry

REQUIRED

FIRST YEAR

101. *Biochemistry*. Fall term, 3 lectures and 6 hours laboratory a week; winter term, 3 lectures and 9 hours laboratory a week; 231 hours; eleven credits. Haskins, Trotman and Harris.

ELECTIVE

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

203. *Laboratory Diagnosis*. (For special or graduate students.) Required for second year students; see department of medicine, course 203.

210. *Biochemistry Research*. Haskins.

DEPARTMENT OF PATHOLOGY

ROBERT L. BENSON.....	Professor of Pathology
FRANK R. MENNE.....	Professor of Pathology
WARREN C. HUNTER.....	Associate in Pathology
DARRELL G. LEAVITT.....	Instructor in Pathology
JAMES D. STEWART, JR.....	Assistant in Pathology
HERMAN SEMINOV.....	Noble Wiley Jones Fellow in Pathology
MARY BALLE.....	Technician
HENRY SAXRUD.....	Technician
ALLEN M. BOYDEN.....	Research Assistant in Pathology
ALTA P. BASLER.....	Stenographer

The pathological museum is comprehensive. Gross and microscopic tissues are received from the surgical clinics of the several Portland hospitals, and from the autopsies of the coroner's office and other autopsies. (See Pathology Museum in this catalogue.)

REQUIRED
SECOND YEAR

101. *General Pathology*. Fall term. A course in general pathology, comprising the study of prepared slides supplemented by experiments, fresh and museum specimens. Lectures, recitations, 3 hours, and laboratory 9 hours a week; 132 hours; six credits. Menne and Leavitt.

102. *General Pathology*. Lectures, 2 hours, and laboratory, 6 hours a week; 88 hours; four credits. Benson and Leavitt.

THIRD YEAR

103. *Autopsy Clinic*. Spring term; studies of autopsies, including a presentation of the clinical history. Two hours a week; 22 hours; one credit. Menne and Hunter.

104. *Attendance at Autopsies*. Each student is required to attend and describe at least ten autopsies. Time to be arranged. One credit. Pathology staff.

105. *Gynecological Pathology*. (See Gynecology 201a.)

106. *Systematic Pathology*. Fall term, 4 hours each week; 44 hours; two credits. Benson, Menne or Hunter.

107. *Autopsy Clinic*. Continuation of Course 103. Studies of autopsies, including presentation of clinical history. Third year; winter term, two hours a week; 22 hours, one credit. Menne and Osgood.

FOURTH YEAR

108. *Clinical Pathological Conference*. Multnomah County Hospital. Two hours each week for one term; throughout year in sections; 22 hours; one credit. Menne and Selling.

ELECTIVE

201. *Attendance at Autopsies*. Opportunity is offered to students each quarter to elect autopsy attendance with instruction, and such students are required to assist and to make detailed suggestions. Hours and credits to be arranged. Hunter.

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

203. *Research*. Open to specially qualified students. Hours and credits to be arranged. Benson, Menne or Hunter.

204. *Advanced Pathological Histology*. Systematic study of microscopic section of autopsy tissues. Open to students who have had at least one quarter's work in pathology. Hours and credits to be arranged. Benson or Menne.

205. *Special Pathology of Heart and Circulation*. Hours and credits to be arranged. Benson.

206. *Pathology of the Endocrine Glands*. Attendance at autopsies required. Hours and credits to be arranged. Menne.

DEPARTMENT OF PHARMACOLOGY

HAROLD B. MYERS.....	Professor of Pharmacology
CLINTON H. THIRNES.....	Assistant Professor of Pharmacology
RANDALL F. WHITE.....	Instructor in Pharmacology
V. THOMAS AUSTIN.....	Research Assistant in Pharmacology
JOHN B. FLYNN.....	Research Assistant in Pharmacology
ABRAHAM HOCKETT.....	Research Assistant in Pharmacology
THOMAS A. MCKENZIE.....	Technician

REQUIRED
SECOND YEAR

101. *Systematic Pharmacology and Prescription Writing*. Winter term; lectures and quizzes, 5 hours a week; laboratory, 3 hours a week; 88 hours; six credits. Myers, Thienes and White.

102. *Systematic Pharmacology and Pharmacodynamics*. Spring term; lectures and quizzes, 5 hours a week; laboratory, 3 hours a week; 88 hours; six credits. Myers, Thienes and White.

103. *Applied Pharmacology*. Given in conjunction with Medicine 206.

FOURTH YEAR

104. *Toxicology*. Spring term; lectures and quizzes, 1 hour a week for 5 weeks; 5 hours; one-half credit. Myers.

ELECTIVE

201. *Toxicological Analysis*. (Second year.) Spring term; lectures and quizzes, 1 hour a week; laboratory, 3 hours a week; 44 hours; two credits. Myers and Thienes.

203. *Research*. Students who are properly qualified and who can devote an adequate amount of time to the work are encouraged to pursue original investigation of pharmacological problems. Hours and credits to be arranged. Myers and Thienes.

204. *Seminar*. Offered spring term; open to third and fourth year students; 2 hours a week; 22 hours; two credits. Myers and Thienes.

DEPARTMENT OF PHYSIOLOGY

GEORGE E. BURGET.....	Professor of Physiology
IRA A. MANVILLE.....	Associate in Physiology
CARLETON P. PYNN.....	Instructor in Physiology
GEORGE R. SUCKOW.....	Assistant in Physiology
HAROLD R. ALLUMBAUGH.....	Assistant in Physiology
ROSS THORNTON.....	Research Assistant in Physiology
HERBERT C. HENTON.....	Research Assistant in Physiology

REQUIRED
FIRST YEAR

101. *Blood, Circulation and Respiration*. Spring term; prerequisite, Biochemistry 101; lectures and recitations, 3 hours a week; laboratory, 6 hours a week; 99 hours; five credits. Burget, Manville, Pynn, Suckow and Allumbaugh.

SECOND YEAR

102. *Digestion, Metabolism, Absorption, Secretion, Excretion, Muscle and Heat*. Fall term; prerequisite, Physiology 101; lectures and recitations, 3 hours a week; laboratory, 6 hours a week; 99 hours; five credits. Burget, Manville, Pynn, Suckow and Allumbaugh.

103. *The Nervous System and the Senses*. Winter term; prerequisite, Anatomy 101; lectures and recitations, 3 hours a week; laboratory, 6 hours a week; 99 hours; five credits. Burget, Manville, Pynn, Suckow and Allumbaugh.

ELECTIVE

201. *Lectures on the History of Physiology*. Winter term; 1 hour a week. Burget.

202. *Physiology of the Glands of Internal Secretion*. Spring term; prerequisite, Physiology 101-103; lectures, 1 hour a week; laboratory, 3 hours a week; 44 hours; two credits. Burget.

203. *Studies in Metabolism*. Fall term; prerequisite, Physiology 101-103; lectures, 1 hour a week; laboratory, 3 hours a week; 44 hours; two credits. Pynn.

204. *Diet and Nutrition.* (Third year.) Winter term. A course in dietary requirements in health and disease with special emphasis given to the indication and contra-indications for particular food factors; the hygiene of the gastro-intestinal tract; the peculiar value of sunlight, minerals and vitamins. Prerequisite, Physiology 101-102-103; lectures, 2 hours a week; 22 hours; two credits. Manville.

215. *Research.* Each term; hours and credits to be arranged. Burget and Manville.

DEPARTMENT OF MILITARY SCIENCE AND TACTICS

CAPT. JAMES D. EDGAR.....*Medical Corps, U. S. Army, Retired.
Professor of Military Science and Tactics*

The Army Reorganization Act of Congress, June 4th, 1920, made possible the establishment of units of the Reserve Officers' Training Corps in certain selected medical schools. A unit of this corps was established in the medical school during 1920, and was among the first ten units established in Class A medical schools at the invitation of the surgeon general.

The subjects in the course act as corollaries to other subjects taught in the school, in addition to which the organization, administration and functions of the army, in both peace and war, are taught; particular stress being laid upon the organization, administration and functions of the medical department of the army.

Instruction is given by lectures, quizzes and demonstrations. No drill is required, nor are uniforms worn during the school year. During the advanced course students are paid a commutation of subsistence, amounting to over \$200.00.

REQUIRED

101-102. *Basic Course.* First and second years, 6 terms, 1 hour a week, six credits. This course covers military organizations, history of military medicine, theoretical schools of the soldier and company, first aid, organization and administration of the medical department, map reading, tactics and the use of medical units in peace and war.

ELECTIVE

201-202. *Advanced Course.* Open to students of the third and fourth years who will be eligible on graduation to accept a commission in the Officers' Reserve Corps; 6 terms, 1 hour a week and one summer camp of six weeks. Work during the school year consists of lectures, quizzes and demonstrations covering hygiene, sanitation, control of communicable diseases, history and development of hospitals, hospitalization, school of the officer, military psychiatry and allied subjects.

A summer camp of six weeks at Camp Lewis, Washington, immediately following the school year, is part of the course. It may be taken after the second or third years. The student receives 70c a day, transportation to and from camp, rations, uniforms, shelter and medical treatment free at the camp. The student company functions in turn, as medical detachment of a regiment, collecting company, ambulance company and hospital company. Instruction is chiefly by demonstrations and practical exercises. Afternoons are devoted to athletics, equitation and recreation. Several trips are taken, the most interesting being the trip to Mt. Rainier.

At graduation those who have completed the course receive commissions as first lieutenants in the medical section of the Officers' Reserve Corps of the United States army.

Clinical Departments

DEPARTMENT OF MEDICINE

LAURENCE SELLING.....*Clinical Professor and Head of Department*
 NOBLE WILEY JONES, T. HOMER COFFEN.....*Clinical Professors*
 LYLE B. KINGERY.....*Clinical Professor of Dermatology*
 RALPH C. MATSON.....*Associate Clinical Professor*
 HAROLD C. BEAN, MARR BISAILLON, I. C. BRILL, WESLEY E. GATEWOOD, J. ALLEN GILBERT, WILLIAM S. KNOX, RAY M. MATSON, ARTHUR S. ROSENFELD, CHARLES E. SEARS, JOSEPH N. SHORT.....*Assistant Clinical Professors*
 EDWIN E. OSGOOD.....*Assistant Professor of Medicine*
 HARVEY G. PARKER.....*Assistant Clinical Professor of Dermatology and Syphilology*
 J. GUY STROHM.....*Assistant Clinical Professor of Syphilology*
 JOHN H. FITZGIBBON, LEON A. GOLDSMITH, BLAIR HOLCOMB, FRANK R. MOUNT, LUTHER T. NELSON, ROY A. PAYNE, EDWARD A. PIERCE, ALBERT WITHAM.....*Clinical Associates in Medicine*
 GROVER C. BELLINGER, DAVID W. E. BAIRD, ERNEST BOYLEN, PROSSER CLARK, FERDINAND H. DAMMASCH, ROBERT G. HALL, ROGER HOLCOMB, WILLARD F. HOLLENBECK, CARL J. HOLLINGWORTH, MARTIN A. HOWARD, ARTHUR JONES, MURRAY LEVY, MERLE L. MARGASON, GEORGE W. MILLETT, MERLE MOORE, HAROLD B. MYERS, OLIVER M. NISBET, HOMER P. RUSH, ALBERT L. SEVEREIDE, EDMUND W. SIMMONS, FRANK M. TAYLOR, CLINTON H. THIENES, JOHN B. WHITE, CHARLES WILSON, BERTRAND O. WOODS.....*Clinical Instructors*
 LEWIS F. GRIFFITH, J. C. EVANS.....*Clinical Lecturers in Psychiatry*
 HERALD T. NOKES.....*Resident in Medicine*
 JAMES NEWSOM.....*Research Assistant in Medicine*

INTERNAL MEDICINE

REQUIRED SECOND YEAR

201. *Introduction to the Principles of Medicine.* Recitations based on a standard textbook. Spring term, 2 hours a week; 22 hours; two credits. Nisbet, Hollingworth and Hollenbeck.

202. *Physical Diagnosis.* Lectures, 11 hours; winter term; demonstration, 33 hours, and lectures, 11 hours; spring term; 55 hours; three and one-half credits. Gatewood.

203. *Laboratory Diagnosis.* Spring term; 3 lectures and 6 laboratory hours; 99 hours; five credits. Osgood and Haskins.

THIRD YEAR

204. *Medicine, Recitations.* Two hours a week, fall and winter terms; 44 hours; four credits. Woods, Moore, Thienes, Goldsmith, Howard and Hollenbeck.

206. *Dispensary.* Four hours a week throughout the third year; 132 hours; six credits. Payne, Myers, Mount, Nelson, Nisbet, Severeide, Woods, Clark, Hollenbeck, Goldsmith, Thienes, Hollingworth, Moore, Baird, R. Holcomb, Millett, White, Jones, Simmons.

228. *Tuberculosis Clinic.* Portland Free Dispensary; one and one-half hours a week for 5½ weeks; 16 hours; one credit. Bisailon.

FOURTH YEAR

209b. *Medical Clinic.* Multnomah County Hospital; diseases of the chest; one hour a week throughout the year; 33 hours; one and one-half credits. Matson.

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

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

211. *Clinical Clerkships*. Sections of the fourth year class are assigned to the medical service of the Multnomah County Hospital throughout the year; 66 hours; three credits. Osgood and Wilson.

213. *Contagious Diseases*. Contagious Hospital; 1 hour a week, with the cooperation of Dr. John G. Abele (city health officer); one term, throughout the year, in sections; 11 hours; one credit. Hall and Dammasch.

214. *Medical Ward Walks*. Multnomah County Hospital; 1 hour a week throughout the year, in sections; 33 hours; one and one-half credits. Coffen, Short, Bean, Fitzgibbon, Brill, Nokes.

251. *General Medical Clinic*. Multnomah County Hospital. One and one-half hours a week throughout the year; 49 hours; two credits. Knox, Sears and Bean.

ELECTIVE

215. *Gastroenterology*. Fall term; lecture and conference course, two hours a week; 22 hours; one credit. Fitzgibbon.

216. *Diseases of Metabolism and the Ductless Glands*. Fall and winter terms, lecture and conference course; two hours a week; 22 hours, one credit. Holcomb.

217. *Diseases of the Kidney*. Winter term; lecture and conference course; two hours a week; 22 hours; one credit. Millett.

218. *Diseases of the Circulation*. Fall term; lecture and conference course; 1 hour a week; 11 hours; one credit. Jones.

226. *Applied Therapeutics*. Fourth year, spring term; lectures and recitations; 11 hours; one credit. Wilson.

236. *Endocrinology*. A course of lectures taking up the clinical syndromes of disturbance in the glands of internal secretion associated with the case study of classical cases and the diagnosis and treatment of those entering the Endocrine clinic. Goitre and diabetes are included in this work only indirectly. Fall, winter and spring terms. Two hours a week; 22 hours; one credit. Rush.

237. *Research*. Hours and credits to be arranged.

238. *Medical Ward Walks*. Good Samaritan Hospital; 1 hour a week, (fourth year), one term; 11 hours; one-half credit. Bean.

240. *Clinical Demonstrations*. Multnomah Hospital. Fall term; eleven hours; one-half credit. Osgood. (Fourth year.)

241. *Clinical Diagnosis*. Multnomah Hospital. Winter term; eleven hours; one-half credit. Osgood. (Fourth year.)

254. *Minor Ailments Clinic*. Eleven hours; one-half credit. Offered each term. (Fourth year.)

255. *Differential Diagnostic Clinic*. Eleven hours; one-half credit. Goldsmith.

257. *Tuberculosis Ward Walk*. Multnomah County Hospital. Eleven hours; one-half credit; one term. (Fourth year.) Matson.

NERVOUS AND MENTAL DISEASES

LAURENCE SELLING.....Clinical Professor of Medicine
J. ALLEN GILBERT.....Assistant Clinical Professor of Medicine
MERL L. MARGASON, MURRAY LEVY.....Instructors in Medicine
LEWIS F. GRIFFITH, J. C. EVANS.....Clinical Lecturers in Psychiatry

REQUIRED
THIRD YEAR

221. *Clinic at Dispensary*. One hour a week throughout the year, in sections; 11 hours; one-half credit. Margason and Levy.

222. *Clinic and Lecture on Nervous Diseases*. One hour a week, throughout the year; 33 hours; three credits. Selling and Margason.

FOURTH YEAR

223. *Clinic*. Sections of the fourth year class are assigned to the neurological service of the Multnomah County Hospital; one term, throughout the year, in sections; 11 hours; one-half credit. Selling.

224. *Clinic and Lectures on Mental Diseases*. One hour a week, spring term; 11 hours; one credit. Griffith and Evans.

ELECTIVE

225. *Psychopathology*. One hour a week; 11 hours; spring term; one credit. Gilbert.

DERMATOLOGY AND SYPHILOLOGY

LYLE B. KINGERY.....Clinical Professor of Dermatology and Head of the Department
HARVEY G. PARKER.....Assistant Clinical Professor of Dermatology and Syphilology
J. GUY STROHM.....Assistant Clinical Professor of Syphilology
JOHN H. LABADIE.....Clinical Instructor in Dermatology

REQUIRED
SECOND YEAR

230. *Dermatological Pathology*. Lectures; 1 hour a week; 11 hours; one credit. Kingery.

231. *Syphilis Lectures*. One hour a week; 11 hours; one credit. Kingery.

THIRD YEAR

232. *Clinical Lectures and Conference Course*. One hour a week for each section throughout the year; 33 hours; three credits. Kingery, Parker and Labadie.

FOURTH YEAR

233. *Syphilis Dispensary*. Two hours a day, four times a week for five and one-half weeks; total, 33 hours; throughout the year in sections; one and one-half credits.

RADIOLOGY

DORWIN L. PALMER, FRANK E. BUTLER, SHERMAN A. REES.....Instructors
R. W. JOHNSON.....Technical Assistant

REQUIRED
THIRD YEAR

202. *Advanced Radiology*. One hour a week throughout the year. Lectures and quizzes. This course will include a consideration of the interpretation of pathology as depicted on the radiograph and the fluorescent screen. This course will include the medical, surgical and dental application of roentgenology in diagnosis; the uses, the limitations and the dangers; 33 hours; 3 credits. Butler, Palmer and Rees.

ELECTIVE

211. *Radiographic Technic.* These lectures will be of a practical nature and will include the principles of radiography, and actual demonstrations of technic. Fourth year, each term; 11 hours; one-half credit. Johnson.

256. *Radiology.* Gastro-intestinal radiology at Dispensary. Eleven hours, one term, one-half credit (fourth year). Rees.

DEPARTMENT OF SURGERY

J. EARL ELSE, *Chairman*

RICHARD B. DILLEHUNT, ROBERT C. COFFEY, J. EARL ELSE, WILLIAM B. HOLDEN	<i>Clinical Professors</i>
OTIS F. AKIN, THOMAS M. JOYCE, CHARLES R. MCCLURE, ERNST A. SOMMER	<i>Associate Clinical Professors</i>
ALVIN W. BAIRD, CHARLES D. BODINE, LOUIS P. GAMBER, LUTHER H. HAMILTON, GEORGE N. PEASE, EUGENE W. ROCKEY, PAUL ROCKEY.....	<i>Assistant Clinical Professors</i>
JAMES C. ZAN.....	<i>Associate in Surgery</i>
WALTER W. BLACK, HARRY C. BLAIR, FRANK E. BOYDEN, FRANCIS W. BRODIE, BANNER R. BROOKE, CECIL E. BROUS, CLARENCE W. BRUNKOW, WINFRED H. BUEERMANN, ROSCOE W. CAHILL, ALBERT H. CANTRILL, C. ELMER CARLSON, JEROME HOLZMAN, ARTHUR C. JONES, GORDON B. LEITCH, CLAUDE A. LEWIS, WILLIAM K. LIVINGSTON, LEO S. LUCAS, CHARLES H. MANLOVE, KARL H. MARTZLOFF, KARL P. MORAN, HER- BERT S. NICHOLS, OLIVER M. NISBET, EDWARD W. ST. PIERRE, WILLIAM E. SAVAGE, WAYNE J. STATER, BENJAMIN N. WADE, OTIS B. WIGHT.....	<i>Clinical Instructors</i>
HAROLD E. DEDMAN.....	<i>Resident in Surgery</i>
MARIAN HETLESATER	<i>Technician</i>

REQUIRED

SECOND YEAR

201. *Recitation.* Spring term; recitations, 3 hours a week; 33 hours; three credits. Boyden, Martzloff and Wade.

THIRD YEAR

202. *Recitation.* Fall term; recitations, 3 hours a week; 33 hours; three credits. Boyden and Martzloff.

203. *Dispensary.* One term; 4½ hours a week; 49 hours; two credits. Brodie, Bueermann, Cahill, Holzman, Leitch, Lewis, and Stater.

205. *Bedside Clinics.* One period, each week for one term; 11 hours; one-half credit. Bueermann, Moran, Nisbet, and Rockey.

207. *Minor Surgical Clinic.* Two hours a week for one term; throughout the year in sections; 22 hours; one credit. Brunkow.

208. *Surgical Pathology.* One hour a week, one term throughout the year in sections; 11 hours; one-half credit. Manlove and Martzloff.

221. *Surgery of the Head and Neck.* A clinic; two hours a week; throughout the year in sections; 22 hours, one credit. Joyce.

224. *General Surgical Clinic.* Two hours a week; throughout the year in sections; 22 hours; one credit. Sommer.

253. *Physiotherapy.* Lectures and demonstrations. One term; 22 hours; one credit. Dillehunt and Jones.

FOURTH YEAR

223. *Surgical Conference.* Four hours a week; throughout the year in sections; 44 hours; two credits. Holden.

225. *General Surgical Clinic.* Four hours a week; throughout the year, in sections; 44 hours; two credits. Coffey.

226. *General Surgical Clinic.* One hour a week, three terms; total 33 hours; one and one-half credits. Else.

228. *Special Lectures in Cancer.* Auspices of the American Society for the Control of Cancer. Spring term, lectures, 5 hours; one-half credit. Wight, et. al.

252. *Clinical Clerkships.* Multnomah Hospital. One term, throughout the year, in sections; 121 hours; five and one-half credits. Cantrill, Dedman, Livingston, Nichols, Nisbet, Pease, Rockey, and St. Pierre.

ELECTIVE

230. *Goitre Clinic.* Third year, one and one-half hours a week for one term; one credit. Brous and Brodie.

232. *Operative Surgery.* Operative work upon animals; two hours a week; 22 hours; one credit. Savage.

234. *Proctology.* (Third year). Lecture course and demonstration of diseases of rectum and colon. Method of examination and diagnosis of the commoner conditions, with demonstrations. One hour a week; one term; 11 hours; one-half credit. Brooke and Black.

237. *Research.* Hours and credit to be arranged.

239. *Anaesthesia.* Lectures and demonstrations on general and local anaesthesia; 11 hours; one credit. Brunkow.

241. *Surgical Lesions of the Gastro-Intestinal Tract.* Lecture and demonstration course regarding diagnosis, pathology and treatment. Eleven hours; one credit. Bueermann.

242. *Surgical Neurology.* Lectures, eleven hours; one credit. (Fourth year).

ORTHOPEDIC SURGERY

RICHARD B. DILLEHUNT.....	<i>Clinical Professor</i>
OTIS F. AKIN, CHARLES R. MCCLURE.....	<i>Associate Clinical Professors</i>
HARRY C. BLAIR, LEO S. LUCAS, C. ELMER CARLSON.....	<i>Clinical Instructors in Surgery</i>

REQUIRED

THIRD YEAR

206. *Orthopedic Surgery.* Lectures, two hours a week; fall term; 22 hours; two credits. McClure.

222. *Surgery of the Extremities.* Two hours a week; winter and spring terms; lectures and clinics; 44 hours; two credits. Akin and Dillehunt.

ELECTIVE

233. *Orthopedic Clinic.* Two hours a week; each term. Portland Free Dispensary and Doernbecher Hospital; 22 hours; one credit. Lucas, Blair and Carlson.

240. *Orthopedic Ward Walk.* Shriner's Hospital for Crippled Children. The course consists of general ward rounds upon patients in the hospital, with discussion of the cases and methods of orthopedic treatment in deformities of children. Two hours each week for one term. Offered each term; 22 hours; one credit. Dillehunt.

OPHTHALMOLOGY

FREDERIC A. KIEHLE.....*Clinical Professor and Head of Department*
 JOSEPH L. MCCOOL.....*Associate Clinical Professor*
 ANDREW J. BROWNING, AUGUSTUS B. DYKMAN, IRA E. GASTON, HAROLD R. LUCAS,
 IRVING M. LUPTON, DWIGHT F. MILLER, NELSON E. NEULEN.....*Clinical Instructors*

REQUIRED

THIRD YEAR

201. *Eye*. Lectures, recitations and daily quizzes. Fall term; one hour a week; 11 hours; one credit. Browning.

202. *Eye Dispensary*. Sections throughout the year; 6 hours a week for four weeks; 24 hours; one credit. Gaston, Browning, Miller, Dykman, Neulen, Lucas.

FOURTH YEAR

203. *Eye*. Lectures, demonstrations, quizzes at each lecture and operative clinic. Fall term; one hour a week; 11 hours; one credit. Kiehle.

ELECTIVE

204. *Principles and Practice of Refraction*. Lectures and case work, designed to instruct students in testing for glasses and in the use of the ophthalmoscope. Fourth year. Winter term; 11 hours; one credit. Browning.

210. *Dispensary Assistantships*. Fourth year; three two-hour periods a week for one term. Offered each term throughout the year; 22 hours; 44 hours; or 66 hours; 1, 2 or 3 credits, depending on the number of two-hour periods taken. Attendance must be the same days each week.

211. *Advanced Ophthalmology*. (Fourth year). Fall term. Injuries and diseases; one hour a week; 11 hours; one-half credit.

OTOLOGY, RHINOLOGY AND LARYNGOLOGY

RALPH A. FENTON.....*Clinical Professor and Head of Department*
 JOHN N. COGLAN.....*Clinical Professor*
 RALPH F. DAVIS, FRANK B. KISTNER.....*Associate Clinical Professor*
 HARRY M. HENDERSHOTT, CHARLES T. CHAMBERLAIN, HOWARD E. CARRUTH, GUY L.
 BOYDEN, IRVING M. LUPTON, PAUL BAILEY, WILFRED H. BELKNAP, WILBUR M.
 BOLTON, MERLE C. FOX, WILLIAM H. HUNTINGTON, LESTER T. JONES, PAUL T.
 NEELY.....*Clinical Instructors*

REQUIRED

THIRD YEAR

205. *Ear, Nose and Throat*. Lectures, recitations and daily quizzes. Fall term; 1 hour a week; 11 hours; one credit. Lupton.

206. *Ear, Nose and Throat Dispensary*. Practical instruction in examination and treatment of cases. Six hours a week for 4 weeks; 24 hours; one credit. Belknap, Bailey, Carruth, Boyden, Fox, Jones, Neely and Bolton.

FOURTH YEAR

207. *Ear, Nose and Throat*. Lectures, demonstrations, quizzes at each lecture and operative clinic. Winter term, 1 hour a week; 11 hours; one credit. Fenton, Kistner and Davis.

ELECTIVE

210. *Dispensary Assistantships*. Dispensary and Doernbecher Hospital. Fourth year; three two-hour periods a week for one term. Offered each term throughout the year; 22 hours; 44 hours; or 66 hours; 1, 2 or 3 credits, depending on the number of two-hour periods taken. Attendance must be the same days each week. Hendershott, Chamberlain, Huntington, Davis, Fenton, Kistner, Lupton and Boyden.

212. *Advanced Otology*. (Fourth year). One hour a week; 11 hours; one-half credit; winter term. Fenton.

213. *Advanced Rhinology*. (Fourth year). One hour a week; 11 hours; one-half credit. Davis.

GENITO-URINARY DISEASES

ALBERT E. MACKAY.....*Professor*
 HENRY W. HOWARD, FRANKLIN P. JOHNSON, J. GUY STROHM, FLOYD SOUTH, JOHN R.
 MIZNER, ERNEST J. NITSCHKE, EARL M. ANDERSON, ELMER E. ANDERSON.....
Clinical Instructors

REQUIRED

THIRD YEAR

201. *Diseases Affecting the Genito-Urinary Tract*. Spring term. Lectures two hours a week; 22 hours; two credits. Mackay.

FOURTH YEAR

202. *Genito-Urinary Tract*. Continuation of 201. Fall and winter terms; lectures and clinics, two hours a week; 44 hours; two credits. Mackay.

203. *Dispensary*. Throughout the year, in sections; five and one-half weeks; 6 hours per week; 33 hours; one and one-half credits. Howard, Strohm, Johnson, South, Mizner, Nitschke, Elmer Anderson and Earl Anderson.

ELECTIVE

210. *Dispensary Clinic*. Lectures and demonstrations; third and fourth year students; 22 hours; one credit. Strohm.

DEPARTMENT OF PEDIATRICS

JOSEPH B. BILDERBACK.....*Professor of Pediatrics and Head of the Department*
 JAMES W. ROSENFELD, L. HOWARD SMITH.....*Associate Clinical Professors*
 MORRIS L. BRIDGEMAN, HELEN G. DENNIS, ADOLPHE E. GOURDEAU, SAMUEL G. HEN-
 RICKE, IVAN M. WOOLLEY.....*Instructors*
 BERNARD BARKWILL.....*Resident in Pediatrics*

REQUIRED

THIRD YEAR

201. *Anatomy, Physiology, Hygiene of Infancy and Childhood*. Lectures and clinics on diseases of the newly born and diseases of nutrition. Practical work in infant feeding, Kerr Nursery. Lectures, 22 hours; clinic, 11 hours; third year; 33 hours; two and one-half credits. Smith and Gourdeau.

207. *Physical Diagnosis in Children*. Lectures, clinics and demonstrations at the Waverly Baby Home and Doernbecher Hospital. Two hours, twice a week for four weeks. Throughout the year in divisions. 16 hours; one credit. Bridgeman.

FOURTH YEAR

203. *Diseases of Infancy and Childhood*. Lectures, clinics and demonstrations throughout the year; two hours a week; 66 hours; six credits. Bilderback and Barkwill.

205. *Dispensary*. Throughout the year, in sections; five and one-half weeks, 6 hours per week; 33 hours; one and one-half credits. Rosenfeld, Woolley, Bridgeman and Henricke.

206. *Clerkships*. Doernbecher Memorial Hospital for Children; throughout the year, in sections; 22 hours; one credit. Barkwill.

ELECTIVE

211. *Infant Feeding Clinic*. Portland Free Dispensary. Throughout the year, in sections; 22 hours; one credit. Dennis.

212. *Diseases of the Respiratory System of Infancy and Childhood.* Demonstrations and quizzes, two hours a week; one term; 22 hours; one credit. Portland Free Dispensary and Doernbecher Hospital. Henricke and Barkwill.

213. *Research.* Hours and credit to be arranged.

DEPARTMENT OF GYNECOLOGY AND OBSTETRICS

GYNECOLOGY

RAYMOND E. WATKINS.....*Clinical Professor and Head of Department*
ALBERT MATHIEU.....*Associate in Gynecology*
THEODORE W. ADAMS, VIRGIL E. DUDMAN, GOODRICH C. SCHAUFFLER, EUGENE P. STEIN-
METZ, WILLIAM M. WILSON.....*Clinical Instructors*
FRANK R. MENNE.....*Professor of Gynecologic Pathology*
WILLIAM M. WILSON.....*Instructor in Gynecologic Pathology*
HAROLD E. DEDMAN.....*Resident in Gynecology*

REQUIRED

THIRD YEAR

201a. *Gynecologic Pathology.* Fall and winter terms, in two sections; laboratory, two hours a week; 22 hours; one credit. Menne and Wilson.

201b. *Gynecology.* Spring term; lectures, demonstrations and recitations; two hours a week; 22 hours; two credits. Watkins.

FOURTH YEAR

201. *Gynecology.* Fall term; lectures and recitations; two hours a week; 22 hours; two credits. Watkins.

203. *Practical Gynecology.* Dispensary, throughout the year, in sections; five and one-half weeks, four hours a week; 22 hours; one credit. Steinmetz, Dudman, Schauffler and Wilson.

204. *Clinical Clerkships.* Multnomah County Hospital. Senior students are on call for assignment each day except during class periods. All cases assigned before 5 P. M. must be worked up that day. All cases assigned after 5 o'clock are to be finished before noon the following day. Each student will be on service 5½ weeks; 22 hours; one credit. Dedman.

205. *Ward Walks.* Multnomah County Hospital. One 2-hour and one 1-hour ward walk each week for five and one-half weeks. Throughout the year, in sections. 16 hours; one-half credit. Watkins, Mathieu and Adams.

ELECTIVE

210. *Research.* Hours and credits to be arranged.

OBSTETRICS

CLARENCE J. McCUSKER.....*Clinical Professor and Head of Department*
THEODORE W. ADAMS, VIRGIL E. DUDMAN, ALBERT W. HOLMAN, ALLEN P. NOYES,
GOODRICH C. SCHAUFFLER, EUGENE P. STEINMETZ, WILLIAM M. WILSON, WILLIAM
P. SHARKEY.....*Instructors*
BEN I. PHILLIPS.....*Resident in Obstetrics*
OTTO GEORGE.....*Research Assistant in Obstetrics*
THEODORE A. KENNEDY.....*Research Assistant in Obstetrics*

REQUIRED

THIRD YEAR

201. *Introductory Obstetrics.* Lectures, recitations and demonstrations in obstetrics. The anatomy and physiology of the female pelvis and genitalis; diagnosis of pregnancy; the management of normal pregnancy; physiology and clinical course of normal labor and the puerperium. One hour, twice a week, in sections. Fall term; 22 hours; two credits. Steinmetz, Dudman, Noyes and Schauffler.

202. *Lecture and Demonstration Course in Obstetrics.* Mechanism of normal and abnormal presentation; manikin demonstration; care of the new-born child. Obstetrical technic; forceps, version, pubiotomy; cesarean section and embryotomy. One hour, twice a week, in sections. Winter term; 22 hours; two credits. Steinmetz, Dudman, Noyes and Schauffler.

203. *Pathology of Pregnancy, Labor and the Puerperium.* Lecture and demonstration. One hour, twice a week in sections. Spring term; 22 hours; two credits. Steinmetz, Dudman, Noyes and Schauffler.

207. *Attendance at Deliveries.* Multnomah County Hospital. Prerequisite course 201. Each student is required to be in attendance and make proper clinical record of six cases before taking outpatient work. Three credits. Phillips.

FOURTH YEAR

205. *Clinical Obstetrics.* Portland Free Dispensary and district clinics. This includes the examination of pregnant women, pelvimitry and instructions in prenatal and postpartem care. Six weeks, two hours, twice a week; throughout the year in sections; 24 hours; two credits. Adams, Dudman, Holman, Sharkey, Wilson and Phillips.

206. *Outpatient Service.* (Prerequisite, Course 207). Delivery of patients in the home, Albertina Kerr Nursery and St. Vincent's Hospital, and attendance upon mother and child after delivery. Attendance upon at least seven cases required. Arranged and checked by Dr. Phillips. Three credits.

209. *Post-natal Clinic.* Portland Free Dispensary. One hour a week, for five and one-half weeks. 5 hours; one-half credit. Holman, Adams, Wilson and Phillips.

211. *General Clinic.* Multnomah Hospital, once each week throughout the year. 33 hours, three credits. McCusker.

212. *Manikin.* Lectures and demonstrations. Two hours a week for one term, throughout the year, in sections; 22 hours; two credits. Adams.

ELECTIVE

210. *Research.* Hours and credits to be arranged.

ADDITIONAL COURSES

REQUIRED

301. *Medical Jurisprudence.* Fourth year; spring term; 11 hours; one credit. District Attorney Stanley Myers, U. S. District Attorney George Neuner, Drs. Josephi, Myers, Watkins and Benson.

302. *Oral Hygiene and Oral Pathology.* Fourth year, spring term; six lectures; one-half credit. Chance.

SCHOOL OF MUSIC

THE FACULTY

ARNOLD BENNETT HALL.....	President of the University
JOHN J. LANDSBURY.....	Dean of the School
JOHN STARK EVANS.....	Associate Dean
EARL M. PALLETT.....	Registrar of the University

ANNE LANDSBURY BECK.....	Public School Music, Composition, History
JANE THACHER.....	Piano
GEORGE HOPKINS.....	Piano
AURORA POTTER UNDERWOOD.....	Piano
LOUIS ARTAU.....	Piano
MINNIE GRISWOLD DOUGLASS.....	Piano
REX UNDERWOOD.....	Violin
†JOHN B. SHEPHERD.....	Voice
PRUDENCE E. CLARK.....	Voice
*EUGENE CARR.....	Voice
ROY BREYSON.....	Voice
JOHN STARK EVANS.....	Organ, Piano
ROSE MCGREW.....	Opera Training, Voice
WALTER L. FERRIS.....	Wind Instruments
MIRIAM LITTLE.....	Violincello, Piano

* Leave of absence, 1928-29.

† For only part of year.

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:

Major subject: piano, voice, organ, violin, or cello.

Full work throughout the four years. This is taken to mean two weekly individual appointments with the instructor in charge, together with the necessary laboratory preparation, (one to four hours per day, according to the instrument chosen) ability to cover scheduled program, etc. In some cases class instruction may be substituted provided this has the approval of the instructor in charge.

Composition and History of Music, a minimum of 45 hours, divided as follows:

	Terms	Hours
Ear-training, Solfeggio, and Dictation	3	6
Field of Music	3	9
Second-year Musical Science	3	9
Elementary Analysis	3	9
Counterpoint (Harmonic or strict)	1	2
Double Counterpoint, Canon and Fugue	2	4
Keyboard Harmony	1	2
Modulation	2	4

Minor subject: A minor subject to be selected from any instrument in the group not containing the major instrument selected:

Group 1
Piano
Organ

Group 2
Voice
Violin
Cello

The amount of work required in the minor subject cannot be definitely stated. The requirements will have been fulfilled when the student in the opinion of the instructor in his major department feels that a reasonable and practical balance between the harmonic and melodic modes of expression has been attained.

In addition to the specifically musical requirements outlined above, the student must satisfy the general University requirements regarding entrance, English, military science, personal hygiene, physical education, and groups. These requirements are set forth in detail under the heading of University Procedure in the fore part of the catalogue.

PUBLIC SCHOOL MUSIC

This course prepares the student for teaching and supervising music in the grade and high schools, and comprises the following subjects:

	Term Hours
The Field of Music	9
Ear-training, Solfeggio and Dictation	6
Public School Music	9
Sight Singing	3
Musical Science (second year)	9
Elementary Analysis	9
Orchestral Organization	6
Piano: At least three years of accredited instruction and ability to cope with the pianistic problems involved.	
Voice: At least one year of accredited instruction and choral experience.	
Supervised Teaching	7
Introduction to Education	4
Problems of Secondary Education	4
Educational Psychology	4

FEES

Fees are charged for all of the courses in applied music, and for most of the courses in theoretical music. The amounts of these fees may be found in the schedule of courses which is published at the beginning of the year. For detailed information concerning courses of study suggested, special curricula, and expenses write for special bulletin to the dean of the school of music.

SCHOLARSHIPS

Through the generosity of members of the faculty of the school of music, a number of scholarships are available each year. These are

awarded by competitive examination to especially gifted and deserving students. Application should be made to the dean.

The Mu Phi Epsilon Scholarship. The musical sorority, Mu Phi Epsilon offers a scholarship for the year in either voice, violin, piano or organ. Applications are considered throughout the year until June first. Three Mu Phi Epsilon members, as judges for the sorority, in consultation with the dean of the school of music and other University authorities make the award according to talent, personality, financial situation, promise and general scholastic standing. It is a requirement that the scholarship be awarded a University student of at least one year's attendance, and preferably one eligible for Mu Phi Epsilon, if not already a member.

Description of Courses

LOWER DIVISION

Instruction in piano, organ, voice, violin, and cello is for the most part on an individual basis. The following courses, however, in group instruction are available to regularly classified students. All work is based primarily upon the literature of the instrument concerned—technique being regarded as a necessary and interesting tool.

111-112-113. <i>Piano.</i>	<i>Two hours, each term.</i>
211-212-213. <i>Piano.</i>	<i>Two hours, each term.</i>
114-115-116. <i>Organ.</i>	<i>Two hours, each term.</i>
214-215-216. <i>Organ.</i>	<i>Two hours, each term.</i>
117-118-119. <i>Violin.</i>	<i>Two hours, each term.</i>
217-218-219. <i>Violin.</i>	<i>Two hours, each term.</i>
120-121-122. <i>Voice.</i>	<i>Two hours, each term.</i>
220-221-222. <i>Voice.</i>	<i>Two hours, each term.</i>
123-124-125. <i>Cello.</i>	<i>Two hours, each term.</i>
223-224-225. <i>Cello.</i>	<i>Two hours, each term.</i>

100-101-102. *The Field of Music.* A general survey course designed to present to the student a birdseye view of the realm of music. Discussions from the layman's point of view of the following and other phases: The content of music; interesting historical material bearing upon our present notions; dramatic music, particularly opera and oratorio; what is meant by harmony, counterpoint, canon, fugue, suite, sonata, symphony, concerto, etc.; classical, romantic, and modern music; jazz; the place of music in education. The class will have unusual opportunities for hearing music performed and explained. In general, the course aims to stimulate an interest in good music and to promote intelligent listening. Beck and staff. *Three hours, each term.*

126a,b,c. *Ear-training, Solfeggio, and Dictation.* An elementary course designed to give the student a working knowledge of the fundamentals of music. Beck. *Two hours, each term.*

127a,b,c. *Thorough Bass.* A course in the harmonization of basses and melodies (usually called "harmony") based upon the treatise of Emery, Richter, Jaussohn and others. Accepted as a preparation for counterpoint, but not a substitute for course in ear-training, solfeggio, and dictation. Evans. *Two hours, each term.*

128. *Keyboard Harmony.* A course aiming to teach students how to think music in the terms of the piano. Evans. *Two hours, one term.*

229a,b,c. *Elementary Analysis.* A study of the motive, phrase, period, simple forms, and methods of development based upon the inventions, partitas, and fugues of Bach. The sonatas of Haydn, Mozart, and Beethoven—songs without words of Mendelssohn, etc. Some elementary work in harmonical analysis. Beck and staff. *Three hours, each term.*

130a,b,c. *Orchestral Organization.* A practical study of the strings and wood winds. Underwood. *Two hours, each term.*

131a,b,c. *Sight Singing for Prospective Teachers.* Designed especially for public school music majors. Beck. *One hour, each term.*

230a,b,c. *Orchestral Organization.* A continuation of the study of the strings and wood winds. Underwood. *Two hours, each term.*

131a,b,c. *Ensemble.* Underwood. *One hour, each term.*

232a,b,c. *Free Composition.* A consideration of the most elementary type of composition in the free style. Hopkins. *Two hours, each term.*

233a,b,c. *Introduction to Polyphonic Literature.* A course aiming to lay the foundation for polyphonic singing in general. The simpler motets, and canzonettas of the early classical period will constitute the basis of the work. Evans. *Two hours, each term.*

234a,b,c. *Dramatized Singing.* Intended for all voice students. Designed to show that song is a message requiring not only text and music, but also interpretive actions. McGrew. *Two hours, each term.*

235-236-237. *Historical Music Seminar.* Staff. *One hour, each term.*

238a,b,c. *Orchestra.* Underwood. *One-third hour, each term.*

239a,b,c. *Choral Singing.* Evans. *One-third hour, each term.*

231a,b,c. *Ensemble.* Continuation of 131a,b,c. Underwood. *One hour, each term.*

240-241-242. *Accompanying.* Aurora Potter Underwood. *Two hours, each term.*

243. *Piano Seminar.* Staff. *One hour, one term.*

244-245-246. *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.*

247-248-249. *Historic Music.* An elementary course in repertoire and interpretation, especially for singers and accompanists, beginning with music in Italy about 1600. Music of Peri, Coccini, Cesti, Percell, Bach, Handel, Gluck, etc., studied with traditions, all with the purpose of leading to intelligent interpretation. Clark. *One hour, each term.*

250a,b,c. *Public School Music.* A study of the development and care of the child voice, and the music and method adapted to the grades and high school. Melody writing, high school chorus work, and the use of the phonograph. Beck. *Three hours, each term.*

251a,b,c. *Musical Science, Second Year.* A continuation of ear-training, solfeggio, and dictation. Beck. *Three hours, each term.*

UPPER DIVISION

- 311-312-313. *Piano*. *Two hours, each term.*
- 314-315-316. *Piano*. *Two hours, each term.*
- 317-318-319. *Organ*. *Two hours, each term.*
- 320-321-322. *Organ*. *Two hours, each term.*
- 323-324-325. *Violin*. *Two hours, each term.*
- 326-327-328. *Violin*. *Two hours, each term.*
- 329-330-331. *Voice*. *Two hours, each term.*
- 332-333-334. *Voice*. *Two hours, each term.*
- 335-336-337. *Cello*. *Two hours, each term.*
- 338-339-340. *Cello*. *Two hours, each term.*
341. *Advanced Harmony*. A continuation with particular reference to the modern trend in harmonic thinking. Evans and staff. *Three hours, one term.*
342. *Harmonical Analysis*. A study of the methods of harmonic reduction and expansion based upon the works of the classical and romantic composers. Evans and staff. *Three hours, one term.*
343. *Harmonic Counterpoint*. Designed to facilitate the transition from the free to the strict mode of expression and to serve as a preparation for counterpoint in general. Landsbury. *Two hours, one term.*
- 344a,b,c. *Orchestral Organization*. A study of transposition and instrumentation. Underwood. *Two hours, each term.*
- 345a,b,c. *Ensemble*. Advanced work in ensemble. Underwood. *One hour, each term.*
346. *Music of the Ancients*. A study of primitive music and musical instruments. Artau. *One hour, one term.*
347. *Classical Period*. A survey of the literature of the classical period and an attempt to relate the musical expression to other movements of the period. Artau. *Two hours, one term.*
348. *Romantic Period*. Romanticism as it finds its expression in music. A survey of the literature, and the study of the composers. Much time will be given to the study of opera. Artau. *Two hours, one term.*
349. *Modern Tendencies*. An attempt to follow the changes resulting from modern experiments in tonal combinations. Some time will be spent considering the lives of representative modern composers. Hopkins. *One hour, one term.*
350. *General Survey of Musical Literature*. Designed to round out the musical background of the student by bringing him into contact with the best musical thought of all times as expressed in terms of the orchestra, quartet, and the various instruments. Staff. *One hour, one term.*
351. *Literature of the Voice*. Repertoire and interpretation, the folk song, classical, romantic, and modern art songs. Staff. *Two hours, one term.*

352. *Sacred Musical Literature*. Special attention will be given to sacred song literature in general including hymnology, oratorio, and passionate music. Staff. *Two hours, one term.*
353. *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. Artau and staff. *Three hours, one term.*
- 354-355-356. *Advanced Operatic Fundamentals*. An advanced course dealing with the training of students who contemplate entering the field of opera. McGrew. *Three hours, each term.*
- 357b,c. *Piano Pedagogy*. Hopkins. *Two hours, two terms.*
- 358a,b,c. *Ensemble*. Underwood. *One hour, each term.*
- 359b,c. *Vocal Pedagogy*. A course in the principles of voice teaching, breathing control, vocal apparatus, types of singing voices, rules for interpretations, and pedagogical standards. Bryson. *Two hours, two terms.*
- 360a,b,c. *Orchestral Organization*. Underwood. *Two hours, each term.*
- 361a,b,c. *Intermediate Free Composition*. A continuation of elementary composition. The class will be limited and individual required. Hopkins. *Two hours, each term.*
- 362-363-364. *Dramatized Singing*. A service course for all voice majors designed to assist the student in fusing life and action into the literature of the romantic and modern period. McGrew. *Two hours, each term.*
365. *Organ Literature*. A literature course primarily for seniors, with particular emphasis on modern tendencies in organ composition and the possibilities of the modern console. Evans. *Two hours, one term.*
366. *Strict Counterpoint*. Constructive counterpoint, including a consideration of the so-called "harmonic counterpoint." A study of such texts as Fux, Cherubini, Bellerman, Richter, and Goetschius, together with the works of Bach, Handel, and Wagner. Landsbury. *Two hours, one term.*
- 367b,c. *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. Landsbury. *Two hours, two terms.*
- 368a,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. Hopkins. *Two hours, each term.*
369. *Keyboard Harmony and Ear Training*. A course aiming to teach students how to think music in terms of the piano. Evans. *Two hours, one term.*
- 400a,b,c. *Literature on the Piano*. Landsbury. *Two hours, each term.*
- 401a,b,c. *Musical Interpretation*. Open only to piano students of unusual ability. Especially designed for those who expect to teach. Landsbury. *Two hours, each term.*

Educ. 307. *Supervised Teaching and Seminar.* Beck and staff.
Two and one-third hours, each term.

370b,c. *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 a 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.

371-372-373. *Public School Music and Seminar.* Beck and staff.
Three hours, each term.

402. *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

501. *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.

507. *Multiple Counterpoint, Canon and Fugue.* A course dealing with the principles of multiple counterpoint in general, and the double, triple, and quadruple counterpoints of J. S. Bach in particular; types of finite and infinite canon; simple, double and triple fugue; application of the strict style of orchestral and choral composition. Two hours, each term.

503. *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.

504. *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 501 and 502, and must show promise of being able to demonstrate by public performance the beauty and cultural value of the tonal masterpieces.

SCHOOL OF PHYSICAL EDUCATION

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D. *President of the University*
JOHN FREEMAN BOVARD, Ph.D. *Dean of the School*
EARL M. PALLET, M.S. *Registrar of the University*

DEPARTMENT FOR WOMEN

FLORENCE D. ALDEN, M.A. *Professor of Physical Education and Director for Women*
HARRIETT W. THOMSON, B.A. *Professor of Physical Education*
EMMA F. WATERMAN, M.A. *Assistant Professor of Physical Education*
MARTHA HILL *Assistant Professor of Physical Education*
LOUISE HODGES *Instructor in Physical Education*
ERNESTINE TROEMEL, B.S. *Instructor in Physical Education*

DEPARTMENT FOR MEN

HARRY A. SCOTT, Ph.D. *Professor of Physical Education and Director for Men*
*DELBERT OBERTUEFFER, M.A. *Associate Professor of Physical Education*
†EARL WIDMER, M.A. *Assistant Professor of Physical Education*
EDWARD F. ABERCROMBIE, B.P.E., B.S. *Assistant Professor of Physical Education*
GILBERT L. HERMAN, B.S. *Instructor in Physical Education*

DEPARTMENT OF ATHLETICS

VIRGIL D. EARL, B.A. *Professor of Physical Education and Director of Athletics*
WILLIAM L. HAYWARD *Professor of Physical Education and Coach of Track Athletics*
CAPTAIN JOHN J. MCEWAN *Professor of Physical Education and Coach of Football*
WILLIAM J. REINHART *Instructor in Physical Education and Coach of Basketball and Baseball*
EARL E. LESLIE, B.B.A. *Instructor in Physical Education and Freshman Coach*
WELLINGTON D. FLETCHER, B.S. *Athletic Trainer*

UNIVERSITY HEALTH SERVICE

FRED N. MILLER, M.A., M.D. *University Physician and Director of the Health Service*
WILMOTH OSSBORNE, A.B., M.D. *University Physician*
R. C. ROMIG, B.S., M.D. *University Physician*
MARGARET L. COLAHAN, R.N. *Nurse*
HELEN M. FLEMING, R.N. *Nurse*
HANNA FOOTE, R.N. *Nurse*
LULU GEIL, R.N. *Nurse*
BEATRICE SHELDON *Technician*

* Leave of absence, 1928-29.

† Leave of absence, 1929-30.

ORGANIZATION

The school of physical education was authorized by the board of regents during the summer of 1920. It was intended that the school should be broad in its scope and not limited to the theoretical work in physical education. The school was organized to embrace all the work done in physical education for both men and women, intercollegiate athletics, the work in hygiene and all the activities concerned with student health.

The school of physical education unites together the interests of the following departments:

1. Physical education for women.
2. Physical education for men.
3. Intercollegiate athletics.
4. University health service.

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

A course of study, in which all departments cooperate, is shown on another page and is intended as the foundation training for those who wish to specialize in the various fields of physical education. Such a course should be followed during the graduate years by a more intensive study if one expects to make physical education a profession. Some of

the opportunities for service in physical education are as high school directors, city supervisors, community and play-ground managers, college and university instructors and directors, coaches of major and minor sports.

THE UNIVERSITY HEALTH SERVICE

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

The courses in hygiene for women offered by the school are given by the members of the health service.

GENERAL INFORMATION

DEGREES

Bachelor of Arts or Science. The courses in the school of physical education are so arranged that the student may fulfill all the requirements of the college of literature, science and the arts, and may obtain either the B.A. or the B.S. degree.

Master of Arts or Science. Those who care to become specialists in the field of physical education are urged to take advantage of the graduate courses in the department and complete work for the M.A. or M.S. degree. Two lines of endeavor are open, one in physiotherapy and the other in physiology.

The degree of master of arts or master of science is open to those who have a bachelor of arts or science degree from this institution or any other of approved standing.

Graduates from other institutions who wish to enter the graduate courses in the school of physical education should present as prerequisite the equivalent of the required curriculum in this school.

PHYSICAL AND MEDICAL EXAMINATION

All students, whether freshmen or not, are required to have a physical examination upon entering the University for the first time. Examinations are conducted in the examination rooms of the physical education department during the week preceding the opening of the fall term and during the first week of the winter and spring terms. It is necessary to have the physical examination completed before regular university work begins. This is especially important in the case of those whose physical condition makes it probable that some modification of the regular work in physical education must be made.

FEEES

The fees paid by every student cover the use of pool and baths, locker, swimming suit, towels, bandages and other perishable supplies. Every student in the University has a basket or locker in the gymnasium for his or her exclusive use and is urged to use the gymnasium facilities to the utmost.

GYMNASIUM SUIT DEPOSIT FEE

Men. Upon the payment of an \$8.00 fee at date of admission to the University, the department of physical education for men will issue to the student a complete gymnasium uniform, with the exception of shoes, which the student must purchase for himself.

Women. Upon the payment of a \$10.00 fee at the date of admission to the University, the department of physical education for women will issue to the student a complete gymnasium uniform with the exception of shoes and stockings, which the student must purchase for herself.

These gymnasium suit fees are payable *but once* and supply uniforms for the entire four years of undergraduate work.

TEACHERS' CERTIFICATES

Those majoring in physical education will upon the completion of the course of study as outlined, have satisfied the requirements for a state teacher's certificate, entitling the holder to teach in the schools of Oregon.

Students who are not majoring in physical education may obtain recommendations as teachers from the school of physical education provided they satisfactorily complete the course outlined as a norm in physical education. (See school of education).

For a recommendation to coach the major sports, a course has been outlined which includes not only the courses in coaching, but a minimum of work in hygiene and theory of physical education.

Major Trip—Each year, under the supervision of the school faculty, the seniors visit the various institutions in the state carrying on physical education programs. Inspection is made of the curriculum of small cities and also in the city of Portland. The purpose of the trip is to thoroughly acquaint the students with the problems of institutions, city schools, playgrounds and recreational organizations.

COURSE OF STUDY FOR MAJORS IN SCHOOL OF PHYSICAL EDUCATION

I. DEPARTMENT OF PHYSICAL EDUCATION FOR MEN				
	FRESHMAN	Fall	Winter	Spring
Introduction to Physical Education (171a,b,c)	2	2	2	2
Physical Education for Majors (173a,b,c) (Freshman)	2	2	2	2
Elementary Biology (101a,b,c)	3	3	3	3
Elementary Chemistry (92a,b,c)	4	4	4	4
English Survey (101-2-3)	4	4	4	4
Military (Freshman Basic) (111-12-13)	1	1	1	1
	16	16	16	16
SOPHOMORE				
Fundamentals of Physical Education (271a,b,c)	2	2	2	2
Physical Education for Majors (273a,b,c) (Sophomore)	2	2	2	2
Advanced Biology (201-2)	4	4		
Body Mechanics (275)				3
Written English (250-51-52)	2	2	2	2
Beginners Psychology (202a,b,c)	3	3	3	3
Military (Sophomore Basic) (211-12-13)	1	1	1	1
Elective	2	2	2	2
	16	16	16	15
JUNIOR				
Physical Education for Majors (373a,b,c) (Junior)	2	2	2	2
Teaching of Physical Education (375a,b,c)	1	1	1	1
Playground and Community Recreation (350a,b,c)	2-3	2-3	2-3	2-3
Physiology of Exercise (303a,b)	3	3		
Theory and Practice of Individual Gymnastics (307a,b,c)	2	2	2	
Introduction to Education (301)	4			
Educational Psychology (303)		4		
Problems of Secondary Education (302)				4
Coaching of Track (316)				2
Theory and Observation of Teaching (306)	3			
Elective		2		2
	17-18	16-17	15-16	
SENIOR				
Physical Education for Majors (393a,b,c) (Senior)	2	2	2	2
Teaching of Physical Education (395a,b,c)	1	1	1	1
Principles of Physical Education (476a,b,c)	3	3	3	3
Supervised Teaching (307a,b,c)	2	2	2	2
Thesis (465a,b,c)	1	1	1	1
Coaching of Basketball (314)	2			
Coaching of Baseball (315)		2		
Coaching of Football (313)			2	
Personal Health (345)			3	
Biological Pedagogy (412)			3	
Elective	5			5
	16	17	16	
II. DEPARTMENT OF PHYSICAL EDUCATION FOR WOMEN				
	FRESHMAN	Fall	Winter	Spring
Introduction to Physical Education (121a,b,c)	2	2	2	2
Physical Education for Majors (123a,b,c) (Freshman)	1	1	1	1
Elementary Biology (101a,b,c)	3	3	3	3
Elementary Chemistry (92a,b,c)	4	4	4	4
English Survey (101-2-3)	4	4	4	4
Personal Hygiene (women) (110a,b,c)	1	1	1	1
	15	15	15	15

SOPHOMORE			
Fundamentals of Physical Education (221a,b,c)	2	2	2
Physical Education for Majors (223a,b,c) (Sophomore)	1	1	1
Advanced Biology (201-2)	4	4	
Body Mechanics (275)			3
Written English (250-51-52)	2	2	2
Beginners Psychology (202a,b,c)	3	3	3
Sociology or elective	4	4	4
	16	16	15
JUNIOR			
Physical Education for Majors (323a,b,c) (Junior)	1	1	1
Technique of Teaching (301a,b,c)	2	2	2
Playground and Community Recreation (350a,b,c)	2	3	2
Physiology of Exercise (303a,b)	3	3	
Theory and Observation of Teaching (306)			3
Theory and Practice of Individual Gymnastics (307a,b,c)	2	2	2
Introduction to Education (301)	4		
Educational Psychology (308)		4	
Problems of Secondary Education (302)			4
Elementary Interpretative Dancing	1	1	1
	15	16	15
SENIOR			
Physical Education for Majors (343a,b,c) (Senior)	1	1	1
Principles of Physical Education (446a,b,c)	3	3	3
Thesis (465a,b,c)	1	1	1
Supervised Teaching (Education) (307a,b,c)	2	2	2
Biological Pedagogy (412)		3	
Electives	9	6	9
	16	16	16

MAJOR NORM IN PHYSICAL EDUCATION FOR MEN

	Fall	Winter	Spring
Introduction to Physical Education (171a,b,c)	2	2	2
Physical Education for Majors (173a,b,c) (Freshman)	2	2	2
Fundamentals of Physical Education (221a,b,c)	2	2	2
Physical Education for Majors (273a,b,c) (Sophomore)	2	2	2
Principles of Physical Education (475a,b,c)	3	3	3
One course selected from this group:			
Coaching of Football (313)	2		
Coaching of Basketball (314)	2		
Coaching of Baseball (315)	2		
Coaching of Track (316)	2		
Participation in at least three sports under supervision (no credit)			
	13	11	11

MINOR NORM FOR MEN

Minimum hours for recommendation to coach one or more sports as a side line.			
	Fall	Winter	Spring
Introduction to Physical Education (171a,b,c)	2	2	2
Physical Education for Majors (173a,b,c) (Freshman)	2	2	2
Physical Education for Majors (273a,b,c) (Sophomore)	2	2	2
Three courses selected from this group:			
Coaching of Football (313)			2
Coaching of Basketball (314)	2		
Coaching of Baseball (315)		2	
Coaching of Track (316)			2
	8	8	3-10*

* Only 8 hours required.

MAJOR NORM IN PHYSICAL EDUCATION FOR WOMEN

	Fall	Winter	Spring
Introduction to Physical Education (121a,b,c)	2	2	2
Physical Education for Majors (123a,b,c) (Freshman)	1	1	1
Physical Education for Majors (223a,b,c) (Sophomore)	1	1	1
Technique of Physical Education (301a,b,c)	2	2	2
Principles of Physical Education (445a,b,c)	3	3	3
Playground and Community Recreation (350a,b,c)	2	3	2
	11	12	11

MINOR NORM FOR WOMEN

	Fall	Winter	Spring
Introduction to Physical Education (121a,b,c)	2	2	2
Physical Education for Majors (123a,b,c) (Freshman)	1	1	1
Physical Education for Majors (223a,b,c) (Sophomore)	1	1	1
Technique of Physical Education (301a,b,c)	2	2	2
	6	6	6

Description of Courses

Courses 101-2-3 and 201-2-3 (or 107-8-9 and 207-8-9) for women, and 151-2-3 and 251-2-3 (or 157-8-9 and 257-8-9) for men, are required of all undergraduates in the first two years of residence. Courses 123a,b,c and 223a,b,c for women and 172a,b,c and 273a,b,c for men may be considered as fulfilling the physical education requirement.

UNIVERSITY REQUIRED COURSES

Service Courses for Women

101-2-3. *Elementary Physical Education.* Required of all freshmen. On the basis of the medical and physical examination students may elect work in the following activities: clogging, dancing, folk dancing, field games including speedball, field hockey, lacrosse and soccer, team games including baseball, basketball, tenikoits, and volley ball, horseback riding, fencing, swimming, life-saving, tennis, track, archery, golf. Three periods a week.
One hour, each term.

201-2-3. *Advanced Physical Education.* Required of all sophomores. Continuation of course 101-2-3. The regulation is that each student represent at least three activities in her two years of required physical education work, and take one of these activities at least two terms. Three periods a week.
One hour, each term.

107-8-9. *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 required to enter this work substitute it for courses 101-2-3. Three periods a week.
One hour, each term.

207-8-9. *Individual Gymnastics.* Continuation of 107-8-9 for sophomores. Three periods a week.
One hour, each term.

110a,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.

Service Courses for Men

151-2-3. *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.

251-2-3. *Advanced Physical Education.* Required of sophomores. Continuation of course 151-2-3, 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.

157-8-9. *Restricted Physical Education.* Special courses for freshmen 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 course 151-2-3. Three periods a week.
One hour, each term.

257-8-9. *Restricted Physical Education.* A continuation of 157-8-9 for sophomores. Substitute for course 251-2-3. Three periods a week.
One hour, each term.

PROFESSIONAL COURSE OF STUDY

Courses for Women

LOWER DIVISION

121a,b,c. *Introduction to Physical Education*. Required of all majors in the freshman year. This course introduces to the student the entire field of physical education. It considers the scope of the field, its history, the aims and objectives, and the present day developments in relation to general education. Two lectures a week. *Two hours, each term.*

123a,b,c. *Physical Education for Majors*. Required of all majors in the freshman year. This course deals with intensive instruction in all the various activities which go to make up the physical education program. Four periods a week. *One hour, each term.*

221a,b,c. *Fundamentals of Physical Education*. Required of all majors in the sophomore year. The fall term is devoted to a study of general and community hygiene, the winter term to human anatomy with special reference to physical education, and the spring term to subject matter and methods in teaching health education. Two lectures a week. *Two hours, each term.*

223a,b,c. *Physical Education for Majors*. Required of all sophomore majors. A continuation of course 123a,b,c. Four hours a week. *One hour, each term.*

275. *Body Mechanics*. Required of all majors in the sophomore year. The analysis of gymnastic, athletic and occupational movements from the standpoint of their motor mechanism. *Three hours, spring term.*

UPPER DIVISION

301a,b,c. *Technique of Teaching*. Required of all women majors during the junior year. Technique of teaching gymnastics, rhythm training, and sports. One lecture and one laboratory period a week. *Two hours, each term.*

307a,b,c. *Theory and Practice of Individual Gymnastics*. Required of all majors in junior year. Lectures, assigned reading, and clinical practice in individual gymnastics for posture, foot and minor defects. Recognition of cases coming within the scope of the physical educator. Technique of health examination. Prerequisites, body mechanics and physiology. One lecture and three laboratory hours a week. *Two hours, each term.*

308a,b,c. *Practice of Individual Gymnastics*. For senior women majors. *One hour, each term.*

309a,b,c. *Advanced Theory and Practice of Individual Gymnastics*. Lectures, assigned reading and clinical practice in individual gymnastics, massage, heat and light therapy, for referred cases. Two lectures and three laboratory hours per week. Elective for majors in the senior year. *Three hours, each term.*

323a,b,c. *Physical Education for Majors*. Required of women majors in the junior year. A continuation of course 223a,b,c. Three hours a week. *One hour, each term.*

331a,b,c. *Elementary Rhythmics*. Required of women majors in the junior year. Fundamental body training based on principles of natural movement; realization of rhythm and rhythmic analysis of music; relating elements of design and meaning to physical and rhythmical realization to give a unity of expression. Three periods a week. *One hour, each term.*

One hour, each term.

332a,b,c. *Advanced Rhythmics*. Elective for senior women majors. Prerequisite, 331a,b,c. Three periods a week. *One hour, each term.*

343a,b,c. *Physical Education for Majors*. Required of women senior majors. A continuation of course 323a,b,c. Three periods a week. *One hour, each term.*

445a,b,c. *Principles of Physical Education*. Required of women majors in the senior year. The aims and functions of physical education; its place in a scheme of general education. Organization and administration of physical education and problems of supervision. Analysis of the history of music and the dance and its relation to art and education. Three periods a week. *Three hours, each term.*

Courses for Men

LOWER DIVISION

171a,b,c. *Introduction to Physical Education*. Required of all majors in the freshman year. This course introduces to the student the entire field of physical education. It considers the scope of the field, its history, the aims and objectives, and the present-day developments in relation to general education. Two lectures a week. *Two hours, each term.*

173a,b,c. *Physical Education for Majors*. Required of all majors in the freshman year. This course deals with intensive instruction in the various activities which go to make up the physical education program, including football, basketball, baseball, track and field, speedball, soccer, handball, fencing, boxing, wrestling, calisthenics, light and heavy apparatus, swimming, diving, life-saving, and tumbling. Taken with sophomores, juniors, and seniors, and at the same hours. Six periods each week. *Two hours, each term.*

271a,b,c. *Fundamentals of Physical Education*. Required of all majors in the sophomore year. The fall term is devoted to a study of general and community hygiene, the winter term to human anatomy with special reference to physical education, and the spring term to subject matter and methods in teaching health education. Two lectures a week. *Two hours, each term.*

273a,b,c. *Physical Education for Majors*. Required of all majors in the sophomore year. Continuation of course 173a,b,c. Six periods each week. *Two hours, each term.*

275. *Body Mechanics*. For all majors in the sophomore year. The analysis of gymnastics, athletic and occupational movements from the standpoint of their motor mechanism. *Three hours, spring term.*

UPPER DIVISION

307a,b,c. *Theory and Practice of Individual Gymnastics*. Required of all majors in junior year. Lectures, assigned reading, and clinical practice adapted to problems coming in field for men. Recognition of cases coming within the scope of the physical educator. Technique of health examination. Prerequisites, body mechanics and physiology. One lecture and three laboratory hours a week. *Two hours, each term.*

313-4-5-6. *Coaching of Major Sports*. Required of all majors in junior or senior year and elective for general students. No student will be admitted to this course who has not spent at least one season on the squad or played the game in the intramural activities. Prerequisite, junior standing, not open to freshmen and sophomores. Two lectures a week.

313. *Football**Spring term*
 314. *Basketball**Fall term*
 315. *Baseball or*
 316. *Track**Winter term*
Two hours, each term.

373a,b,c. *Physical Education for Majors*. Required of all majors in the junior year. Continuation of course 273a,b,c. Six periods each week.
Two hours, each term.

375a,b,c. *Teaching of Physical Education*. Required of all majors in the junior year. In this course the student is required to devote three hours each week to the teaching of physical activities in the regular physical education classes of the University. Three periods each week.
One hour, each term.

393a,b,c. *Physical Education for Majors*. Required of all majors in the senior year. Continuation of course 373a,b,c. Six periods each week.
Two hours, each term.

395a,b,c. *Teaching of Physical Education*. Required of all majors in the senior year. The student is required to devote three hours each week to the teaching of physical activities in the regular physical education classes of the University, or to coach athletic sports in the intramural or intercollegiate athletic program. Three hours each week.
One hour, each term.

475a,b,c. *Principles of Physical Education*. Required of all men majors in the senior year. The aims and functions of physical education; its place in a scheme for general education. The problem of interest and adaptation of the means of physical education to this end. Organization and administration of physical education and problems of supervision. Three lectures a week.
Three hours, each term.

Courses for Men and Women

UPPER DIVISION

350a,b,c. *Playground and Community Recreation*. Required of all majors in the junior year. Nature and function of play, age periods and adaptation of activities, social environment, playground development, construction, management, supervision. Practice in class instruction in games, story-plays, handwork and other physical activities. Recreation material, athletics, field meets. Practical application in teaching age groups on University playground. Two lectures a week for the year and one laboratory period a week for one term (selected for any one term).
Two hours, each term.

355. *Personal Health*. Elective for any upper division student. Required of all majors in the senior year. Lectures and discussions on the theoretical and practical backgrounds for an individual health program. Designed as an informational course for all University students. Three lectures each week.
Three hours, winter term.

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

461. *Honors Reading*. Same as 361. Senior year.
Three to twelve hours.

465a,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.

307. *Physiology of Exercise*. Required of all majors in junior year. Fundamental principles underlying the physiology of the muscle and nerve with special application to physical activities. Given in department of animal biology. See course No. 309.

Three hours, fall and winter terms.

Elective Physical Education. For any and all upperclassmen of the University. The departments of physical education for men and women offer the following sports for those interested: swimming, basketball, indoor baseball, volleyball, field hockey, paddling, archery, indoor track, handball, soccer, boxing, wrestling, tennis, golf and squash.

No credit.

GRADUATE DIVISION

501. *Corrective Gymnastics and Physiotherapy*. An advanced course in the theory and practice of corrective work. Lectures and clinic. The student will have opportunity for making diagnosis and following cases through treatments.
Three hours, each term.

502. *Research in Corrective Gymnastics and Physiotherapy*. Specially qualified students may arrange for work of this kind on consent of instructor.
Hours to be arranged.

503. *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.
Three hours, one term.

504. *Research in Physiology*. Specially qualified students may arrange to take problems concerned with muscle nerve physiology.

505. *Seminar*. Open only to qualified students on consent of dean of school.
Hours to be arranged.

506. *Thesis*. A research problem in the field of physical education suitable as a partial fulfillment of the requirement for the master's degree.
Hours to be arranged.

SCHOOL OF SOCIOLOGY

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D. *President of the University*
 P. A. PARSONS, Ph.D., LL.D. *Acting Dean of the School of Sociology*
 EARL M. PALLET, M.S. *Registrar of the University*
 JOHN H. MUELLER, M.A., Ph.D. *Assistant Professor of Sociology*

ORGANIZATION AND AIMS

The School of Sociology is organized to serve three types of students. Its courses are designed to give the student who desires a liberal education an understanding of the nature of society and of social processes which should enable him to assume the responsibilities of citizenship intelligently. For students who are preparing themselves for professional vocations, the School offers courses which will familiarize them with the causes and nature of the social problems which they are most likely to find confronting them in their occupations and in their public service. In its coordination with the School of Social Work, located in Portland, the School of Sociology provides preparatory training for students planning to enter into professional occupations in the fields of social work, nursing and health work.

REQUIREMENTS FOR THE MASTER'S DEGREE

Prerequisites: The attention of the graduate student is called to the general requirements of the graduate school as set forth under the graduate school.

The graduate major in sociology must have the equivalent of an undergraduate major in sociology, and in addition a knowledge of the principles of economics, and at least one college course in history.

Requirements for the Master's Degree:

History of Social Thought, 451a,b.
 Advanced Principles of Sociology, 453.
 Methods of Social Research, 481.
 One Seminar of nine hours.
 Thesis.

COURSE OF STUDY FOR MAJOR STUDENTS IN SOCIOLOGY

	Fall	Winter	Spring
FRESHMAN			
Background in Social Science	3	3	3
Survey in Physical Science	3	3	3
Elementary Biology	3	3	3
*Foreign Language	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	15	15	15
SOPHOMORE			
Elements of Sociology	3	3	3
Beginners Psychology	3	3	3
Report Writing	2	2	2
*Foreign Language	4	4	4
Military Science (men)	1	1	1
Physical Education	1	1	1
	14	14	14
JUNIOR			
Modern Europe	4	4	4
Social Statistics	3		
Anthropology	3		
Cultural Anthropology		3	
Immigration and Assimilation			3
Principles of Economics	3	3	3
Electives	4	6	6
	17	16	16
SENIOR			
Methods of Social Research	3		
History of Social Thought	3	3	
Advanced Principles of Sociology			3
Electives	10	13	13
	16	16	16

* If candidate for A.B.

Description of Courses

(No Courses in Sociology Open to Freshmen)

LOWER DIVISION

201a,b. *Elements of Sociology*. The development of society and the analysis of its fundamental institutions, and of the more important sociological theories. The following topics will be considered: heredity and environment, social control in its various forms such as public opinion, and law; conflict between races and classes; the fundamental institutions such as the family and religion, with practical application to current problems. This course or its equivalent prerequisite to all other courses in sociology. Staff.

Three hours. Sections I and II, fall and winter; section III, winter and spring.

203. *Historical Survey of Charities and Corrections*. A survey of charities and corrections from the time of the Parish system and the English Poor Laws through the development of the traditional American system of public and private relief and reformation up to the beginning of the present movement in the direction of constructive and preventive public welfare. An introduction and prerequisite to Sociology 482. Parsons.

Three hours, Sections I and II spring term.

211. *An Introduction to Modern Social Problems*. This course is designed to orient the student in the field of applied sociology. Modern social problems considered as the result of forces at work in society. The problem of the decay of civilization is studied in the light of historic examples, to determine whether or not continuous cultural evolution is possible. The problem of the survival of civilization is considered from the standpoint of sociology, economics, psychology, biology, genetics, and the interference of civilization with the processes of natural selection. Parsons.

Three hours, fall term. Repeated in the spring term.

UPPER DIVISION

301. *Social Pathology*. A study of personal disorganization with special emphasis upon the causative social factors and the institutional and legislative policies of correction. The following problems will be considered; poverty, vice, old and defective classes, migratory population.

Three hours, fall term.

302. *Social Unrest*. The nature and causes of social unrest as manifested in political, economic and social disturbances and movements. Illustrations will be drawn from unrest of women and youth as well as current disturbances in religion, philosophy and art. Parsons.

Three hours, winter term.

303. *Problems of Child Welfare*. Concerned with the changing social and legal status of the child; an analysis of the child welfare movement in the United States and Europe; a discussion of juvenile delinquency, child labor and other problems with the current and proposed policies.

Three hours, spring term.

311a,b. *Criminology*. The nature and causes of crime, history of its treatment and a criticism of present methods of repression. Parsons, Mueller.

Two hours, fall and winter terms.

312. *Matrimonial Institutions.* The development and social utility of the family and an analysis of its breakdown in divorce, desertion, and celibacy. A critical study of the current theories of social reorganization. Parsons, Mueller.
Two hours, spring term.

316. *Social Statistics.* An elementary study of the principles of statistics and their application to sociological data; the logic and validity of statistical methods as applied to both theoretical and practical problems of the social sciences, including the technique of tabulation and graphic presentation.
Three hours, fall term.

321. *Community Organization.* A study of the problems arising out of the dissolution of natural communities as shown in the fields of education, recreation, religion and community leadership. Various proposals for meeting such problems through community organization will be analyzed. Hair.
Two hours, fall term.

322. *Urban Problems.* An analysis of the problems arising from the concentration of population under the complex and artificial conditions of modern urban and industrial life. The course will include the study of the following subjects: origin and development of cities, social and political definitions of the city; principles of city growth, natural population areas, problems of social control and current social policies.
Two hours, winter term.

323. *Principles of Social Legislation.* Historical attempts at the correction of social problems by legislative methods in the field of housing and city planning, industrial legislation and social endurance, and the miscellaneous legislation designed to protect public health and control immoral practices.
Two hours, spring term.

341. *Anthropology.* A study of the physical traits of the prehistoric and historic races, the theories of evolutionary trends and race distribution and habitats; the problems of classification. *Three hours, fall term.*

342. *Cultural Anthropology and Ethnology.* The study of primitive cultures; theories of culture growth and its determining factors as diffusion, psychological and geographical determinism, and the historical school; phases of primitive culture such as religion, economic and political organization, social and family organization and art.
Three hours, winter term.

343. *Immigration and Assimilation.* A study of the westward movement of population of modern times with the accompanying problems as they arise out of the diverse racial and culture contacts; with special application to the United States and some comparison with analogous problems in other countries.
Three hours, spring term.

FOR GRADUATES AND ADVANCED UNDERGRADUATES

401. *Population and Population Theory.* Theories of population from Biblical times through the Middle Ages and the commercial and industrial era as they pertain to birth and death rates, increase and decrease of population, and problems of quality; current programs of reform such as Neo-Malthusianism, Eugenics, and immigration policies as they affect population. Mueller.
Two hours, fall term.

402. *Contemporary Social Movements.* The analysis of movements on the part of classes and groups who challenge the existing order; and programs advanced. Such movements as the proletarian, youth, feminist and the various race movements and others will be considered in the light of nineteenth century backgrounds and the social factors and forces determining them. They will also be studied as they are reflected in law, social philosophy, literature, the drama, etc. Mueller.
Two hours, winter term.

403. *Theories of Social Progress.* The analysis of the criteria of progress; theories on the factors and determinants of progress as advanced from the earliest times to the present day; and a consideration of the more prominent schools of thought, such as: geographic determinism, economic determinism, the aesthetic school, racialists, etc., in the light of modern sociological theory. The course will include the history of the idea of progress. Mueller.
Two hours, spring term.

411. *Race Relations on the Pacific Slope.* A study of the amalgamation of the biological stock and the culture contacts of oriental and occidental races west of the Rocky Mountains; with some consideration given to the study of surviving primitive peoples. Class discussion and research.
Two hours.

440a,b,c. *Sociological Aspects of Religion.* A study of the origin, development, and the functions of religion; the part it has played in the development of present day culture; its status and its value as a social asset as based on the data offered in the study of the various world religions and contemporary religious movements. Parsons.
Two hours, three terms.

445. *The Social Aspects of Art and Esthetics.* A study of schools of art and the social factors determining standards of beauty; the mental processes underlying its perception; and the social functions of art as conceived by esthetic and social theorists; past and contemporary. Prerequisite, orientation in at least one of the fine arts or literature; senior standing. Mueller.
Two hours.

451a,b. *History of Social Thought.* An account of the conceptions of the nature and the functions of society from the time of the Greeks to the present and the emergence of sociological thought in the nineteenth century, e. g., Plato, Aristotle, The Church Fathers, Reformers, Contract Theorists, Condorcet, Godwin, Comte, Herbert Spencer, Ward, and others. Mueller.
Three hours, fall and winter terms.

453. *Advanced Principals of Sociology.* A study of current thought in theoretical sociology as represented in contemporary theorists since nineteen hundred; such as Small, Sumner, Veblen, Dewey, and others. Mueller.
Three hours, spring term.

481. *The Methods of Social Research.* The relative value of the various methods of research, such as statistics, case study, method of analogy as deduced from the analysis of the standard surveys and investigations. The validity, accuracy and characteristics of social science will be considered in comparison with the physical sciences. The study will include the problem of measurement and the techniques of investigation such as the interview, maps, and graphic presentation. Prerequisite, statistics. Staff.
Three hours, fall term.

482. *Systems of Public Welfare.* A survey of the systems of public welfare which have developed as a result of the effort to supplant older methods of public charity by more scientific policies involving case work methods of a constructive and preventive character. Prerequisite, Sociology 213. Parsons. *Three hours, winter term.*

483. *Community Problems.* An analysis of the social problems of sparsely settled communities with a consideration of certain factors now at work modifying the social institutions and relationships of such communities. Parsons. *Two hours, spring term.*

GRADUATE DIVISION

500. *Contemporary European Social Thought.* A study of current thought of the European social scientists. A reading knowledge of at least one foreign language desirable. Mueller. *Three hours, spring term.*

501-2-3. *Seminar in Social Science.* A cooperative effort in the investigation of social problems overlapping into the fields of several departments such as Sociology, Political Science, Economics, History, Journalism, and Education. Open to graduate students and also to seniors with honors privileges. Parsons and staff. *Three to nine hours, any term or all terms.*

510. *Research in Anthropology.* Individual problems and research in the field of physical anthropology. *Three hours, any term.*

520. *Research in Ethnology.* Individual projects in the field of primitive culture. *Three hours, any term.*

591-2-3. *Thesis.* Parsons and staff. *Three to nine hours credit.*

PORTLAND SCHOOL OF SOCIAL WORK

OFFICERS OF ADMINISTRATION

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 PHILIP A. PARSONS, Ph.D. *Dean of the Portland School of Social Work*
 MARGARET D. CREECH, B.A. *Assistant Director*
 ELNORA E. THOMSON, R.N. *Director of Public Health Nurse Training*
 EARL M. PALLETT, M.S. *Registrar of the University*
 MARGARET M. SHARP. *Secretary of the Portland School of Social Work*

ADVISORY BOARD

The School of Social Work enjoys the benefit of the counsel of a special committee of citizens informally appointed by the President of the University. The members of this advisory committee are:

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 AMELIA FEARY, R.N. *Supervisor of Field Work in Medical Social Work*
 MARY C. FERGUSON *Lecturer in Girls' Leadership*
 PAULINE KNUDSON, R.N. *Supervisor of Field Work in School Nursing*
 IDA LOEWENBERG *Supervisor of Settlement Work Training*
 KATE MAGUIRE *Assistant Supervisor of Field Work in Delinquency*
 VALENTINE PRICHARD *Lecturer in Medical Social Work Training*
 MARTHA RANDALL *Supervisor of Field Work in Case Work in Problems of Delinquency*
 CECIL L. SCHREYER, R.N. *Lecturer in Public Health Nursing*
 FREDERICK D. STRICKER, M.D. *Lecturer in Public Health*

G. C. BELLINGER, M.D. *Superintendent of the Oregon State Tuberculosis Hospital, Salem*
 ALETA BROWNLEE *Field Director for the American Red Cross*
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 NORMAN F. COLEMAN *President of Reed College, Portland*
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 HUGH H. HERDMAN *Executive Secretary of the Portland Community Chest, Portland*
 MARGARET LEVINSON *Executive Secretary of the Portland Confidential Exchange, Portland*
 W. G. MACLAREN *General Superintendent of the Pacific Coast Rescue and Protective Society, Portland*
 IDA M. MANLEY *Supervisor of Special Classes, Portland Public Schools*
 ANNE M. MULHERON *Librarian of the Portland Library Association*
 G. H. OBERTEUFFER *Executive Secretary of the Boy Scouts of America, Portland*
 GRACE PHELPS, R.N. *Superintendent of the Doernbecher Hospital*
 J. N. SMITH, M.D. *Superintendent of the State Institution for the Feeble Minded, Salem*
 R. E. LEE STRINER, M.D. *Superintendent of the Oregon State Hospital, Salem*
 JOHN TEUSCHER, JR. *Superintendent of the Boys and Girls' Aid Society, Portland*
 ANNA THOMPSON *Principal of the Mills Open Air School*
 REVEREND GEORGE THOMPSON *Pastor of the Madeline Church, Portland; Diocesan Director of Hospitals*
 MILLIE R. TRUMBULL *Secretary of the Board of Inspectors for Child Labor; Secretary-Inspector of the Industrial Welfare Commission of Oregon, Portland*

COOPERATING AGENCIES

The work of the school is strengthened and reinforced by the hearty cooperation of most of the social welfare organizations of the state and of the city of Portland. The list of cooperating agencies includes:

Oregon Tuberculosis Association	Oregon Social Hygiene Society
Visiting Nurse Association of Portland	Portland Council of Social Agencies
Public Welfare Bureau of Portland and Multnomah County	Portland Free Dispensary
Court of Domestic Relations for Multnomah County	Children's Hospital Service of the State of Oregon
Oregon Child Welfare Commission	Shriner's Hospital for Crippled Children
Oregon State Board of Health	Doernbecher Hospital
City Health Bureau of Portland	Portland Library Association
Board of Inspectors for Child Labor of the State of Oregon	Social Workers' Association of Oregon
Industrial Welfare Commission of the State of Oregon	Americanization Council
Women's Protective Division, Portland Bureau of Police	American Red Cross
Medical School of the University of Oregon	Neighborhood House
State Industrial Accident Commission	Portland Council of Girl Scouts
	Camp Fire Girls of Portland
	Girl Reserve Movement
	Portland Public Schools
	Portland City Club

The Portland School of Social Work of the University of Oregon was organized in 1919. The office of the school is at 814 Oregon Building, Fifth and Oak streets, telephone Atwater 2919.

The purpose of the school from the beginning has been to train professional social workers, including public health nurses. The school also endeavors, through lectures, short courses, publication and other types of extension service, to prepare for greater usefulness the many persons who are engaged in volunteer social work and to keep the general public of the state informed and at work upon its social problems.

TYPES OF TRAINING

The school accepts students in General Social Work training with some opportunities for specialization, and in Public Health Nurse training.

THE COURSES IN SOCIAL WORK

These courses are planned to cover one or two years. The regular course of one year satisfactorily prepares persons otherwise qualified to accept employment as professional social workers. If two years of work are taken, the student specializes during the second year in a chosen field of social work, such as child welfare, delinquency, visiting teaching, and medical social service.

Senior standing is requisite for entrance. Students admitted from other colleges must satisfy all entrance requirements, group requirements and other regulations of the University of Oregon and should have had courses in the following: European history, literature, one or more foreign languages, biology, psychology, elements and principles of sociology, economics, physical education, world history or history of culture, thought or philosophy.

Students not candidates for degrees are admitted only on condition that there is ample evidence that their experience in social work and elsewhere and their previous study have qualified them to carry college courses of senior grade. Students who complete satisfactorily the course in general social work training but who do not satisfy the requirements for the bachelor's degree receive a certificate of social work training. The same certificate is awarded to students who take the course after securing their bachelor's degree elsewhere. Such students, if properly qualified to do graduate work, may apply some of the work in the School of Social Work to a graduate major or minor in sociology. Fifth year students are especially welcome.

Admission is further conditioned upon formal acceptance of the candidate for admission by the dean of the School of Social Work after con-

sideration of transcript of previous academic work, record of experience, report of medical examination, age, personality and other evidences of probable success or lack of success in social work.

SPECIAL COURSE IN UNDIFFERENTIATED TRAINING FOR COMMUNITY SOCIAL WORK

The growth of social work in small towns and sparsely settled communities has created a demand for training in undifferentiated social work. The following courses have been organized for persons who expect to work in communities where many types of problems will be met and where there is little in the way of community resources for the worker to fall back upon.

The course has been planned in conference with executives of the Pacific Division of the American Red Cross, and the School of Social Work has been designated as an official training school for Red Cross Workers.

Candidates for the Certificate offered by the School of Social Work in Community Social Work will be required to complete two full terms of work regardless of the amount of advanced standing offered. If the conditions of admission to the courses in Community Social Work are met on entrance, advanced field work and methods of administration may be taken in the second term either in Eugene or in Portland. If advanced standing in field work is not offered, or its equivalent in class room work or social work experience, the candidate will complete one full year of three terms, two of which will be spent in Portland, before admission to the courses in Community Social Work. Properly qualified students wishing the training in Community Social Work, but not desiring to complete the certificate course, will, on completing the work, be given a statement from the Registrar and the Dean, indicating that the special training has been completed.

Students taking the Community Social Work courses later described will be permitted to elect seven hours of classroom work in Sociology or closely related courses to complete the full term's work of seventeen hours. Selection of electives will be made with the advice of the Dean of the School of Social Work.

Students planning to take the full course in Community Social Work for the certificate should plan to enter the school at Portland at the beginning of the fall term. If candidates desire to enter at the beginning of the winter or spring term, the course will be adapted as nearly as possible to the needs of the student in each case.

VISITING TEACHER TRAINING

Those who, by combined preparation in teaching and social work, wish to qualify themselves as visiting teachers, may, upon request, secure special information on the training available through the School of Social Work in co-operation with the Portland public schools.

THE COURSES IN PUBLIC HEALTH NURSING

The courses are planned to cover one or two years. The regular course of one year prepares graduate nurses, otherwise qualified, to accept employment as public health nurses in urban or rural communities and leads to a certificate in public health nursing. If two years are taken, the public health nurse student is allowed considerable latitude of choice for specialization in the public health and the medical social work field.

Prerequisites for entrance are those required for matriculation in the University, with the addition of graduation from an accredited school for nurses and nurse registration. A candidate for the bachelor of science

degree may be allowed one year of academic credit for her three years of nurse education if the school for nurses meets the standard number of hours of theoretical work of standard grade. Other academic requirements are the same as those for any other University of Oregon student who is a candidate for a similar degree.

Through the cooperation of Portland health and social agencies, the public health nurse student during the first two terms has an opportunity for practice in the urban field and in the spring term by an arrangement made with the Bureau of Nursing of the State Department of Health and through the cooperation of county nurses, practice in the field is had in rural districts in the vicinity of Portland.

DEGREE IN NURSING COURSE

As there are many opportunities in nursing for the woman who is well prepared, and as such preparation means professional education of a high order, the University offers a five-year course in nursing which leads to the Bachelor of Science degree from the University and prepares the student for nurse registration. The first two years of this course will be given on the campus at Eugene, followed by two years in a hospital school of nursing, with the fifth year an elective in Public Health Nursing, Hospital Administration, or some other special type of nurse education.

FIELD WORK

The list of cooperating agencies indicates the extent to which the social and health agencies, public and private, of Portland, Multnomah County and Oregon, are joining with the School of Social Work to assist in the training of competent social workers and public health nurses. A substantial portion of the time of every student, concurrent with his study of theory, is devoted to field work with appropriate agencies, carefully supervised by experts.

ADVANTAGES OF WESTERN TRAINING

In training social workers for work in the mountain and coast states, the Portland school possesses a peculiar advantage over eastern training schools. There is a distinct advantage in training candidates who are native to the western country in an institution where the western spirit is dominant.

FEES

The school year consists of three terms of twelve weeks each.

The fee is \$25 per term, with occasional incidental laboratory fees. This fee must be paid before the close of the first week of every term at the University office, 814 Oregon building, Fifth and Oak streets.

Enrollment will be restricted to the number of students for whom adequate field work training can be provided.

All students are expected to become members, at a special student rate of \$1 per year, of the Social Workers' Association of Oregon, and to attend the weekly luncheon lectures of that organization on Wednesday noons. In this way, all students become well acquainted during the year with all of the leaders of social work and health work in the city and state, and well informed concerning current local problems.

Students expecting to receive certificates or degrees must make application therefor at the opening of the spring term and pay the prescribed fee of \$10 at the time of application.

Record of all academic work done elsewhere must be filed, before entrance, with the registrar of the University.

EXTENSION SERVICE

Since 1920, many of the courses offered in the School of Social Work have been open to extension students. In 1923, the curriculum of the school was shifted from morning to afternoon, a change which made several courses available for extension students.

Departmental Announcements

SOCIAL WORK COURSE

Regular students in the one-year certificate course in social work, or in the first year of the two-year course, will carry at least sixteen hours of work each term. The second year will include fifteen hours of field work per week (five credits per term) in addition to theoretical courses in the chosen field. Arrangements will permit specialization in child welfare, delinquency, medical social service, settlement work, recreation and community social work. The following outlined course will be followed by the student, unless exceptions are made for special reasons with the approval of the director. If any of the courses have been taken previously, electives may be substituted.

	Fall	Winter	Spring
FIRST YEAR			
Community Organization		2	
Social Legislation	2		
An Introduction to Modern Social Problems	2	2	
Modern Movements for Social Betterment			2
Principles of Publicity			2
Health Aspects of Social Work	3		
Methods in Social Work	3	3	3
Field Work in Family Case Work	5	5	5
Study of Social Agencies	1	1	1
Social Service Seminar	2	2	2
Elective		2	2
	18	17	17
SECOND YEAR			
Advanced Case Work	2	2	2
Advanced Field Work in Family Case Work	5	5	5
Social Research	2	2	2
Elective (with special reference to the educational and professional interest and needs of the student)	7	7	7
	16	16	16

PUBLIC HEALTH NURSING COURSE

Regular students in the one-year certificate course in public health nursing will carry at least sixteen hours of work each term. Second year students will be held for fifteen hours of field work per week (five credits per term) in addition to other courses. The work will be scheduled with the agencies in the field in which the student desires to specialize. The following outlined course will be followed by the student unless exceptions are made for special reasons by the director. If any of the courses have been taken previously electives may be substituted.

	Fall	Winter	Spring
FIRST YEAR			
Important Factors in Human Nutrition			2
Bacteriology and Public Health	1½	1½	
Community Organization		2	
An Introduction to Modern Social Problems	2	2	
Principles of Publicity			2
Case Work Methods	3		
Methods in Teaching Health			1
Field Work in Family Case Work	5		
Study of Social Agencies	nc	nc	nc
Introduction to Public Health Nursing	1	1	1
Methods in Public Health Nursing	2	3	3
Field Work in Public Health Nursing	2	5	5
Psychology		2	2
	16½	16½	16

SECOND YEAR			
Principles in Public Health Nursing for Advanced Students ..	1	1	1
Advanced Field Work in Public Health Nursing	5	5	5
Seminar in Public Health Nursing	2	2	2
Social Service Seminar	2	2	2
Elective (with special reference to the educational requirements and the professional needs and interests of the student)	6	6	6
	16	16	16

CURRICULUM FOR THE DEGREE IN NURSING COURSE

The following outline of courses indicates the plan of study prepared for the first and second years of the five-year nursing course, which are given upon the University campus at Eugene.

The two years are designed to accomplish two things. First, the courses have been selected with a view to their cultural value, equal to that of the customary freshman and sophomore years. Second, they have been arranged to provide the student with that special preparation which enables her to complete her hospital training in two years instead of three, as in the usual hospital course leading to the R. N.

Further information will be sent upon request from the Registrar's office at Eugene.

FIRST YEAR			
	Fall	Winter	Spring
Elementary Biology	3	3	3
Elementary Chemistry	4	4	4
Personal Hygiene	1	1	1
*Modern Language or elective	4	4	4
Literature		3	3
History of Nursing	3		
Physical Education	1	1	1
	16	16	16
SECOND YEAR			
Report Writing	2	2	2
Elementary Human Physiology	2	2	2
Social Origins	3	3	3
Modern Social and Health Movements			2-3
Sanitation	3		
Bacteriology		4	
Food Economics	3		
Physical Education	1	1	1
Elective			3
*Modern Language or elective	3-4	3-4	3-4
	17-18	15-16	16-17

* Modern Language required for bachelor of arts degree.

THIRD AND FOURTH YEARS In Hospital

FIFTH YEAR

Elective—Hospital administration, public health nursing, or other nursing specialty.

Description of Courses

305. *Neurology.* An introduction to the structure of the nervous system of vertebrates and man in particular, and the inter-relations of its several divisions. Larsell. *Two hours, spring term.*

306. *Important Factors in Human Nutrition.* Fall term, basal metabolism, heat regulation, metabolism of water, digestion of proteins, fats, carbohydrates and their absorption and utilization. Winter term, obesity, constipation, vitamins, food faddists, nutritional standards. Spring term, acid-base balance, mineral metabolism, nutritional hygiene, sunshine, perverted appetites, social and economic aspects of nutrition. Manville.

Two hours, each term.

311. *Social Evolution.* A study of the process by which society progresses from the simple forms of primitive society to the complicated

and artificial organization of highly developed cultures, with illustrations from present day and ancient civilizations. Parsons. *Two hours, fall term.*

312. *Problems of Social Institutions.* An elementary consideration of the problems which arise when institutions begin to function improperly in higher civilization or break down altogether. *Two hours, winter term.*

313. *Child Problems.* The course is designed to assist the classroom teacher in dealing with the personality, behavior and scholarship difficulties of problem children. It will be based on the experience of visiting teachers who have been engaged in the study and adjustment of such problems and will present practical school situations and ways in which they have been met. *One hour, each term.*

314. *Biology and Social Adjustments.* A social hygiene course for students, teachers and social workers, with special reference to the program in Oregon. *One hour, fall term.*

315. *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. Brewster. *Two hours, fall term.*

331. *Principles of Publicity.* A practical course for social workers, teachers, ministers, and others who handle their own publicity in a non-professional way. Training will not only include the methods for securing adequate and effective newspaper cooperation, but will cover the various other media that may be used to reach the public. Powers.

Two hours, spring term.

345. *Bacteriology and Public Health.* The causes and prevention of communicable diseases. Lectures, illustrated with the microscope, lantern slides, charts, and bacterial cultures. Sears.

One and one-half hours, fall and winter terms.

353. *Health Aspects of Social Work.* This course will deal with the causes, methods of treatment and prevention of types of illness which frequently are associated with dependency and other social problems. It will consist of lectures by experts in the medical field, reports on assigned reading and case studies. Thomson. *Three hours, fall term.*

356. *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 will be made, original work in making outlines, and studies of case records will be required with application of case work technique to various fields. Creech.

361. *Methods in Social Work.* A course in the principles and methods of family case work. It will include a study of 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 conferences and other methods of administration of value to case workers are emphasized. Cases showing application of the accepted technique will be discussed in class. Creech. *Three hours, each term.*

362. *Case Work Methods.* A course designed for students in Public Health Nursing. It will include a study of the methods and principles involved in the processes of family case work. Creech.

Three hours, fall term.

364. *Methods in Teaching Health.* This course presents methods which are being developed in the field of health education, with special relation to the public health nurse. Thomson and Besley. *One hour, spring term.*

371. *Field Work in Family Case Work.* All students will do practice work a minimum of fifteen hours per week with the Public Welfare Bureau the first two terms. This training in the solution of family problems is a basis of other fields of social service. In most cases, the third term's field work will also be done with the Public Welfare Bureau, although some students who have had some previous knowledge of social work may be placed with other agencies dealing with special types of work as juvenile or adult delinquency, child placing, medical social work, visiting teaching, etc. Creech.
Five hours, each term.

372. *Advanced Field Work in Family Case Work.* This course is open to those students who have completed one full year of field work in case work. The student will be given an opportunity to work with agencies specializing in the special form of service in which his interest lies, such as child welfare, adult or juvenile delinquency, recreation, medical social work, visiting teaching. Difficult case studies and histories will be undertaken and special lines of research followed out. Creech. Thomson and Parsons.
Five hours, each term.

374. *Study of Social Agencies.* A study of the agencies of the city, county and state providing for the care of the dependent, defective and delinquent groups. It will include inspection visits to institutions, classroom reports, and discussions. Attention will be paid to methods of work, objectives, accomplishments and methods of financing. Creech.
One hour, each term.

380. *Introduction to Public Health Nursing.* This course presents the history and development of public health nursing and its relation to other fields of community service. Thomson and Dunbar.
One hour, each term.

381. *Methods in Public Health Nursing.* This course presents the methods which have been devised to give service to individuals through public health nursing, generalized and specialized, and will, therefore, be closely allied to the field experience of the student. The technique which has been developed in each field of public health nursing will be critically studied in relation to its application to individuals served. Lectures, reports on assigned reading, and discussion. Thomson.
Two hours, fall term; three hours, winter and spring terms.

383. *Principles in Public Health Nursing for Advanced Students.* This course presents the principles which underly service to individuals and families as they are applied through public health nursing. Thomson.
One hour, each term.

386a. *Field Work in Public Health Nursing.* First year students in public health nursing will do practice work a minimum of fifteen hours per week for one term with public health nursing agencies in the City of Portland. Experience will be had in pre-natal and post-natal nursing with the Portland Free dispensary; infant welfare, tuberculosis, bedside and industrial nursing with the Portland Visiting Nurse Association; and school nursing with the school nursing division of the City Health Bureau. Thomson, Crowe, Knudson and Schreyer.
Five hours, winter term.

386b. *Field Work in Public Health Nursing.* First year students in public health nursing will do practice work a minimum of fifteen hours a week for one term with a rural Public Health Nursing agency under the direction of the Bureau of Nursing, State Board of Health. Thompson and Blakely.
Five hours, spring term.

387. *Advanced Field Work in Public Health Nursing.* This course is designed for second year public health nurse students. The student will be given an opportunity to work with an agency specializing in the special form of public health nursing or medical social service in which her interest lies. Thomson and Creech.
Five hours, each term.

391. *Seminar in Public Health Nursing.* Arranged for advanced students in public health nursing. It is proposed to give the student an opportunity to study problems relating to public health nursing. Credit will be given only for the complete course. Thomson. *Two hours, each term.*

420. *Community Social Problems.* A study of rural society and the social problems characteristic of rural communities. Repeated each term. Open to seniors and graduate students only. Parsons. Eugene.
Two hours, any term.

421. *Methods in Community Social Work.* Lectures and discussions taken in connection with field work in rural social work. Repeated each term. Open to seniors and graduate students only. Pre-requisite, two terms of field work and methods in family case work or its equivalent in classroom work or actual social work experience; qualifications of persons offering part or all of advanced standing for this course to be determined by the dean in each case. Annin. Eugene.
Two hours, any term.

422. *Field Work in Community Social Work.* This course consists of actual field work experience in training under the supervision of instructor of not less than fifteen hours per week for twelve weeks. Repeated each term. Taken in connection with and under same regulations as 421, described above. Annin. Eugene.
Five hours, any term.

431p. *Criminology.* The problem of crime and criminals will be taken up from three angles. Consideration will be given first to the criminal, our traditional and present day notions about him and the extent to which the causes of crime lie within him. Attention will then be given to the factors in the physical and social environment which contribute to the production of crime. Finally, consideration will be given to the nature of the criminal act and the reactions of society to criminal behavior in punishment, reformation, and the more recent developments looking toward the scientific treatment of the criminal, including the extent to which the adoption of a program would modify traditional procedure and treatment. Parsons.
Two hours, spring term.

440p, 441p. *An Introduction to Modern Social Problems.* In the fall term the student will be introduced to the social problem and accustomed to thinking of it as a whole. In the winter term, its historic background will be analyzed and social problems will be studied as manifestations of underlying causes growing out of it. Parsons.
Two hours, fall and winter terms.

443. *Modern Movements for Social Betterment.* This course follows 441p and studies the efforts which our civilization has made and is making to solve the social problem by various political, economic and social means and the prospect of these being developed into a concerted movement for human betterment. Parsons.
Two hours, spring term.

451p. *Community Organization.* A study of the theories and methods of organization now used by national, state and local organizations; of constructive and destructive factors existing in community life; of the background of community movements. Students will make outline studies of organizations functioning in local communities and will discuss such

topics as the fundamental institutions of any community, the inter-relationships of organizations, and the ideals that should motivate all efforts toward the development of our social machinery and its connection with local needs and opportunities. Dunbar. *Two hours, winter term.*

515. *Social Service Seminar.* This seminar is primarily for the senior students in the School of Social Work, but it will be open to a carefully selected number of graduate students interested in the study of social problems. In the fall term, methods of selecting topics, preparing outlines and of collecting material will be studied. In the winter term, the students will collect material and discuss their projects. The spring term will be devoted to the writing of theses from the material collected in previous terms. Parsons and Creech. *Two hours, each term.*

516. *Social Research.* This course is intended to give the second year student an opportunity to work out projects in the line of his special interest. Opportunities in the field of child welfare, medical social work, visiting teaching, and family welfare will be afforded. Parsons and Creech. *Hours to be arranged.*

THE SUMMER SESSIONS

THE FACULTY, 1929

ARNOLD BENNETT HALL, A.B., J.D., LL.D.	.....	President of the University
ALFRED POWERS, B.A.	.....	Director of the Summer Sessions
DAN E. CLARK, Ph.D.	.....	Assistant Director, Eugene Session and Post Session
GEORGE REBEC, Ph.D.	.....	Dean of the Graduate School
EARL M. PALLET, M.S.	.....	Registrar of the University
M. H. DOUGLASS, M.A.	.....	University Librarian
HAZEL M. PRUTSMAN, Ph.B.	.....	Acting Dean of Women
MARGARET JACKMAN, A.B.	.....	Secretary, Eugene Session
MARGARET M. SHARP	.....	Secretary, Portland Session
EUGENE SESSION		
ERIC W. ALLEN, B.A.	.....	Dean of the School of Journalism
RAYMOND E. BAKER, Ph.D.	.....	Professor of Education, Albany College
ERNEST SUTHERLAND BATES, Ph.D.	.....	National Dictionary of American Biography, Washington, D. C.
ANNF LANDBURY BECK, B.A.	.....	Professor of Music
OMEN BISHOP, Ph.D.	.....	Professor of Education, Whitman College
NELSON L. BOSSING, Ph.D.	.....	Associate Professor of Education
C. V. BOYER, Ph.D.	.....	Head of Department of English
MARION BROWN, M.A.	.....	Vice-Principal and Dean of Girls, University High School, Oakland, California
ELLA CARRICK, B.A.	.....	Reference Assistant
E. LENORE CASFORD, B.A.	.....	Periodical Librarian
A. E. CASWELL, Ph.D.	.....	Professor of Physics
DAN E. CLARK, Ph.D.	.....	Professor of History
R. C. CLARK, Ph.D.	.....	Head of Department of History
WILKIE NELSON COLLINS, B.A.	.....	Professor of English, Portland Center
EDMUND S. CONKLIN, Ph.D.	.....	Head of Department of Psychology
DAVID R. DAVIS	.....	Assistant Professor of Mathematics
B. W. DEBUSK, Ph.D.	.....	Professor of Education
VIRGIL D. EARL, B.A.	.....	Professor of Physical Education and Director of Athletics
GLADYS ENGLISH	.....	Librarian, High School Library, Piedmont, California
RUDOLF H. ERNST, Ph.D.	.....	Associate Professor of English
JOHN STARK EVANS, B.A.	.....	Professor of Music, Organ
DAVID E. FAVILLE, M.B.A.	.....	Dean of the School of Business Administration
GRACE M. FERNALD, Ph.D.	.....	Professor of Education, University of California
JAMES H. GILBERT, Ph.D.	.....	Dean of the College, and Professor of Economics
GEORGE GODFREY	.....	Assistant Professor of Journalism
WILLIAM L. HAYWARD	.....	Professor of Physical Education and Coach of Track Athletics
R. R. HUESTIS, Ph.D.	.....	Associate Professor of Genetics
CARL L. HUFFAKER, Ph.D.	.....	Professor of Education
HERBERT H. JASPER, M.A.	.....	Instructor in Psychology
RUTH KNEELAND, M.A.	.....	Research Director, Modesto Public Schools, California
JOHN J. LANDBURY, Mus.D.	.....	Dean of the School of Music, Piano
FELIX LEGRAND	.....	Instructor in Romance Languages
E. D. MCALISTER, Ph.D.	.....	Assistant Professor of Physics
MABEL E. MCCLAIN, B.A.	.....	Circulation Librarian
CAPTAIN JOHN J. MCEWAN	.....	Professor of Physical Education and Coach of Football
EDGAR R. MEANS, M.A.	.....	Instructor in Education
JOHN R. MEZ, Ph.D.	.....	Assistant Professor of Economics, University of Arizona
W. E. MILNE, Ph.D.	.....	Professor of Mathematics
ERNEST GEORGE MOLL, M.A.	.....	Assistant Professor of English
VICTOR P. MORRIS, M.A.	.....	Assistant Professor of Economics
EARL L. PACKARD, Ph.D.	.....	Professor of Geology
LIVINGSTONE PORTER, Ph.D.	.....	Assistant Professor of History, University of Illinois
KURT REINHARDT, Ph.D.	.....	Assistant Professor of German
WILLIAM J. REINHART	.....	Instructor in Physical Education and Coach of Basketball and Baseball
CHARLES N. REYNOLDS, Ph.D.	.....	Assistant Professor of Sociology, Stanford University
RICHARD ROEHM, B.A.	.....	Instructor in Chemistry
CHARLES EASTON ROTHWELL, M.A.	.....	Instructor in Education
ARNOLD H. ROWBOTHAM, Ph.D.	.....	Associate Professor of Romance Languages
LAURANCE J. SAUNDERS, M.A.	.....	Associate Professor and Adviser in the Experimental College, University of Wisconsin
MRS. OTTILIE T. SNEYBOLT, M.A.	.....	Assistant Professor of English
H. D. SHELDON, Ph.D.	.....	Dean of the School of Education
F. L. SHINN, Ph.D.	.....	Professor of Chemistry
WARREN D. SMITH, Ph.D.	.....	Professor of Geology
NORMA DOBIE SOLVE, Ph.D.	.....	Formerly on Staff of University High School, University of Michigan
O. F. STAFFORD, M.A.	.....	Head of Department of Chemistry
HOWARD R. TAYLOR, Ph.D.	.....	Associate Professor of Psychology
REX UNDERWOOD	.....	Professor of Music, Violin
LEAVITT O. WRIGHT, Ph.D.	.....	Associate Professor of Romance Languages
NOWLAND B. ZANE	.....	Assistant Professor of Design
JACOB ZEITLIN, Ph.D.	.....	Professor of English, University of Illinois
PORTLAND SESSION		
K. ANAN	.....	Instructor in Japanese, Portland Center
W. G. BEATTIE, B.A.	.....	Extension Lecturer
WILLIAM H. BOYER	.....	Supervisor of Music, Portland Public Schools

RALPH D. CASEY, Ph.D.	Professor of Journalism
HOMER A. CHAMBERLIN	Secretary of Oregon Social Hygiene Society
EDGAR E. DECOU, M.S.	Head of Department of Mathematics
MRS. SAIDIE ORR-DUNBAR	Executive Secretary, Oregon Tuberculosis Association
VIRGIL D. EARL, B.A.	Professor of Physical Education and Director of Athletics
ANDREW FISH, Ph.D.	Assistant Professor of History
THOMAS H. GENTLE, M.A.	Professor of Education, Portland Center
FREDERICK W. GOODRICH	Instructor in Music, Portland Center
NATALIE DEATRICH GREY	Instructor in Art, Portland Center
WILLIAM GRIFFITH, M.A.	Assistant Professor of Psychology, Reed College
RUTH E. HALVORSEN	Instructor in Art, Portland Center
ROBERT KROHN	Supervisor of Physical Education, Portland Public Schools
OLOF LARSELL, Ph.D.	Professor of Anatomy, School of Medicine
ELIZABETH LEWIS, B.S.	Instructor in Physical Education, University of Texas
ALFRED L. LOMAX, M.A.	Professor of Business Administration
IRA A. MANVILLE, M.A., M.D.	Associate in Physiology, School of Medicine
WALTER W. R. MAY	The Morning Oregonian
ADA C. MCCOWN, Ph.D.	Sociology Department, Russell Sage College, Troy, New York
CAPTAIN JOHN J. MCEWAN	Professor of Physical Education and Coach of Football
ARTHUR E. NILSSON, Ph.D.	Department of Economics, Sociology and Government, Yale University
FRANK PRENTICE RAND, Ph.D.	Editor of the Signet, Amherst, Massachusetts
WILLIAM J. REINHART	Instructor in Physical Education and Coach of Basketball and Baseball
G. W. PRESCOTT, Ph.D.	Professor of Botany, Willamette University
HOMER P. RAINEY, Ph.D.	President of Franklin College, Franklin, Indiana
JOSEPH SCHAFFER, Ph.D.	Superintendent of Wisconsin Historical Society
FRIEDRICH GEORG G. SCHMIDT, Ph.D.	Professor of German Language and Literature
FRANK CHAPMAN SHARP, Ph.D.	Professor of Philosophy, University of Wisconsin
S. STEPHENSON SMITH, B.Litt.	Associate Professor of English
MELVIN D. SOLVE, Ph.D.	Associate Professor of English, University of Arizona
F. MIRON WARRINGTON, Diplômé de l'Université de Paris	Professor of Romance Languages, Portland Center
ULYSSES GRANT WEATHERLY, Ph.D., Litt.D.	Professor of Sociology and Director of the Training Course for Social Work, University of Indiana
BENJAMIN H. WILLIAMS, Ph.D.	Associate Professor of Political Science, University of Pittsburgh
ESTHER W. WUEST	Supervisor of Art, Portland Public Schools

POST SESSION

RAYMOND E. BAKER, Ph.D.	Professor of Education, Albany College
W. G. BEATTIE, B.A.	Extension Lecturer
NELSON L. BOSSING, Ph.D.	Associate Professor of Education
A. E. CASWELL, Ph.D.	Professor of Physics
DAN E. CLARK, Ph.D.	Professor of History
WILKIE NELSON COLLINS, B.A.	Professor of English, Portland Center
GEORGE GODFREY, B.A.	Assistant Professor of Journalism
CARL L. HUFFAKER, Ph.D.	Professor of Education
E. D. MCALISTER, Ph.D.	Assistant Professor of Physics
MRS. MABEL E. MCCLAIN, B.A.	Circulation Librarian, U. of O.
VICTOR P. MORRIS, M.A.	Assistant Professor of Economics
LIVINGSTON PORTER, Ph.D.	Assistant Professor of History, University of Illinois
CHARLES N. REYNOLDS, Ph.D.	Associate Professor of Sociology, Stanford University
F. L. SHINN, Ph.D.	Professor of Chemistry
WARREN D. SMITH, Ph.D.	Head of Department of Geology
J. DUNCAN SPAETH, Ph.D.	Professor of English, Princeton University
O. F. STAFFORD, M.A.	Head of Department of Chemistry
ALBERT R. SWEETSER, M.A.	Professor of Plant Biology
NOWLAND B. ZANE	Assistant Professor of Design

TWO SESSIONS

The summer school is divided into two sessions, held simultaneously in Portland and at Eugene. The Portland branch is devoted primarily to undergraduate courses and to work of general and popular interest, including an extensive range of subjects. This session, held in Lincoln high school, freely uses many resources of the city. The work is of the same high quality as that of the regular academic year.

The Eugene division, on the University campus, offers a wide variety of courses in practically all the regular academic schools and departments, featuring advanced, research and graduate work. Owing to the carefully selected teaching staff and the abundant facilities for research in the University libraries and laboratories, the earnest student will find at this session opportunities for effective work not to be excelled on the Pacific coast.

FACULTY

The faculty of the two summer sessions is composed of 100 instructors. Seventy of these are outstanding members of the regular University staff, and thirty are visiting professors and teachers, all chosen, because of notable qualifications in their respective fields, from other universities and successful public school systems.

FIELD STUDY

Summer Geology Camp. A geologic camp for advanced students will be established within the Ochoco National Forest of Central Oregon. The field offers unusual opportunities for the study of a wide range of geologic formations extending back into the Paleozoic. They include highly Fossiliferous, Carboniferous, Triassic, Jurassic and Cretaceous marine beds and several horizons containing Tertiary vertebrates. Several trips from the camp will be taken to points of special geologic interest such as the John Day fossil beds and the Pleistocene of Fossil Lake. The trip from the University will also permit a brief study of the Sisters region of the high Cascades. The field work will consist of topographic and geologic mapping of a restricted area offering a diversity of problems. The five weeks study in the field will be followed by a week for the geologic report. Prerequisite, the equivalent of one year of geology in any standard college or university. Graduate credit allowed for special work.

ATHLETIC COACHING SCHOOL

During the first two weeks of the campus session, from June 24 to July 5, a coaching school will be held in track, basketball and football and girl's basketball. During the second two weeks, from July 8 to July 21, a similar coaching school will be held as part of the Portland session, utilizing the facilities of Multnomah field. For details, address Virgil D. Earl, athletic director, University of Oregon, Eugene.

GENERAL INFORMATION

Admission Requirements. The only requirement for admission to the summer session is the ability to do the work. Students not matriculated into the University of Oregon who wish to work toward their degrees should send official transcripts of preparatory school records to the registrar.

Registration. The registration day for both summer sessions is Monday, June 24, in Portland and in Eugene.

Credits. Heretofore the amount of credit to be earned in summer session has been limited to nine term hours in the regular session and six term hours in the post-session. By recent action of the faculty, it is possible for a student to earn ten or eleven hours in the regular Eugene session and seven in the post-session, provided, however, that the grades average 3 or better. Nine hours are still the maximum in the Portland session since the work in Portland is offered in three-hour units. Those who wish to enroll in the one-hour courses in the summer school of athletic coaching will be permitted to take ten hours if their grades reach the average of 3.

Graduate work. Most of the departments offering work in the Eugene session make special provision for graduate students. Certain advanced courses in Portland may also receive graduate credit by special arrangement. Graduate students matriculating in either session should consult with Dr. George Rebec, dean of the Graduate School.

Courses. All courses in the summer sessions meet daily and carry three hours of credit, unless otherwise noted.

Graduate courses are numbered 500 and above. Upper division courses (junior and senior years) which are numbered from 300 to 399, may not be taken for graduate credit, but upper division courses numbered from 400 to 499 may carry graduate credit. Lower division courses are numbered below 300.

Fees. The registration fee for the summer session is \$20 for residents of Oregon and for all regular extension students of the University. For others it is \$25.

SUMMER SESSION BULLETIN

The University has published a special bulletin giving a full description of the courses offered both at Eugene and in Portland, which may be secured by writing either to the Extension Division, University of Oregon, Eugene, Oregon, or to the Portland Extension Center, University of Oregon, 814 Oregon Building, Portland, Oregon.

EUGENE SESSION

ART

- 160s. *Color.* Zane.
172s. *Design.* Zane.
174s. *Lettering.* Zane.

BUSINESS ADMINISTRATION

- 414s. *Sales Management.* Faville.
475s. *Merchandising.* Faville.
540. *Graduate Seminar in Business Administration.* Faville.

CHEMISTRY

- 201abs. *General Chemistry.* Stafford.
405abs. *Organic Chemistry.* Shinn.

POST-SESSION

- 201cs. *General Chemistry.* Stafford.
405cs. *Organic Chemistry.* Shinn.

DRAMA

- 241s. *Voice Technique and Interpretation of the Printed Page.* Seybolt.
342s. *Stage Management for School and Amateur Plays.* Seybolt.

ECONOMICS

- 203s. *Principles of Economics.* Morris.
340s. *International Trade.* Morris.
498s. *Post-war Economic Problems.* Morris.
418s. *Public Finance and Taxation.* Gilbert.

POST-SESSION

- 341s. *International Economic Policies.* Morris.

EDUCATION

GENERAL INTRODUCTORY CYCLE FOR UNDERGRADUATES

- 301s. *Introduction to Education.* Brown.
302s. *Problems in Secondary Education.* Rothwell.
303s. *Educational Psychology.* Means.

SPECIAL COURSES TREATING OF SECONDARY EDUCATION

- 308s. *Teaching of English in Secondary Schools.* Solve.

309s. *Teaching of History and Social Sciences in Secondary Schools.* Rothwell.

- 310s. *Teaching of Science in Secondary Schools.* Means.
311s. *Teaching of Foreign Language.* Wright.
312s. *Work of Deans and Advisers of Girls.* Brown.
484s. *The Junior High School.* Bishop.

COURSES TREATING OF ADMINISTRATION AND SUPERVISION

- 464s. *Tests and Measurements.* DeBusk.
475. *School Buildings and Building Programs.* Bossing.
476. *Child Accounting.* Bishop.
477. *Supervision.* Bossing.
478. *Statistics.* Huffaker.
479. *Comparative School Systems.* Sheldon.

COURSES DEALING WITH THE PROBLEM CHILD

440. *Psychology of the Atypical Child.* DeBusk.
441. *The Teaching of Backward Children.* Introduction. Fernald.
442. *The Teaching of Backward Children.* Advanced Course. Fernald.

GRADUATE COURSES

574. *School Finance.* Huffaker.
598. *Problems in History of Western Education.* Sheldon.
599. *Thesis Writing.* Huffaker, Sheldon, DeBusk, Bossing.
589. *Research Course in Secondary Education.* Bishop, Rothwell, Means, Mrs. Solve.

POST-SESSION

- 457ps. *Educational Sociology.* Baker.
461ps. *Child Psychology.* Baker.
464ps. *Tests and Measurements.* Bossing.
304. *Problems of Teaching Staff.* Bossing.
574. *Problems in School Finance.* Huffaker.
471. *State School Administration.* Huffaker.

ENGLISH

- 102s. *English Survey.* (Second term). Collins.
103s. *English Survey.* (Third term). Ernst.
260s. *Short Story Writing.* Moll.
332s. *The Romantic Poets of the 19th Century.* Zeitlin.
451s. *The Essay.* Zeitlin.
443s. *The Novel.* Boyer.
201s. *Shakespeare.* Boyer.
435s. *Elizabethan Tragedy.* Ernst.
492s. *The "Little Renaissance" of the Nineties in the United States.* Collins.
325s. *English Literature from 1700 to 1730.* Collins.
500s. *Seminar: Byron.* Zeitlin.
518s. *Seminar: Romantic Tendencies in the 18th Century.* Ernst.

POST-SESSION

- 326s. *18th Century Literature.* Collins.
114s. *American Literature.* Collins.

GEOLOGY

380. *Field Geology*. Packard.

GERMAN

- 1s. *Elementary German*. Reinhardt.
301s. *German Literature*. Reinhardt.
401s. *German Seminar*. Reinhardt.

HISTORY

- 362s. *England in the Eighteenth Century*. Saunders.
271s. *Early American History*. R. C. Clark.
444s. *The Background of the Great War, 1870-1914*. Saunders.
478s. *Oregon History*. R. C. Clark.
476s. *History of the West to 1850*. Dan E. Clark.
580s. *Seminar in English History*. Saunders.
582s. *Seminar: America from the Spanish War to the Great War*.
R. C. Clark.

POST-SESSION

- 204s. *Modern European History, 1815-1870*. Porter.
470s. *Colonial America, 1492-1750*. Porter.
479s. *History of the West, 1850-1890*. Dan E. Clark.

JOURNALISM

- 210s. *The Art of Handling the News*. Allen.
400s. *General Newspaper Technique*. Allen.
500s. *Seminar in Newspaper Management*. Allen.

LIBRARY METHODS

- 341s. *Books for High School Libraries*. English.
342s. *School Library Administration*. English.
221s. *Book Selection and Evaluation*. McClain.
121s. *Use of the Library, with Special Emphasis on Reference Tools*.
Casford.
122s. *Elementary Course in Classification and Cataloguing*. Carrick.

MATHEMATICS

- 93s. *Advanced Algebra*. Milne.
94s. *Plane Trigonometry*. Milne.
NOTE: Either 93s or 94s will be given, but not both.
300s. *Differential and Integral Calculus*. Davis.
405s. *Analytical Trigonometry*. Davis.
NOTE: Either 300s or 405s will be given, but not both.
403s. *Theory of Equations and Determinants*. Milne.
504s. *Seminar in Advanced Calculus and Differential Equations*.

MUSIC

PUBLIC SCHOOL MUSIC

103. *Field of Music*. Beck.
126s. *Ear Training, Solfeggio and Dictation*. Beck.
313s. *Public School Music for Grades One to Six*. Beck.
314s. *Public School Music for Junior and Senior High School*. Beck.

APPLIED MUSIC

- 113s. *Group Instruction in Piano*. Landsbury.

- 116s. *Technique and Interpretation in Organ*. Evans.
119s. *Technique and Interpretation in Violin*. Underwood.
NOTE: Adequate provisions made for students interested in voice work.

COMPOSITION AND HISTORY

- 369s. *Keyboard Harmony and Modulation*. Evans.

ORCHESTRAL ORGANIZATION

- 317s. *Orchestral Organization*. Underwood.

PHILOSOPHY

- 428s. *Indian Philosophy*. Bates.
429s. *Keyserling and Spengler*. Bates.
*503s. *Seminar in Spinoza*, or
*504s. *Seminar in Kant*. Bates.
NOTE: Either 503s or 504s will be given, but not both.

PHYSICAL EDUCATION

(SUMMER SCHOOL OF ATHLETIC COACHING)

- 316s. *Coaching of Track*. Hayward.
315s. *Coaching of Baseball*. Reinhart.
313s. *Coaching of Football*. McEwan.
314s. *Coaching of Basketball*. Reinhart.
317s. *Coaching of Women's Basketball*. Reinhart.

PHYSICS

- *204as. *General Physics*. First term of regular course without laboratory. Caswell.
*204bs. *General Physics*. Second term as above. Caswell.
204 Lab. *General Physics Laboratory*. McAlister.
*NOTE: Students registering for this course should also register for one hour of General Physics Laboratory. For third term's work see Post-Session announcements.
301. *History and Teaching of Physics*. Caswell.
420. *Advanced Laboratory*. McAlister.
*427s. *Physical Optics*. McAlister.
*NOTE: In case the demand warrants it, some other advanced course, such as analytical mechanics, advanced electricity, or electrical measurements, may be given instead of the preceding.
520. *Research Laboratory*. Caswell, McAlister.
550. *Graduate Thesis*. Caswell, McAlister.

POST-SESSION

- 204cs. *General Physics*. Third term of regular course without laboratory. Caswell.
204 Lab. *General Physics Laboratory*. McAlister.

POLITICAL SCIENCE

- 203s. *Modern Governments*. Mez.
404s. *Political Parties*. Mez.
420. *Political and Economic Problems of the Pacific Basin*. Mez.

PSYCHOLOGY

- 202s. *General Psychology*. Taylor.
201s. *General Psychology Laboratory*. Jasper.

- 418s. *Abnormal Psychology*. Conklin.
 463s. *Psychology of Vocational Guidance*. Taylor.
 408s. *Psychology of Religion*. Conklin.
 528s. *Psychology of Learning*. Taylor.

ROMANCE LANGUAGES

- 1a. *Elementary French*. Legrand.
 11s. *Elementary Spanish*. Legrand.
 350s. *French Masterpieces*. Rowbotham.
 307s. *Methods of Instruction in French*. Wright.
 450s. *Pre-war French Literature*. Rowbotham.
 370s. *Spanish Masterpieces*. Wright.
 510s. *Modern French Seminar*. Rowbotham.
 519s. *Spanish Seminar*. Wright.

SOCIOLOGY

- 300s. *Principles of Sociology*. Reynolds.
 350s. *Anthropology*. Reynolds.
 515s. *Immigration Population Problem*. Reynolds.

ZOOLOGY

- 101s. *Elementary Biology*. Huestis.
 206s. *Field Study of Birds and Mammals*. Huestis.
 †404s. *Genetics*. Huestis.
 †520s. *Seminar: Biological Problem*. Huestis.
 † Either 404s or 520s will be given, but not both.

PORTLAND SESSION

ART

366. *Creative Expression by Means of Drawing and Handwork*. Wuest.
 367. *Correlated Picture Study*. Wuest.
 194. *Design and Color*. Halvorsen.
 195. *Fundamentals of Freehand Drawing*. Halvorsen.
 196. *Design for Craftworkers*. Grey.
 191. *Crafts*. Grey.

BIOLOGY

- 101s. *Elementary Biology*. Larsell.
 101 Lab. *Elementary Biology Laboratory*. Larsell.

BOTANY

207. *Plant Biology*. Prescott.
 208. *Nature Study for Platoon Schools*. Prescott.
 206s. *Systematic Botany*. Prescott.

ECONOMICS

- 203s. *Principles of Economics*. Nilsson.
 438. *Problems of Modern Economic Organization*. Nilsson.

EDUCATION

357. *Educational Sociology*. Beattie.
 315. *Principles of Elementary Instruction*. Gentle.

316. *Psychology of Common Branches*. Gentle.
 490s. *Moral Education*. Sharp.
 471. *Administration of Elementary Education*. Rainey.
 451s. *History of American Education*. Rainey.
 317. *Observation and Practice in Platoon Demonstration School*. Gentle and staff.

NOTE: In addition to the courses here listed, there will be two courses in Platoon Education. The program in the Platoon demonstration school will cover the grades from the fourth to the eighth, inclusive. Those interested should write for the special leaflet on the Platoon Demonstration school and the work given by specialists in connection with it.

ENGLISH

357. *Advanced Writing*. Solve.
 261s. *Magazine Writing*. Casey.
 430. *Contemporary Poetry*. Solve.
 208. *Survey of the French Novel in English*.
 337. *Modern Drama*. Rand.
 411. *Bible as Literature*. Rand.
 417. *Psychological Novel*. Smith.
 492s. *19th Century Prose*. Smith.

GERMAN

- 1s. *Elementary German*. Schmidt.
 310. *Modern German Fiction*. Schmidt.
 321. *Teaching of Modern Languages*. Schmidt.
 *415. *Social Problems in Modern German Literature*. Schmidt.
 *416. *Goethe's Faust*. Schmidt.
 NOTE: Either 415 or 416 will be given, but not both.

GEOGRAPHY

302. *Modern Japan*. Anan.
 429s. *Geography of North America*. Lomax.
 428s. *Geography of the Pacific*. Lomax.

HISTORY

- 241s. *Modern European History*. Porter.
 363s. *England in the 19th Century*. Fish.
 494s. *Social History of the United States*. Schafer.
 422s. *The Middle Ages*. Fish.
 471s. *American Statesmen*. Schafer.

JOURNALISM

- 111s. *Elementary Newswriting*. May.
 261. *Magazine Writing*. Casey.
 401s. *Public Opinion*. Casey.

MATHEMATICS

- 93s. *Advanced Algebra*. DeCou.
 104s. *Unified Mathematics*. DeCou.
 NOTE: Either 93s or 104s will be given, but not both.
 302s. *Teaching and History of Mathematics*. DeCou.
 403s. *Theory of Equations and Determinants*. DeCou.
 405s. *Analytical Trigonometry*. DeCou.
 NOTE: Either 403s or 405s will be given, but not both.

MUSIC

104. *History and Appreciation of Music*. Goodrich.
 118. *Scientific Music Reading and Choral Training*. Boyer.

- 313s. *Methods in Teaching Public School Music.* Boyer.
335. *Harmony—Medieval, Classical, Modern.* Goodrich.

PHILOSOPHY

- 305s. *Moral Education.* Sharp.
408s. *Philosophy of William James.* Sharp.

PHYSICAL EDUCATION

- 303s. *Sports and Women's Coaching.* Krohn.
309. *Graded Exercises for Rural and City Schools.* Krohn.
331s. *Elementary Rhythmics.* Lewis.
432s. *Advanced Rhythmics and Interpretative Dancing.* Lewis.
320. *Festival, Dramatization and Pageantry.* Lewis.
321. *First Aid.* Manville.

SUMMER SCHOOL OF ATHLETIC COACHING

- 316s. *Coaching of Track.* Hayward.
314s. *Coaching of Basketball.* Reinhart.
313s. *Coaching of Football.* McEwan.
317. *Women's Coaching.* Krohn and Reinhart.

NOTE: The school of athletic coaching will be held for a period of two weeks, from July 8 to July 21 inclusive, as part of the Portland summer session, utilizing the facilities of Multnomah field. Each course will carry one hour credit. The fee for enrollment will be \$25. For students enrolled in the summer session, the additional fee will be \$5.

PHYSIOLOGY

302. *Physiology.* Manville.

PLATOON LIBRARY

315. *Platoon Organization, Administration and Program Building.* Holloway.
316. *Platoon Classroom Technique and Correlation.* Beattie.
317. *Observation and Practice in Platoon Demonstration School.* Gentle and staff.

POLITICAL SCIENCE

- 201s. *National Government of the United States.* Williams.
411. *Foreign Policy of the United States.* Williams.
403. *Public Opinion.* Casey.

PSYCHOLOGY

- 202s. *General Psychology.* Griffith.
334s. *Social Psychology.* Griffith.

ROMANCE LANGUAGES

- 1s. *Elementary French.* Warrington.
11s. *Elementary Spanish.* Warrington.
203. *Survey of the French Novel in English.* Warrington.
209. *Spanish Literature.* Warrington.

SOCIOLOGY

210. *Introduction to Sociology.* McCown.
314. *Biology and Social Adjustments.* Chamberlin.
351. *Community Organization.* Dunbar.
443. *Social Pathology.* Weatherly.
444. *Population Problems.* Weatherly.

THE EXTENSION DIVISION

OFFICERS OF ADMINISTRATION

ARNOLD BENNETT HALL, A.B., J.D., LL.D.	President of the University
ALFRED POWERS, B.A.	Dean of Extension Division, Director of Portland Center
EARL M. PALLETT, M.S.	Registrar of the University
DAN E. CLARK, Ph.D.	Assistant Director of Extension Division
W. G. BEATTIE, B.A.	Extension Lecturer
MOZELLE HAIR, B.A.	Director of Organization and Administration of Correspondence Study
MARY E. KENT, B.A.	Campus Office Manager
MARGARET M. SHARP	Secretary of the Portland Center

PORTLAND CENTER FACULTY

WILKIE NELSON COLLINS, B.A.	Instructor in English, Portland Center
MARGARET D. CREECH, B.A.	Assistant Professor of Applied Sociology
THOMAS H. GENTLE	Instructor in Education, Portland Center
PHILIP W. JANNBY, B.A., C.P.A.	Assistant Professor of Business Administration
C. LYLE KELLY, Ph.B., C.P.A.	Professor of Accounting
ALFRED L. LOMAX, B.B.A., M.A.	Professor of Business Administration
HENRIETTA E. MOORE, Ph.D.	Associate Professor of English
MABLE HOLMES PARSONS, M.A.	Professor of English
PHILIP A. PARSONS, Ph.D., LL.D.	Dean of the Portland School of Social Work; Professor of Applied Sociology
HELEN MILLER SENN, B.A.	Instructor in Public Speaking
M. ELEANOR SLINGERLAND, B.A.	Instructor in Public Speaking, Portland Center
ELNORA E. THOMSON, R.N.	Professor of Applied Sociology
F. MIRON WARRINGTON, Diplômé de l'Université de Paris	Professor of Romance Languages, Portland Center

PERCY PAGET ADAMS, B.S.	Assistant Dean of the School of Architecture and Allied Arts
ERIC W. ALLEN, B.A.	Dean of the School of Journalism
ROBERT L. BENSON, M.A., M.D.	Professor of Pathology, School of Medicine
GEORGE VERNE BLUE, A.B., M.A.	Assistant Professor of History
NELSON L. BOSSING, Ph.D.	Associate Professor of Education
DAN E. CLARK, Ph.D.	Professor of History
ROBERT CARLTON CLARK, Ph.D.	Professor of History
DAVID E. FAVILLE, A.B., M.B.A.	Dean of the School of Business Administration
J. K. HORNER, B.A.	Assistant Professor of English
CARL L. HUFFAKER, Ph.D.	Professor of Education
OLOF LARSELL, Ph.D.	Professor of Anatomy, School of Medicine
IRA A. MANVILLE, M.A., M.D.	Associate in Physiology, School of Medicine
EDWIN E. OSGOOD, M.A., M.D.	Associate in Biochemistry and Medicine, School of Medicine
BUN I. PHILLIPS	Resident in Obstetrics, School of Medicine
ALFRED POWERS, B.A.	Professor of Journalism
CARLETON P. PYNN, M.D.	Instructor in Physiology, School of Medicine
FRIEDRICH GEORG G. SCHMIDT, Ph.D.	Professor of German Language and Literature
HARRY J. SEARS, Ph.D.	Professor of Bacteriology, School of Medicine
L. KENNETH SHUMAKER	Supervisor of English
CLINTON H. THIENES, M.D., Ph.D.	Assistant Professor of Pharmacology, School of Medicine
H. G. TOWNSEND, Ph.D.	Professor of Philosophy
GEORGE TURNBULL, B.A.	Professor of Journalism
HAROLD S. TUTTLE, M.A.	Assistant Professor of Education
EMMA F. WATERMAN, M.A.	Assistant Professor of Physical Education
LEAVITT O. WRIGHT, Ph.D.	Associate Professor of Romance Languages

KORENORI ANAN	Instructor in Japanese, Portland Center
ROBERT J. BEATTY	Instructor in Standard Banking, Portland Center
DANIEL BISHOP, Chicago Academy of Fine Arts and Art Institute	Editorial Cartoonist, The Oregon Journal

WILLIAM H. BOYER	Supervisor of Music, Portland Public Schools
WILLIAM L. BREWSTER, B.A., LL.B.	Instructor in Sociology, Portland Center
MILDRED ALLEN BUTLER, B.A.	Instructor in Drama, Portland Center
HOMER A. CHAMBERLAIN, B.S.	Secretary, Oregon Social Hygiene Society
SADIE ORR-DUNBAR	Executive Secretary, Oregon Tuberculosis Association
MME. GEORGE E. FROST, Diploma, State Examination in Philology, Berlin	Instructor in French, Portland Center

FREDERICK W. GOODRICH	Instructor in Music, Portland Center
NATALIE DEATRICH GREY	Instructor in Art, Portland Center
WILLIAM GRIFFITH, M.A., LL.B.	Assistant Professor of Psychology, Reed College
GLADYS E. HALL, Ph.B.	Head Visiting Teacher, Portland Public Schools
RUTH E. HALVORSEN	Instructor in Art, Portland Center
J. HUNT HENDRICKSON, LL.B.	Instructor in Commercial Law, Portland Center
FRANK H. HILTON, J.D.	Instructor in Business Law, Portland Center
LESTER W. HUMPHREYS	Instructor in Trust Functions, Portland Center
FRANK G. HUTCHINSON	Instructor in Architecture, Portland Center
NICHOLAS JAUREGUY, B.A., LL.B.	Instructor in Business Law, Portland Center
GRACE A. F. JOHNSON, B.A.	First Assistant in School Department, Portland Library Association

JUNE S. JONES	Instructor in Credits, Portland Center
WILLIAM S. KIRKPATRICK	Instructor in Advertising, Portland Center
ROBERT KROHN	Supervisor of Physical Education, Portland Public Schools
RICHARD H. MARTIN, B.A.	Instructor in Investments, Portland Center
DOUGLAS POWELL	Assistant Instructor in Advertising, Portland Center
HENRY F. PRICE, Ph.D.	Professor of Mathematics, Pacific University

DOROTHY ELIZABETH SMITH, B.A.	Head of the School Department, Portland Library Association
LAMAR TOOZE, B.A., LL.B.	Instructor in Economics, Portland Center
WILLEM VAN HOOOGSTRATEN, Mus.D.	Conductor of Portland Symphony Orchestra
FRED I. WEBER	Assistant Cashier of the Hibernia Bank, Portland
EDGAR H. WHITNEY	Assistant Superintendent of Schools, Portland
ESTHER W. WUEST, Chicago Art Institute	Supervisor of Art, Portland Public Schools
SALEM, EUGENE AND OTHER EXTENSION FACULTY	
W. G. BEATTIE, B.A.	Director of Salem Classes
MOZELLE HAIR, B.A.	Director of Eugene Classes
VICTORIA AVAKIAN, B.A.	Instructor in Industrial Art
A. HOLMES BALDRIDGE, B.A.	Instructor in English
NELSON L. BOSSING, Ph.D.	Associate Professor of Education
WILKIE NELSON COLLINS, B.A.	Instructor in English
DAVID E. FAVILLE, M.B.A.	Dean of School of Business Administration
THOMAS H. GENTLE, B.A.	Instructor in Education, Portland Center
J. K. HORNER, B.A.	Assistant Professor of English
GEORGE HUG, B.A.	Superintendent of Schools, Salem
C. LYLE KELLY, Ph.B., C.P.A.	Professor of Accounting
HENRY C. KOHLER, Ph.D.	Professor of English, Willamette University
GEORGE REBEC, Ph.D.	Dean of the Graduate School and Professor of Philosophy
HUGH E. ROSSON, LL.B.	Associate Professor of Law
CHARLES L. SHERMAN, Ph.D.	Professor of Philosophy, Willamette University
S. STEPHENSON SMITH, B.Litt.	Associate Professor of English
F. L. STENSON, M.A.	Professor of Education
HOWARD R. TAYLOR, Ph.D.	Associate Professor of Psychology
NOWLAND B. ZANE	Assistant Professor of Design

ORGANIZATION

The extension division is an integral and specialized division of the University, correlative with the several schools of the University. Through the extension division the University renders service to individuals, organizations and communities outside the campus. All such service when rendered in the name of the University of Oregon is undertaken and carried out through the extension service.

The main activities of the extension division as at present organized are comprised in four departments:

- (1) Department of visual instruction.
- (2) Department of social welfare.
- (3) Extension Centers, in Portland and Salem, with classes in other Oregon cities.
- (4) Department of correspondence study.

VISUAL INSTRUCTION

Visual instruction service includes a library of stereopticon slides, moving picture films, rock and mineral sets, microscopical slides and other material usable for educational purposes by schools, community clubs and other appropriate organizations.

A special catalogue is published and seasonal lists are available on application to the extension division, Eugene, Oregon.

The service of this department was extended in 1928 to audiences totaling 152,000.

SOCIAL WELFARE

The department of social welfare includes extension lectures, extension participation in surveys and investigations, conferences, institutes and publications, as well as the direct service of the faculty members under extension auspices to many aspects of the intellectual and recreational life of the state.

In this department the secretaryship of the Oregon high school debating league has been administered by the University since the foundation of the league in 1907. Bulletins of the league are available upon application.

Extension lectures are arranged by correspondence with the organizations interested. No lecture fee is charged, but the expenses of the lecturer are paid by the committee or organization in charge.

Among the surveys and investigations in which the extension division has cooperated in recent years are:

The Oregon state survey of defectives and delinquents made by Dr. Chester L. Carlisle of the United States public health service; a rural survey of Lane county, in connection with the Presbyterian county church commission; a study of the county school systems of the state of Oregon on the ten points of efficiency of the Russell Sage study of state systems. This last compilation was published by the state superintendent of schools, and has been of great value in improving school conditions.

EXTENSION CENTERS

PORTLAND CENTER

The office of the Portland center is at 814 Oregon building. The telephone number is Atwater 2919. Executive details of all Portland classes are handled from this office, which is open daily from 9:00 a. m. to 5:00 p. m., with the exception of Saturday, when it closes at 1:00 p. m. Classes are held in the Lincoln high school building, Park and Market streets, and in the Portland Library.

Resident credit in the University of Oregon may be earned in all Portland classes, unless exception is made. Students who have not matriculated in the University receive provisional credit only.

Because of its purpose to serve only the part-time student, the Portland center will accept registration for credit from a student in not more than six term hours of work for each term. This regulation does not apply to the summer term, at which full-time students are welcomed and in which the maximum registration is for three classes carrying nine hours of credit in all.

Admission to classes for credit after the second meeting of any term is only by permission of the instructor and admission for credit after the third week is not possible.

The University reserves the right to discontinue any course because of inadequate enrollment, or for any other sufficient reason.

GRADUATE WORK IN THE PORTLAND CENTER

It is possible, in a number of departments in the Portland center, to accomplish the whole work for the degree of master of arts, and in other departments to accomplish at least some portion of that work.

Graduate students should record themselves as such not only in their classes and with their instructors, but should place their names on file at the Portland center office, filling out a special card each term. The dean of the graduate school, or his representative, may be consulted at appointed times, and all ordinary routine information secured.

OTHER EXTENSION CLASSES

The Salem extension center is in its third year, offering courses on the same basis and under the same regulations as Portland. During 1928-29 extension courses have also been offered in Astoria, Hood River, Newberg, Mt. Angel, Albany, Silverton, Eugene, and Cottage Grove.

Portland Extension Center
COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS

BIOLOGY
Dr. LARSELL

LOWER DIVISION

101a,b,c, p. *Elementary Biology*. A general introduction to the fundamental principles and problems of biology as exemplified by plants and animals. Given jointly by the departments of plant and animal biology. *Laboratory fee—\$3 each term. Three hours, each term.*

ENGLISH

Professor PARSONS, Dr. MOORE, Mr. COLLINS, Professor WARRINGTON, Mr. SHUMAKER

WRITTEN ENGLISH

LOWER DIVISION

150. *Good Usage in Speech and Writing*. A practical course in everyday English that treats of essential matters of grammar, diction and mechanics, and develops the principles of sentence structure. Moore. *One hour, each term.*

153. *Creative Writing*. A course in which the technique of writing is emphasized. A degree of skill in the employment of language is assumed. Practice in personal narration will be combined with analysis of literary masterpieces. Moore. *Two hours, each term.*

NOTE: A course fee of \$1 each term, in addition to the registration fee of \$7, is charged for the course in Creative Writing.

NOTE: The completion of Creative Writing will clear the regular University requirement for English B.

253, 254, 255. *Business English*. A study of the various types of business letters and reports, presented from a practical viewpoint. The ordinary problems of grammar and the technique of writing will be studied, and some attention will be given to oral reports of a business nature. Shumaker. *Two hours, each term.*

260a,b,c, p. *Elementary Short Story*. The purpose of this course is to develop proficiency in the writing of short fiction. The method includes analysis of specimen stories and consideration of the psychology of narrative appeal; but emphasis is placed upon actual writing of short stories by the members of the class. Parsons. *Two hours, each term.*

NOTE: A course fee of \$1 each term, in addition to the registration fee of \$7, is charged for the course in Elementary Short Story.

UPPER DIVISION

360. *Advanced Short Story*. Open to students who have taken the preliminary course or who have otherwise satisfied the instructor as to their ability to write acceptably and with a requisite knowledge of short story forms. Stories of special interest or promise are read before the class and submitted to general discussion. For purposes of comparison or technical interest, occasional attention is given to one-act plays and also to poetry. *Two hours, each term.*

NOTE: A course fee of \$1 each term, in addition to the registration fee of \$7, is charged for the course in Advanced Short Story.

LITERATURE
LOWER DIVISION

101p. *General Survey of English Literature*.

Fall term: A tracing of the characteristic qualities Celtic and Germanic in English literature; a comparison of the heathen and Christian

tendencies; the elements of history and of myth in the epic Beowulf; the poetry of the north-England school and the development of prose with Alfred and Aelfric. Then in the Middle Ages a great deal of attention to the first of the great Romantic movements by an abundant reading in all the literature of King Arthur and his knights; the beginnings of the drama; the religious poetry; the generation of Chaucer; the ballads.

Winter term: The generation of Shakespeare. The generation of Milton. The period from 1680 to 1730. (1) An emphasis upon the Elizabethan drama. (2) In the generation of Milton an emphasis upon the whole body of his work. (3) Then a clear sophisticated and rationalistic character, in contrast with all the great romantic periods, and the definite beginning of modern English literature. Collins. *Two hours, fall and winter terms.*

162. *Literary Appreciation*. A course designed to meet the desires of men and women for an understanding of literature, an appreciation of literature, an impulse toward good literature. Principles of criticism applicable to the novel, the essay, the drama, the short story, and to poetry will receive attention. Moore. *Two hours, winter and spring terms.*

UPPER DIVISION

307. *Contemporary American Literature*. Consideration of current issues of the Atlantic, Harper's, Scribner's, Century, Bookman, Forum and American Mercury monthly magazines, with a view to determining literary trends and forward-looking expressions of the national consciousness. Parsons. *Two hours, each term.*

337. *The Drama in Europe*. A lecture course in comparative literature. The first term will be given wholly to the Greek classic drama: Aeschylus, Sophocles, Euripides, Aristophanes, Aristotle's classic technique, and one lecture on Seneca and the Roman drama. The second term will be given to the drama of the Middle Ages, Renaissance, and Neo-classicism. The last term will be given to a very brief discussion of the Romantic drama and much attention to the modern playwrights, such as Synge, Galsworthy, Benavente, Wedekind, Pirandello, Eugene O'Neill and others. Warrington. *Two hours, each term.*

418. *The Poetry of the Romantic Movement*. British poetry from Burns to Landor, with special emphasis upon Wordsworth, Keats, Blake and John Clare. Besides these poets and Coleridge, Shelley and Byron, the prose of Wordsworth, Coleridge, DeQuincey and Peacock will be studied. Collins. *Two hours, fall and winter terms.*

430. *Modern Poets of America, France and England*. Outstanding poets in the three countries will be read and considered for both their separate and their inter-related development and significance, with discrimination as to poetic values and trends. Lectures, assigned reading, reports. Parsons. *Two hours, each term.*

447. *Nineteenth Century English Literature*. The Victorian and Post-Victorian time in novels, poetry and essays. The work of Dickens, Thackeray, Tennyson, Disraeli, the Brontes, Charles Kingsley, will be given general consideration and then the break from the Dickens-Tennyson tradition by Browning, George Eliot, George Meredith, William Morris, Coventry Patmore, Anthony Trollope, Thomas Hardy, Walter Pater, Henry James will be looked at in greater detail. The literary movement of the Nineties will be handled as a break with both periods. Collins. *Two hours, fall and winter terms.*

450. *Criticism in the United States Since 1890.* An elementary consideration of the contending camps in criticism. The standpoints and the work of Woodberry, Brownell, More, Babbitt, Sherman and Santayana will be considered as in contrast with the standpoints and work of Spingarn, Brooks, Bourne, Mencken and Huneker, and others of each group. Collins. *Two hours, fall and winter terms.*

GRADUATE DIVISION

536. *Problems in Elizabethan Literature.* Graduate seminar. Employing research methods in considering the literature of the period. Individual projects, with analyses, comparisons, deductions, bibliography. A course primarily for graduate students, but open to others whose preparation and special interest warrant their electing the course. Parsons. *Two hours, each term.*

GERMAN

Dr. SCHMIDT

LOWER DIVISION

1a.p. *Elementary German.* Essentials of German grammar and translation of easy prose and poetry. *One hour, each term.*

UPPER DIVISION

407. *German Literature.* The fall term will be devoted to reading and translations from such writers as Waldemar Bonsel, August Sperr, Jakob Bosshart, Ludwig Thoma, and others. In the winter term, the classical drama, Grillparzer's *Weh dem, der lügt*; Goethe's *Goetz von Berlichingen*; Schiller's *Jungfrau von Orleans*. In the spring term, German conversation based on some short history of German literature. *One hour, each term.*

GRADUATE DIVISION

NOTE: One or two extra courses for graduate students, but open to qualified undergraduates, will be offered such as:

501. *History of German Literature.* Either classical or contemporary literature. Time to be arranged with the instructor. *Two hours, each term.*

502. *German Seminar.* For students majoring in German, or for advanced undergraduates. Special assignments and reports. Thesis needs will be cared for in this course. *Two hours, each term.*

HEALTH EDUCATION

Miss THOMSON

UPPER DIVISION

320. *Methods in Health Education.* Intended for classroom teachers, for the health teacher in the platoon school, or others who may be interested in health projects. It will include general subjects in the best material available. *Two hours, fall and winter terms.*

HISTORY

Dr. R. C. CLARK, Dr. DAN E. CLARK, Mr. BLUE

LOWER DIVISION

241. *Modern European History, 1815-1870.* The reconstruction of Europe by Congress of Vienna, the period of reaction and revolutions that followed, the unification of Italy and Germany, and the rise of socialism. Blue. *Two hours, fall term.*

242. *Modern European History, 1870-1914.* National consolidations and imperialism, social and economic development, diplomacy and world politics. Blue. *Two hours, winter term.*

243. *Europe Since the World War, 1914-1928.* Origin of the war, the peace settlement, post-war Europe, social and economic problems. Blue. *Two hours, spring term.*

UPPER DIVISION

474, 475p. *The Foreign Relations of the United States.* The history of the diplomatic relations of this country with other countries, together with a study of the growth of the foreign policies of the United States. R. C. Clark. *Two hours, fall and winter terms.*

479. *Forces and Influences in American History.* The main forces and influences which have shaped American life, ideas and institutions. Graphical influences, the influence of the frontier, inheritance and tradition, economic forces, nationalism, political parties, and other factors. Dan E. Clark. *Two hours, fall term.*

480. *History of Political Parties in the United States.* The origin of political parties in the United States, the development of nominating systems and party machinery, the issues of the major parties, presidential campaigns, the influence of minor parties, and other topics. Dan E. Clark. *Two hours, winter term.*

GRADUATE DIVISION

478p. *Oregon History.* The study of the discovery, exploration, and occupation of the Pacific Northwest by Europeans and Americans. The activities of the great fur companies, the missionaries, the settlement of the Willamette Valley and other sections of the Oregon Country will be fully recounted. R. C. Clark. *Two hours, fall and winter terms.*

510p. *Graduate Thesis.* Individual conferences at hours to be arranged. R. C. Clark.

JAPANESE

Dr. ANAN

LOWER DIVISION

11a,b. *Conversational Japanese.* *Two hours, winter and spring terms.*

LATIN

Professor WARRINGTON

LOWER DIVISION

1a.p. *First Course in Latin.* Study of main facts of Latin grammar, word formation and derivation. *Two hours, each term.*

1b.p. *Second Course in Latin.* Rapid review, based on texts taken from Caesar, of forms and constructions covered in Latin 1; inflections and principles of syntax postponed from first course; forms and uses of the subjunctive; exercises in composition; reading of legends of early Rome recounted in the first book of Livy. *Two hours, each term.*

1c.p. *Third Course in Latin.* Caesar's Gallic War. *Two hours, each term.*

NOTE: Courses 1 and 2 will satisfy the entrance language requirements for the bachelor of arts degree in the University.

LIBRARY METHODS

Miss SMITH, Miss JOHNSON

LOWER DIVISION

211. *Routine Methods in Library Work for Platoon Teachers.* Cataloging classification, loan and filing, mending, periodicals, reference, examination. Johnson. *One hour, fall term.*

212. *Book Selection for Intermediate Grades.* Planned to meet the needs of teachers of reading in the upper grades and teacher-librarians in the platoon schools, with the needs of adolescence kept always in mind. Reading, book reports, class discussion, examination. Smith.

One hour, winter term.

MATHEMATICS

Dr. PRICE

LOWER DIVISION

93p. *Advanced Algebra.* Open to students who have had one or more years of algebra. Quadratic equations, progressions, logarithms, permutations and combinations, probability and the theory of equations.

Two hours, fall and winter terms.

UPPER DIVISION

302. *Introduction to Modern Geometry.* A study of the fundamental theorems of euclidian geometry and their relation to each other. An introduction to the more recent geometry. *Two hours, fall and winter terms.*

PHILOSOPHY

Dr. TOWNSEND

UPPER DIVISION

403p. *Contemporary Philosophy.* A study of the main currents of recent British and American thought with a survey of pragmatism, instrumentalism, and the various realisms.

Two hours, fall and winter terms.

PSYCHOLOGY

Dr. GRIFFITH

LOWER DIVISION

202a,b,c,p. *General Psychology.* An introductory course in general psychology designed to furnish the student a sufficient knowledge of psychology for general cultural purposes and to serve as a basis for advanced work.

Two hours, each term.

UPPER DIVISION

418p. *Abnormal Psychology.* A survey of the various nervous and mental diseases, psychoanalysis, hypnotism, multiple personality, spiritistic phenomena, and the like, considered from the psychological rather than the medical point of view.

Two hours, each term.

PUBLIC SPEAKING

Mrs. SENN, Miss SLINGERLAND, Miss BUTLER

LOWER DIVISION

NOTE: A departmental fee of \$1 each term, in addition to the regular registration fee of \$7, is charged for the courses in Public Speaking.

140a,p. *Cultivation of the Speaking Voice.* The theory of voice production and culture. Practical exercises to control and develop the essential vocal muscles and to acquire the modulated, full, carrying voice. Senn, Slingerland.

One hour, each term.

180a,b,c,p. *Fundamentals of Public Speaking and Interpretation.* Embraces a three-fold purpose; first, to train the student to project his thought and feeling to an audience; second, to develop the simplicity, naturalness, and directness of conversational quality in all expression; and third, to develop the power to interpret the meaning within literature. Senn, Slingerland.

Two hours, each term.

181p. *Extempore Speaking.* An introductory course in the fundamental principles of construction and delivery of short, original speeches. Practical exercises to aid in developing the power to think when upon the feet, and to secure a vocabulary of delivery. Slingerland.

Two hours, each term.

185. *Story-telling.* The story as a factor in both education and pure entertainment. Reference to various periods of the child's development and consideration of stories suitable for each. Study of sources, growth, and progression of the traditional types of stories down to the modern ones; simple impersonation and dramatization; the making of story programs and actual practice in story-telling. Slingerland.

One and one-half hours, fall and winter terms.

240. *Dramatic Interpretation.* Certain selections from ancient, modern and contemporary writings will be studied. The development and control of imagination, the emotional energies, and artistic spontaneity will be stressed. Slingerland.

One hour, each term.

UPPER DIVISION

301. *Special Course for Lecturers and Public Readers.* Offers an opportunity for individual projects, including preparation to present programs. For students interested in speech-making as well as dramatic interpretation. Emotional response of the body; platform interpretation; after-dinner story-telling; training for the highest form of pantomimic expression, the interpretation of character. Senn.

Two hours, fall and winter terms.

302. *Practical Speech Making.* Preparation and delivery of speeches adapted to selected audiences and occasions. Senn.

Two hours, fall and winter terms.

303. *Models and Methods of Speech Composition.* A study of methods of oratorical address and sources of power. Structure of the oration; qualities of the good oration; the preparation and delivery of speeches. Senn.

Two hours, spring term.

306. *Play Production.* A practical course in the technique of amateur play production. Pantomime, interpretation of characters, rehearsal of plays, stage management, properties and make-up, diction and choosing of plays. Butler.

Two hours, fall and winter terms.

ROMANCE LANGUAGES

Professor WARRINGTON, Madame FROST, Associate Professor WRIGHT

NOTE: Two years of the two hour extension language courses or twelve hours will satisfy the entrance requirement for the bachelor of arts degree in the University or be accepted as the equivalent of one year of college language toward the same degree.

FRENCH

LOWER DIVISION

1a1p, 1a2p, 1b1p. *First Course in French.* Careful study of the main facts of French grammar with practice in pronunciation. Reading of easy French prose. French will be used as the language for conducting the course at as early a date as possible. Frost.

Two hours, each term.

1b2p, 1c1p, 1c2p. *Second Course in French.* French syntax with exercises in composition and oral practice. Reading from standard authors. Conducted in French. Frost.

Two hours, each term.

UPPER DIVISION

101. *French Literature.* Reading of selections from the great writers of France in the 16th century. Frost.

One hour, each term.

102. *French Literature.* Reading of selections from the great writers of France in the 20th century. Frost. *One hour, each term.*

SPANISH

LOWER DIVISION

11a1p, 11a2p, 11b1p. *First Course in Spanish.* The rudiments of the Spanish language. Pronunciation and the fundamental rules of syntax will be taught by means of oral drill and written exercises. The reading of a simple text will furnish the basis of conversation. Warrington.

Two hours, each term.

11b2p, 11c1p, 11c2p. *Second Course in Spanish.* A rapid review of grammar, advanced work in syntax, writing of short essays, and reading of typical works by modern authors. Conversational exercises will be based upon easy Spanish narrative prose. The work will be conducted as far as possible in Spanish. Warrington.

Two hours, each term.

UPPER DIVISION

209a,p, 209a,b,p, 209b,p. *Spanish Literature.* The fall term will be devoted to a study of the Novel in Spain. The winter term will be devoted to a study of the Drama in Spain, with a parallel selection of readings and masterpieces. The spring term, to a study of the Poetry of Spain, as well as the History, Criticism and Art of Spain. Wright.

Two hours, each term.

SOCIOLOGY

Dr. PARSONS, Mrs. DUNBAR, Miss HALL, Mr. BREWSTER, Mr. CHAMBERLIN

UPPER DIVISION

311. *Social Evolution.* A study of the process by which society progresses from the simple forms of primitive society to the complicated and artificial organization of highly developed cultures. Parsons.

Two hours, fall term.

312. *Problems of Social Institutions.* Will include an elementary consideration of the problems which arise when institutions begin to function improperly in higher civilization or break down altogether. Parsons.

Two hours, winter term.

313. *Child Problems.* (See also Education). The course is designed to assist the classroom teacher in dealing with the personality, behavior and scholarship difficulties of problem children. Hall.

One hour, each term.

314. *Biology and Social Adjustments.* A social hygiene course for students, teachers and social workers, with special reference to the program in Oregon. About ten reels of motion pictures will be used in connection with the course. Chamberlin.

One hour, fall term.

315. *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. Brewster.

Two hours, fall term.

431p. *Criminology.* The problem of crime and criminals will be taken up from three angles. Consideration will be given first to the criminal. Attention will then be given to the factors in the physical and social environment which contribute to the production of crime. Finally, consideration will be given to the nature of the criminal act and the reactions of society to criminal behavior. Parsons.

Two hours, spring term.

440, 441p. *An Introduction to Modern Social Problems.* In the fall term the student will be introduced to the social problem and accustomed

to thinking of it as a whole. In the winter term, its historic background will be analyzed and social problems will be studied as manifestations of underlying causes growing out of it. Parsons.

Two hours, fall and winter terms.

443. *Modern Movements for Social Betterment.* This course follows 441p and studies the efforts which our civilization has made and is making to solve the social problem by various political, economic and social means and the prospect of their being developed into a concerted movement for human betterment. Parsons.

Two hours, spring term.

451p. *Community Organization.* A study of the theories and methods of organization now used by national, state and local organizations; of constructive and destructive factors existing in community life; of the background of community movements. Dunbar.

Two hours, winter term.

515. *Social Service Seminar.* This seminar is primarily for the senior students in the school of social work, but it will be open to a carefully selected number of graduate students interested in the study of social problems. Parsons and Creech.

Two hours, each term.

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

Professor ADAMS, Miss WUEST, Miss HALVORSEN, Mr. HUTCHINSON, Mr. BISHOP, Mrs. GREY

ARCHITECTURE

UPPER DIVISION

300p. *Elementary Structural Design.* The first term's work deals with the fundamental principles involved in the correct proportioning of the various structural members. The second term's work comprises a study of the methods employed in designing reinforced concrete structures. Adams.

Two hours, fall and winter terms.

342. *Perspective Rendering.* A course in pen and ink and pencil rendering, chiefly of architectural subjects but suitable for illustrating in general. A series of unit studies comprised of parts of buildings and other subjects, trees, and foliage combinations. Hutchinson.

Two hours, each term.

343. *Mechanical Perspective.* A course in mechanical perspective designed for those who desire to become efficient in laying out perspectives from plans and elevations. Hutchinson.

Two hours, each term.

351p. *Graphic Statics.* Graphic methods of solving problems in static mechanics are studied with special reference to their application to trusses. The first term's work deals with the fundamental principles involved and a stress sheet is worked out for a wooden roof truss. During the second term, the roof truss is further analyzed by computing sizes of members and designing the details of the joints. Graphic methods of determining stresses due to moving loads are studied and applied to railroad bridges. Adams.

Two hours, fall and winter terms.

ART APPRECIATION

UPPER DIVISION

365. *The Art of Painting.* Consideration of styles and methods of painting during the past, and the development of modern interpretations. Wuest.

One hour, fall term.

366. *Civic Art.* Decoration in the form of painting and sculpture for public buildings and parks. A study of the development of civic decora-

tion in its various forms throughout the ages, with emphasis on present day conditions in American and European cities. Wuest.

One hour, winter term.

367. *Picture Analysis.* Pictures and their meaning. Enjoyment of different subjects and elements in picture making. Will include works of art in the celebrated galleries of American and European cities. Wuest.

One hour, spring term.

CARTOONING

LOWER DIVISION

190. *Cartooning.* This course includes a practical as well as theoretical training in cartooning. The scope of the course includes (a) elementary drawing; (b) cartoon composition; (c) pen and pencil technique; (d) psychology of ideas; (e) studies for cartoon backgrounds; (f) marketing ideas. Students' drawings will be criticized before the class. Bishop.

Two hours, fall and winter terms.

NOTE: A course fee of \$3 each term, in addition to the registration fee of \$7, is charged for the course in Cartooning.

CRAFTS

LOWER DIVISION

191. *Crafts.* Gesso; decoration in relief. A revival of an old Italian art which offers a simple method for decoration. Parchment; methods of developing transparent decoration on paper and on cloth for decorative purposes. Grey.

One hour, fall term.

192. *Block Printing.* Methods and processes involved in the cutting and printing of linoleum and wood blocks on different kinds of materials. Decoration developed by means of block printing. Grey.

One hour, winter term.

193. *Block Printing.* Color. Decoration developed by use of two or more blocks. Use of block printing for commercial purposes. Grey.

One hour, spring term.

DESIGN AND REPRESENTATION

LOWER DIVISION

194. *Design.* Fundamental principles of design. Proportion arrangement and spacing of line and mass as a basis for decoration. Sources of decoration and their development. Halvorsen.

One hour, fall term.

195. *Freehand Drawing.* Study of the laws governing the appearance of form. Freehand perspective. Application of principles to the drawing of objects and nature forms. Halvorsen.

One hour, fall term.

196. *Design.* Development of naturalistic, abstract and geometric form as a basis for decoration. Creative design. Interpretation in various mediums. Halvorsen.

One hour, winter term.

197. *Freehand Drawing.* Principles governing the appearance of form applied to structural drawing. Perspective of interiors and exteriors. Halvorsen.

One hour, winter term.

198. *Pencil, Pen and Ink.* Technique of pencil rendering in line and mass treatments. Methods of rendering with pen and ink. Pictorial and decorative compositions. Halvorsen.

One hour, spring term.

199. *Water Color.* The use of transparent water color in pictorial and decorative expression. Color composition and harmonies. Technique of medium and methods of rendering. Halvorsen.

One hour, spring term.

HOME DECORATION

UPPER DIVISION

336a,p. *Home Decoration.* (a) A practical course developing the art elements in home planning and decoration. (b) Development of the subject of color with practical problems in relation to the home. (c) Furnishings for the home. Wuest.

One hour, each term.

SCHOOL OF BUSINESS ADMINISTRATION

Dean FAVILLE, Professor LOMAX, Professor KELLY, Assistant Professor JANNEY, Mr. KIRKPATRICK, Mr. HILTON, Mr. POWELL

ACCOUNTING

LOWER DIVISION

NOTE: A departmental fee of \$4 each term, in addition to the registration fee of \$7, is charged for the courses in Accounting.

111a,p, 111a,b,p, 111b,p. *Principles of Accounting.* An introduction to the entire field of accounting. The Walton Course is used as a text. Janney.

Two hours, each term.

UPPER DIVISION

422. *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 to gain correct form and desired speed in solving difficult problems. Janney.

Two hours, winter and spring terms.

425. *Senior Accounting.* Application of the technical phases of accountancy. Special course for senior students in the school of business administration at the University of Oregon. Open to others by arrangement. Kelly.

Three hours, winter term.

491a,b,c,p. *Accounting Theory and Practice.* Presupposes a thorough knowledge of the theory of accounting from the constructive standpoint. The theoretical aspects of accounting and their practical application. Purpose and preparation of various special statements. An introduction to the field of auditing. Janney.

Two hours, each term.

492a,b,c,p. *Advanced Accounting Theory and Auditing.* A continuation of Accounting Theory and Practice, the principal aim being to give a thorough professional training in practical accounting theory and practice in preparation for the Certified Public Accountant examination and for positions of auditor, comptroller, or executive of large corporations. Prerequisite, course 491a,b,c,p or its equivalent in professional training. Janney.

Two hours, each term.

494p. *Income Tax Procedure.* Income and excessive tax laws of the United States. Problems involving personal, partnership and corporate returns. Forms, law, regulations, treasury decisions involving modern points of law; decisions and rulings which affect business. Kelly.

Two hours, spring term.

495p. *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. Kelly.

Two hours, winter and spring terms.

GRADUATE DIVISION

520p. *C. P. A. Problems.* Special course for graduate students in the school of business administration at the University of Oregon. Open to others by arrangement. Kelly.

Two hours, each term.

ADVERTISING

UPPER DIVISION

440p. *Elementary Advertising.* Fundamentals, theory and practice; as integral part of modern business expansion; relationship to sales organizations and sales programs entailing investigation of product, market and conditions prior to advertising campaign. Course includes laboratory trips to mechanical departments of newspapers, engraving, electrotyping and stereotyping plants. Kirkpatrick and Powell. *Two hours, each term.*

446. *Advanced Advertising.* Advertising principles applied to practical work—the advertising campaign, its creation, building of ideas, plan, writing the copy, illustrations and reproduction, selecting the media, buying space, coordination of campaign and sales organization. Direct by mail campaigns—broadsides, folders, booklets, letters, catalogs. The advertising agency; the advertising manager. Kirkpatrick and Powell.

Two hours, fall and winter terms.

BUILDING AND LOAN

UPPER DIVISION

201. *Economics of the Building and Loan Association.* A study of modern economic organization of society. The building and loan association as a development of the situation. Future of the building and loan association as an economic institution. Kelly.

One hour, fall term.

202. *Business Law for Building and Loan Associations.* Kelly.

One hour, fall term.

203. *Banking and Investments for Building and Loan Associations.* A study of the principles of investment and finance from the standpoint of the small investor; place of the building and loan association in the present day financial organization; a study of methods of development of the building and loan association to care for the present demand for first class investments. Kelly.

Two hours, winter term.

BUSINESS LAW

UPPER DIVISION

421. *Business Law.* Fall term, a general view of various branches of law; the relation of law to business; contracts; Statute of Frauds and Statute of Limitations in connection with contracts. Winter term, sales of goods; Statute of Frauds; Uniform Sales Acts; bailments. Spring term, agency and partnership; how formed and nature of a partner's interest; mutual rights and duties of partners and their liabilities; dissolution of partnerships. Hilton.

Two hours, each term.

FOREIGN TRADE

UPPER DIVISION

NOTE: A departmental fee of \$3 each term, in addition to the registration fee of \$7, is charged for the courses in Foreign Trade, with the exception of *Trade Routes and World Ports*, which does not require the extra fee.

481a.p. *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. Lomax.

Two hours, fall term.

483. *Foreign Trade Marketing.* Problems of the foreign trade executive in export and import organization. Study of the functions of export marketing such as agent, merchant or branch office. Second term devoted primarily to problems in regional marketing, particularly as applied to products distributed from the Pacific Northwest. Lomax.

Two hours, winter and spring terms.

484. *Trade Routes and World Ports.* Survey of the principal ocean and land trade routes; ports of export and import; influence of the hinterland on the port; geographical and climatic features of a country as aids and obstacles to trade. Lomax.

One hour, fall term.

INSURANCE

UPPER DIVISION

NOTE: A departmental fee of \$3 each term, in addition to the registration fee of \$7, is charged for the courses in Insurance.

478p. *Life Insurance.* Personal and business uses of life insurance; insurance administration; government control; methods of computing premiums; study of contracts. Kelly.

Two hours, fall term.

479p. *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.

Two hours, spring term.

MANAGEMENT AND FINANCE

UPPER DIVISION

NOTE: A departmental fee of \$3 each term, in addition to the registration fee of \$7, is charged for the courses in Management and Finance.

371. *Personnel Management.* The study of principles and policies which underlie the successful administration of personnel work. Lomax.

Two hours, fall and winter terms.

455p. *Manufacturing.* A presentation of the economic conditions pertaining to about thirty of the principal manufacturing industries of the United States; brief history of each industry and the process of each. Where it is possible, the national or international situation is correlated with conditions found in the Pacific Northwest particularly, and the Pacific Coast generally. Lomax.

Two hours, fall and winter terms.

469p. *Statistical Analysis.* Interpretation of business data and statistics, relating especially to questionnaires and special investigations; accounting records, market and industrial surveys and business services. Not a course in the theory of statistics. Lomax.

Two hours, spring term.

485. *Corporation Finance.* The corporation in modern business; legal organization; instruments of finance; corporation promotion and underwriting. Capitalization, earnings, expenses and surplus; manipulation, insolvency, receivership and reorganization; special problems in state regulation. Kelly.

Two hours, spring term.

MERCHANDISING

UPPER DIVISION

NOTE: A departmental fee of \$3, in addition to the registration fee of \$7, is charged for the course in Merchandising.

475p. *Merchandising.* A study of retailing methods with particular attention to department store and specialty store problems in buying, stock, and selling. Figuring of mark-up, layout and merchandise classi-

fication, style, pricing, purchasing, and planning stocks. The retail method of inventory, stock records, selling organization, and special sales events. Course conducted entirely by the case method, with practical problems taken from actual experience. Faville. *Two hours, winter term.*

REAL ESTATE
UPPER DIVISION

468p. *Real Estate.* Business problems connected with the purchase, sale, and management of real estate: valuation, building operations, insurance and financing of real estate transactions; legal phases, contracts, liens, taxes and assessments, transfer of titles, deeds, bonds and mortgages. Selling real estate; office, field and staff organization. Kelly. *Two hours, fall term.*

GRADUATE WORK IN BUSINESS ADMINISTRATION

520p. *C. P. A. Problems.* (See Accounting). *Two hours, each term.*

540. *Graduate Seminar.* Topics for presentation and discussion are selected in general conference. Faville. *Two hours, fall and spring terms.*

SCHOOL OF EDUCATION

Dr. HUFFAKER, Dr. BOSSING, Mr. GENTLE, Mr. TUTTLE, Mr. WHITNEY, Miss HALL

UPPER DIVISION

312. *Child Study.* A study of the capacities and tendencies of the normal child with reference to the demands of the school. Tuttle. *One hour, fall and winter terms.*

313. *Child Problems.* (See also Sociology). The course is designed to assist the classroom teacher in dealing with the personality, behavior and scholarship difficulties of problem children. Hall. *One hour, each term.*

314. *Geography.* The objective of this course is the organization of the geography of the principal business countries of the present day into suitable problems or projects. The organizing principle is a physio-economic one. A few of the problems are carried through in detail. Gentle. *Two hours, winter and spring terms.*

315. *Pedagogy of the Social Sciences.* In this course stress is laid upon the nature of the social sciences, the outcomes to be reached through their use, the organization of the subject matter and the method of handling it. Gentle. *Two hours, winter term.*

316. *Psychology of the Common Branches of Study.* The purpose of this line of work is to review the results of such scientific investigations as have been carried on in certain phases of some of the studies of the public school curriculum; and to indicate what modifications and eliminations should be made in our current methods of teaching these subjects. Gentle. *Two hours, spring term.*

317. *Correlation of the Subject Matter of a Platoon School Curriculum.* The social sciences will be emphasized, especially geography. Courses in the various grades will be proposed for discussion and concrete illustrations given, showing how correlation may be realized. Whitney. *Two hours, fall term.*

463. *Diagnostic Tests.* Will cover the following topics: the principles of diagnostic test building, practice in the building of such tests; the procedure in remedial teaching. Bossing. *Two hours, each term.*

490. *Moral Education Methods.* A consideration of principles and methods of education as conditioned by special emphasis on character objectives. An attempt to meet the growing demand for a comprehensive program and a specific technique in discipline, moral training, and ethical instruction. Tuttle. *One hour, fall and winter terms.*

498. *Problems of the Teaching Profession.* This course will deal with a study of teaching as a profession. Illustrations of topics included will be preparation for the teaching profession, certification of teachers, teachers' salaries, salary schedules, rating for improvement of teachers in service, professional education, professional ethics, and leadership. Huffaker. *One hour, each term.*

499. *Educational Finance.* A study of the major problems of financing education. Topics such as the place of the state in financing education, the relationship of school finance to the classroom teaching position, school costs, and the relationship of school finance to the welfare of the teaching profession. Huffaker. *One hour, each term.*

GRADUATE DIVISION

595. *Education Seminar.* A discussion club for all graduate education students preparing for a master's degree. Huffaker. *Credit to be arranged.*

SCHOOL OF JOURNALISM

Dean ALLEN, Dean POWERS, Professor TURNBULL

LOWER DIVISION

111a,p. *Newswriting.* A beginning course for students wishing to prepare themselves for newspaper reporting. Instruction will be through the media of textbook, lectures and practical assignments in gathering and writing news. Attention will be given the problems of the young reporter, the country correspondent for a city paper, the publicity chairman of civic and educational organizations. Turnbull. *Two hours, fall term.*

UPPER DIVISION

331. *Principles of Publicity.* A practical course for social workers, teachers, ministers, and others who handle their own publicity in a non-professional way. Training will not only include the methods for securing adequate and effective newspaper cooperation, but will cover the various other media that may be used to reach the public. Powers. *Two hours, spring term.*

394. *Newspaper Editing.* A survey of newspaper content other than advertising and "spot-news." Principles of selection; means of ascertaining public demand. Discussion of social, educational and cultural aspects of such material as well as its function in helping to sell the paper. Allen. *Two hours, winter term.*

SCHOOL OF MEDICINE

Dr. LARSELL, Dr. MANVILLE, Dr. PHILLIPS, Dr. PYNN, Dr. SEARS

ANATOMY

UPPER DIVISION

301. *Gross Anatomy of the Human Body.* Anatomy by systems—Osseous, Blood Vascular, etc., augmented by charts, models and special dissections. Practical applications, as posture, muscular balance, anatomical mechanics, etc., and their relations to disease, will be discussed. Demonstrations at the Medical School. Phillips. *Two hours, fall and winter terms.*

NEUROLOGY

UPPER DIVISION

305. *Neurology*. An introduction to the structure of the nervous system of vertebrates and man in particular, and the inter-relations of its several divisions. Larsell. *Two hours, spring term.*

PHYSIOLOGY

UPPER DIVISION

302. *Physiology*. Fall term, digestion, secretion, absorption and metabolism. Winter term, nervous system and special senses. Spring term, blood, circulation and respiration. Pynn. *One hour, each term.*

306. *Important Factors in Human Nutrition*. Fall term, basal metabolism, heat regulation, metabolism of water, metabolism of protein. Winter term, metabolism of carbohydrates, metabolism of fats, mineral metabolism, acid-base balance. Spring term, vitamins, sunshine, nutritional standards, nutritional hygiene, perverted appetite, obesity, constipation, social and economic aspects of nutrition. Manville. *Two hours, each term.*

PUBLIC HEALTH

UPPER DIVISION

345. *Bacteriology and Public Health*. The causes and prevention of communicable diseases. Lectures, illustrated with the microscope, lantern slides, charts, and bacterial cultures. The course is designed especially for social workers, nurses and teachers. Sears. *One and one-half hours, fall and winter terms.*

SCHOOL OF MUSIC

Mr. BOYER, Mr. GOODRICH, Dr. VANHOOGSTRAATEN

LOWER DIVISION

113a,p. *Music Appreciation in the Schoolroom*. A complete course for teachers and others showing methods of teaching musical appreciation from the simplest rote songs of the primary grades to the most involved symphonies and overtures, of the modern and ultra-modern composers. Goodrich. *One hour, each term.*

114a,p. *Song Interpretation and Directing*. Class singing, directing, interpretation of song material and baton technique. A study of operas and operettas suitable for school production, will be included. Boyer. *One hour, each term.*

118a,b,c,p. *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. Boyer. *One hour, each term.*

UPPER DIVISION

317a,p, 317a,b,p, 317b,p. *Orchestral School*. The training school for orchestral players is designed to give to those instrumentalists who have sufficient technic a thorough drilling in the essentials of ensemble playing, an acquaintance with appropriate orchestral literature and the ability to follow a director's beat. vanHoogstraten. *Two hours, fall and winter terms.*

350. *Conducting*. An advanced and technical course for professional directors of orchestras and for those training to become directors. vanHoogstraten. *Two hours, fall and winter terms.*

NOTE: A course fee of \$4 each term, in addition to the registration fee of \$7, is charged for the course in Conducting.

405. *Lyric Poetry in Music*. This course will be a survey of musical literature, vocal and instrumental, which has been inspired by poetry mainly without being written for musical adaptation. Fall term: classical English poetry: Shakespeare, Ben Jonson, Milton, Dryden and other contemporary poets. Winter term: comparative poetry: Goethe, Schiller, Heine, Ibsen, Bjornson, Victor Hugo, LaFontaine, Verlaine, Lamartine, Baudelaire, Pushkin and others. Spring term: Walter Scott, Byron, Moore, Tennyson, Longfellow, Whittier, Burns, Swinburne, Rossetti, Alfred Noyes, A. E. Housman, Joyce Kilmer and others from the eighteenth century to the present day. Goodrich. *One hour, each term.*

SCHOOL OF PHYSICAL EDUCATION

Mr. KROHN, Miss WATERMAN

LOWER DIVISION

174. *Physical Education and Recreation*. Gymnastics for the school-room; games for the schoolroom; marching in the schoolroom; marching at dismissals. Gymnasium floor work, gymnasium apparatus; games; folk dancing; organized games, including volleyball, basketball, indoor ball; athletics for classes en masse; athletic efficiency test. Krohn. *One hour, each term.*

175. *Physical Education Objectives*. Definitions of the aims and objectives of physical education, physical education activities, typical programs for elementary schools and high schools. Waterman. *Two hours, fall term.*

176. *Physical Education Methods*. Classification and progression of material in physical education, methods of organizing and teaching physical education activities. Waterman. *Two hours, winter term.*

177. *Physical Education Administration*. Administration of a gymnasium and physical education plant, school budgets for physical education equipment, program planning in relation to the cost of equipment. Waterman. *Two hours, spring term.*

PORTLAND CHAPTER OF THE AMERICAN INSTITUTE OF BANKING

Mr. BEATTY, Mr. HENDRICKSON, Mr. HORNER, Mr. HUMPHREYS, Mr. JANNEY, Mr. JAUREGUY, Mr. JONES, Mr. MARTIN, Mr. TOOZE, Mr. WEBER

NOTE: The courses here listed are given in cooperation with the Portland Chapter of the American Institute of Banking and are designed particularly for members. Regular students will find suitable courses of a similar nature listed under the headings of Business Administration, English and Public Speaking.

50. *Analysis of Financial Statements*. A course in the analysis and interpretation of the two principal statements of business, the Balance Sheet and the Profit and Loss Statement. Janney. *Three hours, fall term.*

60. *Banking Fundamentals*. This course will deal with the departmental activities of modern banking, and will cover all the essential factors, from organization to such principles and laws as relate to the clerk's daily work. Especially designed to help junior clerks and to acquire some knowledge of the various activities of a bank and the relation of its departments with each other. Weber. *Three hours, fall term.*

61. *Standard Banking*. Some of the daily practices and problems of banking as well as the history and principles of money, credit, and banking. Lectures, special class work and the bringing in from time to time of outside persons trained in certain subjects of banking. Beatty. *Three hours, winter term.*

70. *Credits*. Field of credits, credit instruments, bank credit departments, sources of credit information, financial statements, statement

analysis, handling the borrowing account, buying open market paper, discounting receivable collateral loans, eligibility of paper for rediscount at Federal Reserve Banks. Inter-bank loans, handling embarrassed and bankrupt concerns, commercial credits. Jones. *Three hours, winter term.*

80. *Investments.* A course devoted to study of the analysis of investments, with particular emphasis on the actual making of investments under local conditions; and the organization of the investment bank business. Practical application of fundamental theories is made whenever possible. Martin. *Three hours, winter term.*

90. *Business Economics.* An analysis of the principles underlying production, exchange and distribution. Consideration of such problems as banking and currency reform, regulation of international trade, revenues, and taxation, the labor movement, wages and prices, regulation of transportation agencies, and control of trusts. Tooze. *Three hours, fall term.*

121. *Commercial Law.* 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 references to the Oregon law and by use of mimeographed forms. Hendrickson. *Three hours, fall term.*

122. *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 discussion of form and interpretation, consideration, rights of the parties, presentment, notice of dishonor and discharge. Jaureguy. *Three hours, winter term.*

123. *Trust Functions.* Designed especially for employees of banks and trust companies and is intended to familiarize them with the kind of usefulness to people generally that a trust company can offer through the medium of trust service. Humphreys. *One and one-half hours, fall and winter terms.*

182. *Public Speaking.* Training for gathering and arranging material for short talks. How to state views clearly and forcibly. An easy extempore style for ordinary occasions is the end sought. Subjects are chosen that are of special interest to bankers. Horner. *Two hours, fall and winter terms.*

CERTIFICATE COURSE IN NURSING FOR STUDENTS IN
ACCREDITED HOSPITAL SCHOOLS

MISS THOMSON, DR. BENSON, DR. FOSTER, DR. MANVILLE, DR. OSGOOD, DR. SEARS, DR. THIENES

FIRST YEAR

110. *Elementary Materia Medica.* This course is for the purpose of making the student familiar with the common drugs used as disinfectants and antiseptics; to insure necessary accuracy in making up solutions by going over the arithmetical tables and methods necessary for this purpose. Thienes. *One hour, fall term.*

120. *Elementary Chemistry.* This course is designed to give the students in nursing a basis for the intelligent study of such subjects as physiology, nutrition, bacteriology, public health, materia medica and practical nursing. Thienes. *Three hours, fall term.*

130. *History of Nursing.* A study of present day conditions in nursing; obstacles which have been overcome; the early leaders and the ideals and traditions underlying nursing. Thomson. *One hour, fall term.*

140. *Anatomy.* This course is designed to give the student a practical working knowledge of the structure and function of the skeletal system of the normal human body. Foster. *Two hours, winter term.*

150. *Nutrition.* This course is arranged to give the student a knowledge of the nutritive value of food, their chemical combination and use for different age groups in health and in disease. Manville. *Three hours, winter term.*

160. *Personal Hygiene.* This course is designed to give the student the fundamental principles for building health; to help the student form sound health habits and to give scientific methods for teaching health. Thomson. *One hour, spring term.*

170. *Bacteriology.* This course is for the student in nursing and is designed to help her understand the characteristics and habits of microorganisms so that she may know how to protect her patient, the public and herself from infection. Sears. *Three hours, spring term.*

180. *Elements of Pathology.* A study of the more generally accepted causes of disease, and the nature of the more common disease processes with special reference to symptoms and reasons for treatments prescribed. Benson. *One hour, spring term.*

SECOND YEAR

205. *Physiology.* This course is designed to give an appreciation of the human body as an efficient machine, and to form the basis for the study of hygiene, nutrition and materia medica, as well as pathological conditions and to train in habits of exact observation. Manville. *Three hours, fall term.*

210. *Materia Medica and Therapeutics.* This course is designed to continue the study of drugs with special reference to their use as therapeutic agencies with emphasis upon the accurate administration of medicines and intelligent reporting of results. Thienes. *Two hours, fall term.*

215. *Medical Diseases.* The objects of this course are to give the student a practical understanding of the causes, symptoms, prevention and treatment of medical diseases so that she may be prepared to give skilled assistance to the physician in the care of the patient. To develop skill in reporting symptoms of disease and the effect of treatment. Osgood. *Two hours, winter term.*

225. *Gynecology and Urology.* A study of the reproductive organs with special emphasis on the prevention and treatment of abnormalities. *One hour, winter term.*

230. *Case Work Method Applied to Nursing.* A study of the principles underlying case work and an application of the methods used and found effective in other fields to the development and use of nursing case histories. Thomson. *One hour, winter term.*

235. *Surgical Diseases.* To give the nurse student the etiology and symptoms of the principle surgical diseases with preparative, operative and post-operative treatment so that she may give intelligent assistance to the surgeon in promoting the patient's recovery. *One hour, winter term.*

245. *Orthopedics*. Brief history of orthopedic surgery showing recent progress. A study of normal motions, symptoms of abnormalities and methods of treatment so that the nurse may give skilled assistance to the orthopedic surgeon in making corrections for the patient.

One hour, spring term.

255. *Pediatrics*. A study of the mental and physical development of the normal child from birth to puberty. Feeding maternal, supplementary, complementary. Symptoms of diseases in children, their prevention and treatment.

Two hours, spring term.

265. *Modern Social and Health Movements*. A study of the historical background for modern, social and health movements. Present day problems and methods used in the attempt to solve them. The relation of the nurse, private duty, institutional and public health to these problems and programs. Thomson.

Two hours, spring term.

270. *Communicable Diseases*. To teach the principles underlying the prevention and control of communicable diseases. To teach methods of caring for communicable diseases in homes, hospital and community.

Two hours, winter term.

THIRD YEAR

202a,b,c,p. *Psychology*. An introductory course in general psychology designed to furnish the student a sufficient knowledge of psychology for general cultural purposes and to serve as a basis for advanced work.

Two hours, fall, winter and spring terms.

232. *Emergency Nursing and First Aid*. This course is designed to help the nurse student adapt her hospital methods to emergency situations found elsewhere.

One hour, winter term.

233. *Physiotherapy*. To give the student nurse an elementary understanding of these phases of treatment and appreciation for its importance.

One hour, spring term.

240. *Eye, Ear, Nose and Throat*. A study of the care and treatment of the eye, ear, nose and throat under normal and abnormal conditions.

One hour, winter term.

320. *Public Health*. The causes and prevention of communicable diseases. Lectures, illustrated with the microscope, lantern slides, charts and bacterial cultures.

Two hours, fall and winter terms.

325. *Psychiatric Nursing*. A study of the changes which occur in the mental condition of physically ill patients. Observation of behavior on same basis as observation of physical factors; the consideration of abnormal behavior as a symptom of disease; the relation of childhood to adult life. Causes, prevention and treatment in mental diseases.

Two hours, spring term.

330. *Survey of Field and Related Professional Problems*. An introduction to the various branches of nursing; problems, responsibilities, professional organizations, relation to other professions. Opportunities for further education.

One hour, spring term.

335. *Obstetrics*. A study of the value of the individual family to the race. The importance of adequate medical and nursing care for maternity patients from the beginning of pregnancy through the puerperum. Physiology and hygiene of normal pregnancy, complications, treatment, care of patient in hospital or home.

Two hours, fall term.

EXTENSION CLASSES OUTSIDE OF PORTLAND—1928-29

Albany

EDUCATION

THOMAS H. GENTLE

300. *History of Education*. A study of the lives of great teachers and their influence on modern educational ideas. Friday.

Two hours, fall, winter and spring terms.

ENGLISH

A. HOLMES BALDRIDGE

182. *Practical Public Speaking*. A course in extempore speaking, with emphasis on speech content, gesture, platform deportment, posture. Planned especially for club women, business men and women, and others who want to learn to speak effectively on their feet. Monday.

Two hours, fall, winter and spring terms.

Astoria

ENGLISH

WILKIE NELSON COLLINS

301A. *Literature in England and the United States Since 1890*. The course will deal with novelists and poets of the last thirty years in the United States and England. The new kinds of realism will be described and the poets who have shared with the novelists so much of the realistic development since the war will come in for a good deal of discussion. Thursday.

Two hours, fall and winter terms.

Cottage Grove

EDUCATION

THOMAS H. GENTLE

300. *History of Education*. A study of the lives of great teachers and their influence on modern educational ideas. Thursday.

Two hours, fall term.

409. *Child Psychology*. This course attempts to give the teacher in service a key to the diagnosis to the pupils in her classes in so far as these are somewhat typical. It makes use of several case studies furnished by the teachers from the classes in the public schools. Thursday.

Two hours, spring term.

Eugene

ART

NOWLAND B. ZANE, VICTORIA AVAKIAN

264. *Comparative Art Studies*. A course to aid in the understanding and appreciation of art. In the fall term such topics as the reason for art, the beginnings of art, art and nature, idealism versus realism, representation versus decoration, and what the poet, painter, sculptor, dramatist and musician have in common will be included. In the winter term a special study will be made of the American Arts, and specific examples. In the spring term a study will be made of painting, sculpture, and architecture, with frequent references to literature and music. Lectures, lantern slides, text material, class discussions, visits under guidance to art exhibitions on the campus will familiarize the lay person with much that is best in American art and give him a basis for appreciation and interpretation. Tuesday. Zane. *Two hours, fall, winter and spring terms.*

165. *Applied Design I. Lampshades.* The designing and construction of lampshades including parchment, fabric and pleated paper shades. A study of lamps in relation to interiors. Original designs and color schemes by students. Monday. Avakian. *Two hours, fall term.*

333E. *Applied Design III. Pottery.* A beginner's course in the designing and making of pottery forms, such as tiles, bowls, vases, book ends, and lamp bases. The study of good proportion, contour, and shape in relation to use. Glazing and firing. A laboratory fee of \$3, in addition to the regular fee, is charged to cover cost of materials used. Thursday. Avakian. *Two hours, winter and spring terms.*

Design. The study of historic design motifs as source material for the applied arts. Selection of tracings from historic material and ways of adapting these to wood block printing, stencilling, batik, and other forms of applied design. Monday. Avakian. *Two hours, spring term.*

BUSINESS ADMINISTRATION

DAVID E. FAVILLE, HUGH E. ROSSON

121. *Commercial Law. (A. I. B.).* A course offered in conjunction with the American Institute of Banking. Designed primarily for bank employees, and covering the fields of contracts, agency, corporations, partnership, real and personal property, estates, bills of lading and negotiable instruments. (21 weeks). Rosson. *Three hours, fall term.*

475E. *Retail Merchandising.* A study of retailing methods with particular attention to department store and specialty store problems in buying stock and selling; figuring of mark-up; layout and merchandise classification, style, pricing, purchasing, and planning stocks; the retail method of inventory, stock records, selling organization, and special sale events. The course will be conducted entirely by the case method, with practical problems taken from actual experience. Additional course fee, \$3.00. Tuesday. Faville. *Two hours, fall term.*

EDUCATION

THOMAS H. GENTLE, F. L. STETSON

315. *Pedagogy of the Social Sciences.* Grammar grade boys and girls must learn group living. History and civics for the upper grades of the elementary school afford the best introduction to the mores or norms which govern the social group. Hence the necessity on the part of the teacher for a brief study of the pedagogy of the social sciences. Thursday. Gentle. *Two hours, spring term.*

316. *Psychology of the Common Branches.* A review of the results of scientific investigations that have been carried on in certain phases of some of the studies of the public school curriculum. Modifications and eliminations that should be made in our current methods of teaching these subjects will be indicated. In the winter term, the course deals with a consideration of the child mind as it approaches a study of the common branches of the elementary curriculum. The course aims to assist students who are already teaching to measure their practices by the accepted standards of the present day. Subjects considered will be language, grammar, composition, nature study, construction work and health projects, music, drawing, penmanship and spelling. Wednesday. Gentle. *Two hours, fall and winter terms.*

484E. *The Junior High School.* A careful study of the chief purposes and special features of the junior high school as represented in the best modern theory and practice. Monday. Stetson. *Two hours, fall term.*

ENGLISH

A. HOLMES BALDRIDGE, S. STEPHENSON SMITH

182. *Practical Public Speaking.* A course in extempore speaking, with emphasis on speech content, gesture, platform deportment, posture, planned especially for club women, business men and women, and others who want to learn to speak effectively on their feet. Thursday, fall term; Tuesday, winter and spring terms. Baldridge. *Two hours, fall, winter and spring terms.*

301E. *Twentieth Century Literature.* A survey of leading contemporary American and English writers. Beginning with books of immediate public interest, the main literary currents since the turn of the century will be traced. The Celtic revival, problem plays, psychological novel, and philosophical trends will be discussed. The course will make a cross-section study of the twentieth century mind, showing its main trends of thought as reflected in the literature. Monday. Smith. *Two hours, fall, winter and spring terms.*

PHILOSOPHY

GEORGE REBEC

326E. *Lectures in the Philosophy of History.* History as the development and trying-out of certain basic ideals. From the classical to the Hellenistic Greek point of view. Why Christianity? Medievalism? The modern world? Is the modern world a return to pagan foundations? The contemporary drift. Some required readings, supplemented by a wide range of suggested readings. Wednesday. *Two hours, winter term.*

Hood River

ENGLISH

WILKIE NELSON COLLINS

301H. *Literature in England and the United States Since 1890.* The course will deal with novelists and poets of the last thirty years in the United States and England. The new kinds of realism will be described and the poets who have shared with the novelists so much of the realistic developments since the war will come in for a good deal of discussion. Wednesday. *Two hours, winter term.*

Mt. Angel

EDUCATION

THOMAS H. GENTLE

316. *Psychology of the Common Branches.* A review of the results of scientific investigations that have been carried on in certain phases of some of the studies of the public school curriculum. Modifications and eliminations that should be made in our current methods of teaching these subjects will be indicated. Monday. *Two hours, winter term.*

Newberg

EDUCATION

NELSON L. BOSSING

318N. *Curriculum Making.* A study of the principles underlying the selection and organization of materials for the courses of study in the elementary and secondary schools. The course includes a survey of the more extensive curriculum revisions undertaken in a number of cities and smaller communities as well as a study of the results of researches made to determine the specific content materials that should be included within the various subjects. *One and one-half hours, fall term.*

Salem

ART

NOWLAND B. ZANE

365. *Art Analysis*. This course is arranged especially for both beginners and those who have had previous work in Art Appreciation. A text book, "American Arts," will be used in addition to lantern slides. Examples of painting and sculpture will be studied with particular relation to the artist who produced them. The aim of the study is two-fold: to enlarge the student's enjoyment of the works of art themselves and to give a better idea of the diversity and importance of the field of American arts. Thursday. *One hour, fall and winter terms.*

194. *Poster Design*. A study of simplified means of producing effective posters. Deals with the composition of poster material, and lays particular stress upon methods of using pictures and other illustrative material so as to make an immediate and pleasing impression. Help will be given in lettering but most emphasis will be placed upon the decorative elements of poster design. Show-card colors will be used. Problems will be suited both to beginners and to advanced students. Thursday. *One hour, fall and winter terms.*

BUSINESS ADMINISTRATION

C. LYLE KELLY

468. *Real Estate*. Business problems connected with the purchase, sale, and management of real estate: valuation, building operations, insurance and financing of real estate transactions; legal phases, contracts, liens, taxes and assessments, transfer of titles, deeds, bonds and mortgages. Selling real estate; office, field and staff organization. *Special course, additional fee, \$3.00.* Tuesday. *Two hours, winter term.*

EDUCATION

W. G. BEATTIE, GEORGE HUG, THOMAS H. GENTLE

318. *Curriculum Making*. A scientific study of curriculum improvement and the general objectives of curriculum making. A definite procedure in making courses of study and actual revision and construction of present courses in the schools. Thursday. Hug. *One hour, fall and winter terms.*

304. *Educational Sociology*. This course considers the relation of education to social needs, social principles underlying school organization and instruction, and the function of the school in creating both conscious self-control in social groups and conscious responsibility of the individual in relationship to the group. Monday. Beattie. *Two hours, fall term.*

315. *Pedagogy of the Social Sciences*. In this course stress is laid upon the nature of the social sciences, the outcomes to be reached through their use, the organization of the subject matter and the method of handling it. This work is planned with special reference to the needs of both grade and high school teachers. Monday. Gentle. *Two hours, winter term.*

ENGLISH

J. K. HORNER, HENRY C. KOHLER

181. *Public Speaking*. An easy extempore style for ordinary occasions is the end sought in this course. It is a course in practical everyday speaking, not in oratory. The course is comprehensive in every detail—

gathering and organizing material, methods of introduction and conclusion, the psychology of speech approaches, and practice. Monday. Horner. *Two hours, fall and winter terms.*

316. *The Poetry of Browning*. A survey of his most important work. Thursday. Kohler. *One hour, winter term.*

325. *The Poetry of Shelley and Keats*. An investigation of the romantic backgrounds of these two poets, and of their technique and art message. Thursday. Kohler. *One hour, fall term.*

330. *Great Literary Books*. A study of the power and influence of great books as literary backgrounds. The Iliad, Aeneid, English Bible, Divine Comedy, Essays of Montaigne, and others will be considered in detail. Thursday. Kohler. *One hour, fall and winter terms.*

PHILOSOPHY

CHARLES L. SHERMAN

250. *Problems of Philosophy*. This study serves as an introduction to philosophical problems. Discussions will be freed as much as possible from technicalities; no preliminary training in philosophical study will be necessary. The aim of this course is to develop critical reflection in regard to problems which are certain to arise in the mind, and to suggest their possible solution. Friday. *One hour, fall and winter terms.*

PSYCHOLOGY

CHARLES L. SHERMAN, HOWARD R. TAYLOR

409. *Child Psychology*. Considers the basic biological and psychological factors in human development, attempts to attack psychological problems scientifically. Special emphasis is laid on the bearing of psychology on child training and application of principles to practical problems. Monday. Taylor. *Two hours, fall term.*

334a-S. *Social Psychology*. This course purposes to trace the genesis of the social consciousness in the individual. The relations of social consciousness to the moral self will be emphasized. The contributions of biology, psychology, sociology and philosophy to the moral self will receive due consideration. Lectures and assigned readings. Friday. Sherman. *One hour, fall and winter terms.*

Silverton

EDUCATION

THOMAS H. GENTLE, W. G. BEATTIE

304. *Educational Sociology*. This course considers the relation of education to social needs, social principles underlying school organization and instruction, and the function of the school in creating both conscious self-control in social groups and conscious responsibility of the individual in relationship to the group. Monday. Beattie. *Two hours, fall term.*

315. *Pedagogy of the Social Sciences*. Grammar grade boys and girls must learn group living. History and civics for the upper grades of the elementary school afford the best introduction to the mores or norms which govern the social group. Hence the necessity on the part of the teacher for a brief study of the pedagogy of the social sciences. Monday. Gentle. *Two hours, winter and spring terms.*

Correspondence Study

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D.	President of the University
ALFRED POWERS, B.A.	Dean of Extension Division
DAN E. CLARK, Ph.D.	Director of Instruction by Correspondence
MOZELLE HAIR, B.A.	Director, Organization and Administration of Correspondence Study
FRECY PAGET ADAMS, B.S.	Professor of Graphics
MARY E. BARNES, M.A.	Professor of English
RAY P. BOWEN, Ph.D.	Professor of Romance Languages
WILLIAM TINGRY BOYNTON	Professor of Physics
ROBERT CARLTON CLARK, Ph.D.	Professor of History
EDMUND C. CONKLIN, Ph.D.	Professor of Psychology
EDGAR E. DECOU, M.S.	Professor of Mathematics
ALICE HENSON ERNST, M.A.	Assistant Professor of English
JAMES HENRY GILBERT, Ph.D.	Professor of Economics
HERBERT CROMBIE HOWE, B.A.	Professor of English
RALPH R. HUESTIS, Ph.D.	Assistant Professor of Genetics
PHILIP A. PARSONS, Ph.D.	Acting Dean, School of Sociology
MARY H. PERKINS, M.A.	Professor of English
ETHEL I. SANBORN, Ph.D.	Assistant Professor of Plant Biology
FREDERICH GEORG G. SCHMIDT, Ph.D.	Professor of German Language and Literature
HENRY DAVIDSON SHELDON, Ph.D.	Dean of School of Education
S. STEPHENSON SMITH, B.Litt.	Associate Professor of English
WARREN D. SMITH, Ph.D.	Professor of Geology
A. B. STILLMAN, B.A.	Assistant Professor of Business Administration
ALBERT RADWIN SWETSCH, M.A.	Professor of Botany
ANNA M. THOMPSON, M.A.	Assistant Professor of Romance Languages
ELNORA E. THOMSON, R.N.	Director of Public Health Nurse Training, Portland School of Social Work
GEORGE TURNBULL, B.A.	Professor of Journalism
HAROLD S. TUTTLE, M.A.	Assistant Professor of Education

INSTRUCTORS

LARROY J. BOVE	Education
WINNEFRED BRADWAY, B.A.	Physiology
ELSIE BROOKS	French
MARGARET CLARKE, B.A.	Written English
LAUREN CONLEY, B.A.	Economics
MRS. VIRGIL D. EARL, B.A.	English Literature
LULU GEIL, R.N.	Health Education
CELLA V. HAGER, M.A.	Psychology
ARTHUR C. HICKS, M.A.	Teaching of English
CLARA JASPER, B.A.	Sociology
GRACE EDGINGTON JORDAN, B.A.	Advanced Short Story
EDMUND D. KREMER, Dr. Juris Utriusque.	German
RUTH NEWTON, B.A.	Entrance English
ROLLO PATTERSON, B.S.	Botany
JAMES H. PRUETT, B.A.	Physics
LLOYD J. REYNOLDS, B.S.	Written English, English and American Poetry
FLORENCE SHUMAKER, B.A.	Written English and American Literature
KENNETH SHUMAKER, B.A.	English A
JAMES C. STOVALL, B.S.	Geology
GERTRUDE TOLLE, B.S.	Mathematics
MARY LOU TURNBULL, B.A.	Journalism
BEN WHITESMITH, B.A.	History
LEAVITT O. WRIGHT, Ph.D.	Spanish
MRS. L. O. WRIGHT	Spanish
MRS. ORVAL YOCOM	Sociology

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 educational 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 requirement of the University.
- (3) Persons who, for any reason, desire to pursue studies under competent supervision, without any reference to University credit or entrance requirements.

ELIGIBILITY TO CORRESPONDENCE-STUDY

The correspondence courses offered by the extension division of the University of Oregon are intended primarily for residents of the state. Exceptions are sometimes made in the case of students who are out of the state temporarily, or non-residents who are definitely preparing to enter the University.

No student is allowed University credit for correspondence work while in actual attendance at any college or high school, except by special arrangement.

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

CREDIT FOR CORRESPONDENCE-STUDY

Sixty term hours is the maximum amount of credit that may be earned toward graduation in correspondence study.

No graduate credit is allowed for correspondence work.

Students who are deficient in entrance credit may, under certain conditions, make up such deficiencies through correspondence courses.

Teachers may earn credit in correspondence courses in satisfaction of requirements in education for a state certificate.

GENERAL INFORMATION

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

Students interested in correspondence courses should write to the extension division of the University of Oregon for a complete catalogue. In this will be found full information about the courses offered, the rules governing correspondence-study, the amount of fees, texts required and other information necessary for registration.

Courses for University Credit

The following courses may be taken through the department of correspondence study. For further information, see the correspondence study catalogue, which may be obtained from the Extension Division, Eugene.

BIOLOGY

1. *Bird Study*. A combined reading and laboratory course on the biology of the bird, its habits, powers and adaptation, economic value. Lower division. \$7.50. *Three term-hours.*

BOTANY

2. *Systematic Botany*. Some of the typical flowers, use and meaning of the common descriptive terms, description, naming, and pressing of ten Oregon plants representing at least five families. Lower division. \$6.00. *Three term-hours.*
3. *Advanced Systematic Botany*. Continuation of the previous course to make a more extended classification of plants. Lower division. \$6.00. *Three term-hours.*
4. *Shrubs and Trees*. This course will comprise: description and naming; economic uses; the government forests, care and value to the country. Upper division. \$6.00. *Three term-hours.*

BUSINESS ADMINISTRATION

1. *Constructive Accounting*. This course is the equivalent of course 111a,b,c in accounting in the University, and the sections are so arranged as to permit any one or all of them to be substituted for the corresponding term of the resident course. Also practical for business managers. Lower division. \$30.00. *Twelve term-hours.*

DRAWING

1. *Mechanical Drawing*. The use and care of drafting instruments, geometric drawing, practical applications of the principles of orthographic projection to drafting-room practice, etc., are taught the student. Neat, plain lettering, shop drawing, tracings and isometric drawing receive special emphasis. Lower division. \$12.00. *Six term-hours.*
2. *Graphic Statics*. Graphic methods of solving problems in statical mechanics with special reference to their application to trusses and framed structures. No training in mathematics is required except the ability to solve a formula. Upper division. \$12.00. *Six term-hours.*
3. *Advanced Graphic Statics*. Graphic methods deduced and used for determining the bending moment, shear and deflection in beams; center of gravity and moment of inertia of a plane area; stresses in voussoir arches; deflection of trusses. Upper division. \$4.00. *Two term-hours.*
4. *Elementary Structural Design*. The principles of computation of the proper sizes in the various parts of trusses, machines, steel frame work or other objects under stress. The course is divided into three parts. Upper division. \$4.00 each. *Two term-hours, each part.*

ECONOMICS

1. *Economic History*. Study of the primitive stages of industry, the origin and growth of institutions and property, the rise of the modern industrial system, the development of foreign trade, the epoch of the great inventions, and the chief characteristics of modern industry. Lower division. \$12.00. *Six term-hours.*
2. *The Principles of Economics*. Wealth; foreign exchange and the tariff question; theory of interest, rent and wages; labor and protective legislation; railways and trust problems; socialism. Lower division. \$16.00. *Eight term-hours.*
3. *Money, Banking and Economic Crises*. Theory of money, nature and use of credit and its relation to prices, monetary history of U. S., nature and function of banks, relation to stock exchange, the defects of our currency system and suggestions for reform. Upper division. \$10.00. *Five term-hours.*

4. *Economics of Business Organization*. Nature of business organization, the classification and test of efficiency of business organizations, individuals in business, partnerships, joint stock companies, corporations, and the simple business trust. Principles of economics is prerequisite. Lower division. \$8.00. *Four term-hours.*

5. *Railway Economics*. The scope of transportation; American railroads; railroad regulation in England; railroad regulation in Germany; railroad regulation in France and Italy; regulation of railroads in the United States; the Transportation Act of 1920; the courts and railroad regulation; government ownership and operation. Principles of economics is prerequisite. Upper division. \$8.00. *Four term-hours.*

6. *Principles of Ocean Transportation*. The history of the ocean carrier is studied as an introduction to the underlying principles of the present problems of the merchant marine and ocean traffic. Economic history and the principles of economics, or equivalent, prerequisites. Upper division. \$6.00. *Four term-hours.*

7. *Regulation of Carriers*. Railroad regulation; regulation of motor trucks and busses; carriers by water. Principles of economics is prerequisite. Upper division. \$8.00. *Four term-hours.*

EDUCATION

1. *Modern Methods of Teaching in the Upper Grades and High School*. Problems that confront the teacher every day in the classroom; supervised study; visual instruction; class procedure; project teaching; measuring the progress of pupils by means of standard tests and scales; adjustments of instruction to individual differences; and technique of controlled classroom experimentation. Upper division. \$6.00. *Three term-hours.*

2. *Teaching Principles*. A study of the fundamental factors and processes in the psychology of learning, with practical application of the principles. Lower division. \$6.00. *Three term-hours.*

3. *Moral Training*. This course deals with emotion, the feelings, values, ideals, motivation, and problems related to the affective aspect of life; the motivation of choices, formation of habits, and the fixing of moral standards. Upper division. \$6.00. *Three term-hours.*

4. *History of Modern Education*. The history of those educators whose practices and philosophies function today in our educational system. Upper division. \$6.00. *Three term-hours.*

5. *Secondary Education*. Problems of secondary education; the progress made toward their solution, and the present conclusions of our leading authorities. Upper division. \$6.00. *Three term-hours.*

6. *Educational Psychology*. Inherited mental equipment of human beings; the learning process; the psychological principles involved in learning; the relation of secondary education to mental and social maturity. This course is divided into three sections of twelve lessons each, which may be taken separately. Lower division. \$12.00. *Six term-hours.*

7. *Problems and Methods*. Some of the problems and most progressive methods of teaching pupils in the period of early adolescence. Lower division. \$4.00. *Two term-hours.*

ENGLISH AND LITERATURE

WRITTEN ENGLISH

1. *Exposition, Narration and Argument.* To enable the student to express himself in a clear and correct way; drill in grammatical construction. The course is outlined in three sections of sixteen lessons each. Section 1 has to do with exposition; section 2 with narration; section 3 with argument. Any section may be taken separately.

The completion of this course will clear the regular University requirement for written English. Lower division. \$12.00. *Six term-hours.*

2. *Advanced Writing.* Study and practice of general magazine writing sketches, essays, narratives, criticisms, and so on. Offered as the equivalent of the course in written English required of all University students in the sophomore year.

The course is divided into three sections of 16 lessons each, which may be taken separately. Lower division. \$18.00. *Nine term-hours.*

3. *Introduction to Short Story Writing.* The elements of a short story, descriptions of people, places, and states of mind, simple plot construction, with some attention to introductions, conclusions, and dialogue.

Students who cannot show adequate preparation for the course in short story writing will be expected to take this course first. Lower division. \$6.00. *Three term-hours.*

4. *Short Story Writing.* Designed to enable students to try out their abilities in creative writing. Lower division. \$6.00. *Three term-hours.*

5. *Advanced Short Story Writing.* Students eligible to take this course are those who have completed the preliminary course and have shown in it a satisfactory degree of proficiency; also other persons who can submit the manuscript of an original short story of real merit. Upper division. \$10.00. *Three term-hours.*

6. *Versification.* Experiments in the writing of verse, with study of various verse forms as mediums of expression. Upper division. \$6.00. *Three term-hours.*

7. *Book and Play Reviewing.* Study of the principles of criticism, based on readings from the great critics, and from contemporary sources. Prerequisite at least nine term-hours' work in literature, a college course in writing, and some knowledge of current literature. Two sections of sixteen hours each, which may be taken separately. Upper division. \$12.00. *Six term-hours.*

8. *Commercial English.* Training in concise, forceful expression, in assembling and interpreting data, and in good usage in form. Lower division. \$6.00. *Three term-hours.*

9. *Methods in Grammar School English.* Practical methods of presenting English. Upper division. \$6.00. *Three term-hours.*

10. *English for High School Teachers.* Presentation and model assignments that have proved effective as used by successful teachers of English in developing in students a command of the best English usage. Upper division. \$9.00. *Four and one-half term-hours.*

11. *Review Course in English Grammar.* Review course, in which the purpose is to organize and present material that will aid teachers preparing to take the state examination for a certificate. No University credit is given for this course. \$4.00.

LITERATURE

1. *Early American Literature.* The development of American literature down to the contemporary period. Lower division. \$6.00. *Three term-hours.*

2. *Recent American Literature.* Continuation of Course 1 in Early American Literature. Lower division. \$6.00. *Three term-hours.*

3. *Nineteenth Century American Novel.* This course and the one following, Contemporary American Novel, are separate units of a single study of some of the foremost American novelists and of the historical and aesthetic forces which influenced their work. Early and Recent American Literature or their equivalents are prerequisites. Upper division. \$6.00. *Three term-hours.*

4. *Contemporary American Novel.* Continuation of course 3. Upper division. \$6.00. *Three term-hours.*

5. *Contemporary English Novelists.* The life, work, and one typical book of Kipling, George Moore, Galsworthy, H. G. Wells, Arnold Bennett, W. J. Locke, May Sinclair, Chesterton. Upper division. \$6.00. *Three term-hours.*

6. *Shakespeare.* Sixteen plays will be read with critical literature from critics of diverse schools of interpretation. Lower division. \$18.00. *Nine term-hours.*

7. *Socially Significant Literature.* Political and social problems discussed by the leading writers of the last quarter of a century in England and on the continent of Europe. For students who have had thorough preparation in the department of English literature in the University or its equivalent. Upper division. \$18.00. *Nine term-hours.*

8. *English Novel of the Nineteenth Century.* Twelve novelists of the nineteenth century, the classic age of the English novel. For advanced undergraduate students. Upper division. \$18.00. *Nine term-hours.*

9. *English and American Poetry, 1910-1920.* A critical study of representative works of Alan Seegar, Rupert Brooks, Sara Teasdale, John Masefield, Vachel Lindsay, Arturo Giovannitti, C. E. S. Wood, Carl Sandburg, Edgar Lee Masters, Robert Frost, Amy Lowell, and other contemporary poets. Upper division. \$12.00. *Six term-hours.*

10. *Methods of Teaching Literature in the Junior High School.* Consideration of the purpose of the study of literature, and the principles guiding choice of material, methods of presentation in the junior high school, as adapted to different types of literature; problems connected with outside reading. Upper division. \$6.00. *Three term-hours.*

GEOLOGY

1. *Geology I.* Introduction to the study of geology. Lower division. \$6.00. *Three term-hours.*

2. *Historical Geology.* A course for students who have had the introductory work of general geology. Lower division. \$4.00. *One and one-half term-hours.*

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

3. *General Geography*. This course is divided into three parts. Students may register for the entire course, or may take each part separately. Part I includes (a) mathematical geography, and (b) physiography. Part II deals with human, industrial and regional geography. Part III deals with political geography. Lower division. \$18.00.
Nine term-hours.

4. *Physical Geography*. No University credit is given for the course. \$4.00.

HEALTH EDUCATION

1. *Health Education*. Designed for mature students seeking knowledge in the health field and interested in methods for demonstrating such knowledge. To be given in three sections. Section II in preparation. Lower division. \$8.00.
Four term-hours.

HISTORY

1. *Oregon History*. Deals with the acquisition and building of a great western commonwealth. Opportunity is given for research, and original papers may occasionally be submitted for regular assignments. Upper division. \$6.00.
Three term-hours.

2. *English History*. Study of England's social, economic, political and constitutional history from earliest times to the present day. Lower division. \$12.00.
Six term-hours.

JOURNALISM

1. *Elementary News Writing*. Some fundamentals of general reporting, interviewing, and news analysis. Lower division. \$6.00.
Three term-hours.

2. *News Writing for Publicity Chairmen*. Practical training in the recognition of news and the writing of simple, accurate news stories, for publicity chairmen in women's clubs, men's organizations, granges, parent-teacher associations. \$4.00.
No credit.

MATHEMATICS

1. *College Algebra*. This course is the equivalent of the first term's work for freshmen in literary courses in the University. Prerequisites are one and one-half years of elementary algebra and plane geometry. Lower division. \$8.00.
Four term-hours.

2. *Plane Trigonometry*. This course is the equivalent of the second term's work for freshmen in literary courses. Prerequisites are elementary algebra, plane geometry, and college algebra. Lower division. \$8.00.
Four term-hours.

3. *Analytic Geometry*. This course is a necessary foundation for calculus. The prerequisites are solid geometry, college algebra and plane trigonometry. Lower division. \$8.00.
Four term-hours.

4. *Unified Mathematics*. This is the equivalent of Course 104a,b,c: a freshman survey course in the mathematics and physical science group in the University. It gives a unified treatment of those portions of advanced algebra, plane trigonometry, analytical geometry, together with a brief introduction to the simpler portions of the differential and integral calculus, which are essential to students in the physical and social sciences, who can give but one year to college mathematics. Prerequisites are three semesters of high school algebra and one year of plane geometry. Lower division. \$24.00.
Twelve term-hours.

5. *Differential Calculus*. This course, plus the course in integral calculus, is the equivalent of the work of sophomores in architecture. Pre-

requisites are plane trigonometry and analytical geometry. Upper division. \$12.00.
Six term-hours.

6. *Integral Calculus*. This course, plus the course in differential calculus, is the equivalent of the work of sophomores in architecture. Prerequisites are plane trigonometry, analytical geometry and differential calculus. Upper division. \$12.00.
Six term-hours.

7. *Teaching of High School Mathematics*. Methods of teaching arithmetic, algebra, geometry and trigonometry and their history; prepared especially for teachers of mathematics. Upper division. \$6.00.
Three term-hours.

8. *The Mathematics of Investment*. The principles of investment; interest, discount, annuities, amortization, the valuation of bonds, sinking funds and depreciation, building and loan associations, and the principles of life insurance. Lower division. \$6.00.
Three term-hours.

9. *Review Course in Arithmetic*. A rapid review, primarily for persons who are planning to take the state examination for a teacher's certificate. No University credit is given for this course. \$4.00.

MODERN LANGUAGES

FRENCH

1. *First year, first term*. Lower division. \$8.00. *Four term-hours.*
2. *First year, second term*. Lower division. \$8.00. *Four term-hours.*
3. *First year, third term*. Lower division. \$8.00. *Four term-hours.*
4. *Second year, first term*. Lower division. \$8.00. *Four term-hours.*
5. *Second year, second term*. Lower division. \$8.00. *Four term-hours.*
6. *Second year, third term*. Lower division. \$8.00. *Four term-hours.*

GERMAN

1. *First year, first term*. Lower division. \$8.00. *Four term-hours.*
2. *First year, second term*. Lower division. \$8.00. *Four term-hours.*
3. *First year, third term*. Lower division. \$8.00. *Four term-hours.*
4. *Second year, first term*. Lower division. \$8.00. *Four term-hours.*
5. *Second year, second term*. Lower division. \$8.00. *Four term-hours.*
6. *Second year, third term*. Lower division. \$8.00. *Four term-hours.*
7. A third year course is contemplated if there is sufficient demand. Upper division. \$6.00. *Three term-hours.*

SPANISH

1. *First year, first term*. Lower division. \$8.00. *Four term-hours.*
2. *First year, second term*. Lower division. \$8.00. *Four term-hours.*
3. *First year, third term*. Lower division. \$8.00. *Four term-hours.*
4. *Second year, first term*. Lower division. \$8.00. *Four term-hours.*
5. *Second year, second term*. Lower division. \$8.00. *Four term-hours.*
6. *Second year, third term*. Lower division. \$8.00. *Four term-hours.*

PHYSICS

1. *College Physics*. Prerequisites, algebra, geometry and elementary physics, or a fair equivalent for the latter in familiarity with machinery and common physical phenomena. Lower division. \$18.00.

Nine term-hours.

2. *History and Teaching of Physics.* This course is for teachers primarily, and presupposes a reasonable familiarity with the more elementary facts and ideas of general physics. Upper division. \$6.00.

Three term-hours.

3. *Meteorology.* Designed for those who want to study the subject as a matter of general intelligence and enjoyment, and for those who expect to enter the service of the U. S. Weather Bureau. Prerequisites, elementary algebra, plane geometry, and elementary physics. Upper division. \$6.00.

Three term-hours.

PHYSIOLOGY

1. *Elementary Physiology.* An introduction to human physiology. Lower division. \$6.00.

Three term-hours.

PSYCHOLOGY

1. *Beginner's Psychology.* This is equivalent to course 202a,b,c in the University. Lower division. \$19.50.

Nine term-hours.

2. *Elementary General Psychology.* Lower division. \$13.50.

Six term-hours.

3. *Elementary Psychology, Short Course.* Designed for the teacher who intends to take the state examination in psychology. No college credit. For review purposes only. \$4.00.

4. *Abnormal and Borderline Psychology.* A study of the better known types of abnormal and borderline mental phenomena from the standpoint of scientific interpretation. Prerequisite, any good course in the principles of general psychology. Upper division. \$9.00.

Four and one-half term-hours.

5. *Social Psychology.* A systematic study of mental phenomena in their bearing on human intercourse and development, both individual and social. Upper division. \$6.00.

Three term-hours.

SOCIOLOGY

1. *The Elements of Sociology.* This course is being revised.

2. *Introduction to Modern Social Problems.* The nature and significance of the social problems in modern society. Upper division. \$12.00.

Six term-hours.

3. *Criminology.* The problem of crime and criminals; factors in the physical and social environment which contribute to the production of crime; punishment, reformation, and the scientific treatment of the criminal. Upper division. \$6.00.

Three term-hours.

Courses for Entrance Credit

ENGLISH

English and Literature. The following courses in English and literature are based upon the state course of study for high school English. They cover the four years of work in high school English so arranged that a student may take a half-year course or may complete the entire four-year course.

1. *Entrance English I.* \$6.00.

One-half entrance unit.

2. *Entrance English II.* \$6.00.

One-half entrance unit.

3. *Entrance English III.* \$6.00.

One-half entrance unit.

4. *Entrance English IV.* \$6.00.

One-half entrance unit.

5. *Entrance English V.* \$6.00.

One-half entrance unit.

6. *Entrance English VI.* \$6.00.

One-half entrance unit.

7. *Entrance English VII.* \$6.00.

One-half entrance unit.

8. *Entrance English VIII.* \$6.00.

One-half entrance unit.

9. *English Composition.* Based upon the state textbook in composition for high schools, and its plan of presentation. Adapted to seniors and juniors in high schools. \$12.00.

One entrance unit.

10. *Entrance Grammar and Usage.* A simple outline of English grammar with such questions of usage as may come under each part of speech. \$4.00.

One-fourth entrance unit.

HISTORY AND CIVICS

Civics 1. The framework of American government, state, local and federal, and the powers and duties of executive, legislative and judicial officers in all the units of government. \$6.00.

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. \$6.00.

One-half entrance unit.

American History. Based upon the state text in American history for Oregon high schools; the equivalent of a one-year course in American history in a standard high school. \$12.00.

One entrance unit.

4. *World History.* Designed to give young students a conception of the background of history. \$12.00.

One entrance unit.

MATHEMATICS

1. *Elementary Algebra, Course A1.* This course and the two following correspond to the three semesters' work in this subject in standard high schools, and satisfy all entrance requirements in algebra at the University. \$6.00.

One-half entrance unit.

2. *Elementary Algebra, Course A2.* This course is a continuation of A1. \$6.00.

One-half entrance unit.

3. *Elementary Algebra, Course A3.* A continuation of course A2. \$6.00.

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. \$6.00.

One-half entrance unit.

5. *Plane Geometry, Course G2.* This is a continuation of Course G1. \$6.00.

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. \$6.00.

One-half entrance unit.

PHYSICS

1. *Elementary Physics.* When supplemented by a satisfactory amount of laboratory work in a high school or in a summer session of the University, this course will satisfy the entrance requirements of the University. Presupposes some familiarity with elementary algebra and plane geometry. \$12.00.

One entrance unit.

DEGREES CONFERRED DURING YEAR 1927-28
College of Literature, Science and the Arts

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Mildred Bailey, Eugene
Anna A. Baumgartner, Milwaukie
J. O. Beatty, Portland
Donald C. Beelar, Warrenton
Charles Edward Best, Eugene
Juanita A. Bigelow, Nyasa
Paul Shepard Billington, Reedsport
George William Black, Portland
Judith Adelina Blom, Eugene
Clifton H. Boggs, Stanfield
Charles Kirk Bolliger, Portland
Frances B. Borton, Portland
Elizabeth M. Bradway, Eugene
Lillian Christina Bramhall, Klamath Falls
Julia Brauningor, Eugene
Edna Vianna Brockman, Portland
Edgar Murray Burns, Portland
Camille Burton, Portland
Therese Chambelland, Epinal, France
Elizabeth W. Cheney, Portland
Frank Allen Crosby, Eugene
Julia Lillian Davis, Vale
Herbert Leroy Deal, Blackfoot, Idaho
Dorothy May Delzell, Salem
D. Devaputra, South India
Roberta Douty, Portland
Elton R. Edge, Eugene
Bethel Elvira Edison, Vancouver, Wash.
Edna Elizabeth English, Eugene
Martin Elmer Erickson, Eugene
Charles J. Fisher, Troutdale
Grace Elizabeth Fleming, Grants Pass
Edward V. Fortmiller, Albany
Winifred Alice Gibson, Livingston, Mont.
Robert B. Giffen, Eugene
Harriet Helen Gould, Coquille
Ruth Griffith, Salem
Albert Lester Halpin, Portland
Curtis Clifford Hambo, Portland
Eether Pomeroy Hardy, San Diego, Cal.
Laurence Hartmus, Portland
Zilda Marie Hayes, Powers
Dwight Sumner Hedges, Oregon City
Ethel Louise Helliwell, Portland
Ralph Hubert Highmiller, Eugene
Marie Hildeman, Portland
Thomas D. Holder, Paisley
Marjorie V. Isherwood, Portland
Margaret Alvena Jackman, Eugene
Lucille Marie Jackson, Oregon City
Helen K. Jacobs, Eugene
Kristian Johnsen, Portland
Janet May Johnstone, Portland
Elizabeth Miriam Jones, Portland
Florence Jones, Salem
Julia M. Kaufman, Portland
J. Rodney Keating, Portland
Walter Lionel Kelsey, Portland
Ruth Kercher, Springfield
Eleanor Agnes Kindberg, Chula Vista, Cal.
Kathryn Kirk, Oregon City
Jacquise L. Kirtley, Eugene
Marie Jakobine Klev, Portland
Thusnela W. Koehler, Salem
Delight Verdenius Kolar, Portland

BACHELOR OF ARTS (Honorary)

As of the Class of 1888

Milton F. Davis

Maxine Koon, Portland
Alfons Korn, Eugene
John Kuykendall, Klamath Falls
Bernita Faye Lamson, Eugene
Guinevere A. Lamson, Eugene
Herschel Clarence Landru, Eugene.
Max Alvin Levine, Los Angeles, Cal.
Virginia E. Lounsbury, Portland
Lee Lillian Luders, Portland
Gilbert Charles McAuliffe, Eugene
Kathryn Hardie McAyeal, Portland
Mary Felicia McKinnon, Eugene
Tess McMullen, Eugene
Beatrice A. Mason, Eugene
Benjamin R. Mathews, Portland
Ethel Louise Mevlg, Eugene
Rue J. Mowrey, Portland
Wasily V. Muller, Portland
Charles Namson, Los Angeles, Cal.
Thelma G. Neaville, Eugene
Dimitry Vladimir Ogievsky, Portland
Florence Kathryn Owen, Eugene
Myrtle Marian Paddock, Eugene
Erma L. Parker, Eugene
Alice Eugenia Patterson, Portland
Vina Patterson, Portland
Nancy B. Peterson, Spokane, Wash.
Virginia Florence Priaux, Chilcoquin
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Earl J. Raess, Glendale
Roby John Flint Renshaw, Portland
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Constance Lauren Roth, Portland
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Frances Sue Schroeder, Eugene
Ethyl H. Schuster, Tacoma, Wash.
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Richard D. Simonton, Portland
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Alice Evelyn Southwick, Portland
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Mabel Alice Spoon, Aberdeen, Wash.
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Thelma E. Sweeney, Springfield
Charles Leslie Towne, St. Louis, Mo.
Chi Ta Tuan, Washington, D. C.
Marion Lyle Veazie, Portland
Pauline Venable, Redondo Beach, Cal.
John Marion Walker, Eugene
James R. Ward, Portland
Anne Wentworth, Portland
Algot Westergren, Portland
Nellie Catherine Westra, Portland
Elizabeth Edwards White, Portland
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Malcolm Walker Wilkinson, The Dalles
Neta Coe Wirak, Forest Grove
A. Edgar Wrightman, Jr., Portland
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Marian Clear, Portland
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Gerald William Lawlor, Portland
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Swa Leung, Canton, China
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Helen Mumaw, Aberdeen, Wash.
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Floyd A. Van Atta, McMinnville
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Harry Carpenter Watkins, Portland
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Elizabeth Hayter, Dallas
Dorothy Hobson, Eugene
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Florence Anne Ross, Trenton, New Jersey
Helen Thwaite, Hillsboro
Lucia Wiley, Tillamook

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Arthur Leonard Remmen, San Diego, Cal.
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Donald Jeffries, Eugene
Leslie C. Kirkham, Creswell
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School of Education

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Dorothy Marianne Kell, Milwaukie
 Cecil E. Matson, Astoria
 Velma Fern Parish, Twin Falls, Idaho
 Mabel A. Peterson, Lakeview
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 DeEtta Mary Robnett, Eugene
 Ruth Eliza Schaefer, Linnton
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 Elsie Margaret Shultz, Bay City
 Dorothy Straughan, Pendleton
 Zada May Tinker, Eugene
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 Alice Trolan, Oswego

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 Naomi C. Hagensen, Portland
 Inez Pearl Jones, Eugene

Elizabeth Martin, Portland
 Hollis Michaels, Myrtle Creek
 Rhuea Micklam, Portland
 Pauline Packard, Portland
 J. Rollo Patterson, Eugene
 Horace W. Port, Portland
 Lillian Theresa Power, Portland
 Mary Elizabeth Robards, Monmouth
 Robert W. Rose, Portland
 Glenn Cyril Savage, Gervais
 Elizabeth Shields, Portland
 Gladys Katherine Stofiel, Eugene
 Lucy Thompson, Portland
 Olive C. Valck, Portland
 Wendell L. Van Loan, Monmouth

School of Journalism

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 Harold F. Hunnicutt, Eugene
 Florence Hurley, Enterprise
 Trixie J. Johnson, Tualatin
 Marian Lowry, Eugene

Ruth Newton, Merrill
 Thelma Katherine Park, Portland
 William Charles Schulze, Eugene
 Pauline Woodson Stewart, Dayville
 Grace Agnes Taylor, Eugene
 Kenneth G. Wilshire, Lakeview
 Douglas M. Wilson, Eugene

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 Harry Dutton, Eugene
 Ruth Gregg, Silverton
 Fred Junker, Sandy

Maurine Lombard, Springfield
 Flossie Radabaugh, Eugene
 Richard Herman Syring, Silverton
 Stanley Young, Eugene

School of Law

DOCTOR OF JURISPRUDENCE

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 Forrest Edmond Cooper, Eugene
 Harry J. DeFranco, Portland
 Herman Hansen, Eugene
 Edwin D. Hicks, Canyon City

Orlando John Hollis, Eugene
 George W. Joseph, Jr., Portland
 Paul A. Sayre, La Grande
 Eugene V. Slaterry, Eugene
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Sherm Smith, Prineville
 Ray Henry Watson, Eugene
 Margaret Woodson, Eugene

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 Robert Franklin Benjamin, Portland
 Alan Wayne Christensen, Freewater
 Paul M. Elwell, Portland
 John Harold Moore, Eugene

William Y. Powell, Portland
 John H. Robinson, La Grande
 Donald Templeton, Forest Grove
 Harlow L. Weinrick, Eugene

School of Music

BACHELOR OF MUSIC

Catherine Celeste Campbell, Eugene
 Lois Martha Everson, Creswell

Bernice E. Woodson, Eugene

BACHELOR OF ARTS

Harriett Baldwin, Newberg
 Ruth Elizabeth Marie DeNeffe, Eugene
 Frances Elizabeth Dodds, Tacoma, Wash.
 Barbara Audrey Edmunds, Eugene
 Helen Falconer, Enterprise
 Georgia Hickman, Vale
 Lavina Honey, Eugene
 Kathryn Inwood, Oregon City
 Aglaide V. Johnson, Eugene

Alma C. Kraus, Vancouver, Wash.
 Alma K. Lawrence, Medford
 Mildred Whitlock McAlister, Eugene
 Donald A. Ostrander, Eugene
 Rosalie Parker, Condon
 Iris Evelyn Saunders, Portland
 Margaret Spencer, Portland
 Beatrice A. Wilder, Bend

BACHELOR OF SCIENCE

Margaret Estella Inwood, Oregon City
 Robert W. McKnight, Eugene

Melba Ernestine Macy, Grants Pass
 Charles Raymond Voegtly, Burns

School of Physical Education

BACHELOR OF ARTS

Vida Leah Buehler, Eugene
 Glenn Willard Howard, Astoria
 Nellie Katherine Johns, Portland

Clifford W. Kuhn, Lebanon
 Eleanor Marvin, Astoria
 Genera Mildred Zimmer, Eugene

BACHELOR OF SCIENCE

Evelyn Laura Anderson, Eugene
 Beulah B. Braaten, Eugene
 Ruth F. Dunlap, Mt. Vernon
 Mary Elizabeth Gallagher, Eugene
 Harold H. Harden, Marshfield
 Lela Catherine Horton, Eugene

Margery O'Neal Horton, Eugene
 Hazel Agatha Kirk, St. Paul
 Cornelia Meek, Portland
 Lawrence Arleigh Read, Gladstone
 Carl L. Rice, Springfield

School of Sociology

BACHELOR OF ARTS

Gladys Frances Calef, Portland
 Louis Dammasch, Portland

Ethel Ivy Gunderson, Portland
 Masa Nori Yamashita, Portland

BACHELOR OF SCIENCE

Jane D. Gavin, Portland

Portland School of Social Work

SOCIAL WORK CERTIFICATE

Anette Adams, Portland
 Ruth Dalgliesh, Portland
 Elizabeth C. Donald, Portland

Anna Margaret Schwalier, Portland
 Elsie Sommer Tonkon, Portland
 Evelyn Hope Underwood, Portland

PUBLIC HEALTH NURSING CERTIFICATE

Jacqueline Day, Portland
 Jessie Cannum Fletcher, Portland
 Mildred Halvorsen, Portland
 Gwendolyn Johnston, Portland
 Mary Frances Nadeau, Portland

Ethel Petty, Portland
 Cora Julianna Schildhamer, Portland
 Martha M. Sheridan, Portland
 Myra Saxon Sprague, Portland
 Genevieve VanDervlugt Tachella, Portland

School of Medicine

DOCTOR OF MEDICINE

- John Theodore Abraham, B.S., Roseburg
Richard Berry Adams, B.S., Portland
Alva Burton Adkisson, B.A., The Dalles
Alfred Balle, B.S., Seattle, Wash.
Harry George Beck, B.S., Seattle, Wash.
Darrell Charles Bollam, B.S., Portland
Russell Blaine Bramble, B.S., Tacoma, Wash.
Jessie Laird Brodie, B.A., M.A., Portland
John C. Brougher, B.A., M.A., Portland
James Everett Buckley, B.A., Tacoma, Wash.
Wolcott Emmett Buren, B.A., Salem
Cassius C. Carter, B.A., Oregon City
Arnold Samuel Chaimov, B.S., Portland
William Harold Chapman, B.S., Portland
Alfred William Christopherson, B.S.,
Portland
Robert Brower Cragin, B.S., Tucson, Ariz.
Ralph Huff Crandall, B.A., San Diego, Cal.
Milton Verne Duncan, B.A., McMinnville
Marvin R. Eby, B.S., Portland
Edward E. Evans, B.A., Portland
Cecil Rhodes Fargher, B.A., Dufur
Carl Feldman, B.S., Boise, Idaho
John Corscaden Findlater, B.A., Portland
Jack Goldman, B.B.A., Portland
- Herbert Emil Goldsmith, B.A., Portland
H. Lewis Greene, B.A., Portland
Oril Stone Harbaugh, B.A., Walla Walla,
Wash.
Jesse Benton Helfrich, B.S., Portland
Verden Edward Hockett, B.A., Salem
Robert Burmeister Hope, B.A., Honolulu,
T. H.
George Horsfall, B.A., Marshfield
Reginald A. Hunt, B.S., Portland
Gordon Maxwell James, B.S., Tacoma, Wash.
Everett N. Jones, B.A., Salem
Ardley C. Joslyn, B.A., Eugene
Regner W. Kullberg, B.S., Portland
Joseph Langer, B.S., San Bernardino, Cal.
Ernest Jacob Leall, B.A., Portland
Chauncey Elwin Marston, B.A., Portland
Laverne Marguerite Moore, B.A., Portland
Henry Dwight Norris, B.S., Portland
Dimitry Vladimir Ogievsky, B.A., Portland
Archie O. Pitman, B.A., Portland
Rufus L. Powers, B.S., Portland
Charles G. Robertson, B.S., Salem
Robert Lee Strickland, B.S., Forest Grove
Edwin Douglas Warren, B.S., Klamath Falls

Graduate School

DOCTOR OF PHILOSOPHY

- Raymond E. Baker, M.A., Oregon.
Major, Education. Minors, History and Philosophy.
Thesis: The educational theory and practice of William Torrey Harris.
- MASTERS OF ARTS
- Alevia Stiles Alexander, B.A., Oregon.
Major, English. Minor, Education.
Thesis: The changing character of the increasing interest in Edgar Allen Poe.
- Thelma Lois Alley, B.A., Grinnell College.
Major, Latin. Minor, Greek.
Thesis: The place of Tyche in Euripides' tragedies.
- Carroll John Amundson, B.A., Oregon.
Major, History. Minor, Sociology.
Thesis: History of the Willamette Valley and Cascade Mountain Wagon Road Company.
- Gibson Bowles, B.A., Reed College.
Major, History. Minor, Education.
Thesis: Factors determining the diplomatic settlement of the Oregon boundary question.
- Winnifred Esther Bradway, B.A., Oregon.
Major, Animal Biology. Minor, Chemistry.
Thesis: The morphogenesis of the thyroid follicles of the chick.
- J. Everett Buckley, B.A., Oregon.
Major, Bacteriology and Hygiene. Minor, Pathology.
Thesis: Effects of iodized oils on bacteria.
- Gladys Buehler, B.A., Oregon.
Major, Mathematics. Minor, Education.
Thesis: A comparison of methods of numerical integration of differential equations.
- Harmon Marbold Chapman, B.A., Ohio.
Major, Philosophy. Minor, History.
Thesis: An exposition and critical discussion of the fundamental principles of Royce's philosophy as set forth in his "The World and the Individual."
- Agnes Louise Colton, B.A., Whitman College.
Major, History. Minor, Psychology.
Thesis: Augustine and Manichaeism.
- Viola Noon Currier, B.L., California.
Major, History. Minor, English.
Thesis: The Chinese web in Oregon history.

- Lee A. Dillon, B.A., Illinois.
Major, Education. Minor, Mathematics.
Thesis: The Portland public school system from 1873 to 1913.
- Robert A. Gilmore, B.A., Iowa.
Major, English. Minor, Education.
Thesis: Charles Dickens and the educational theories of his day.
- William S. Hopkins, B.S., Oregon.
Major, Economics. Minor, Philosophy.
Thesis: Utilitarianism in economics.
- Georgia H. Johnson, B.A., Oregon.
Major, Psychology. Minor, Zoology.
Thesis: An investigation of the effect of spacing and letter characteristics upon the range of apprehension of 10-point Caslon body type.
- Vera Gertrude Mather, B.A., British Columbia.
Major, Zoology. Minor, Psychology.
Thesis: The structure of the endostyle in ammocoetes and tunicates.
- Robert D. Morse, Ph.B., Hamline.
Major, History. Minor, Economics.
Thesis: The Hudson's Bay Company activities in the Oregon Territory, 1824-1846.
- Harry H. Savage, B.A., Willamette.
Major, History. Minor, Economics.
Thesis: Phases of Wilsonian leadership.
- Henry Sheldon, Jr., B.A., Oregon.
Major, History. Minor, Sociology.
Thesis: The place of history in the positivism of Frederic Harrison.
- Margaret Smith, B.A., Whitman College.
Major, History. Minor, Education.
Thesis: George III and the Whigs.
- Mary C. Sutton, B.A., Washington.
Major, Botany. Minor, Zoology.
Thesis: The plants of the northwest that have been used for food, medicine, and economic purposes.
- Florence Taylor, B.A., Oregon.
Major, Psychology. Minor, Zoology.
Thesis: An evaluation of the health records of women students as indicators of college success.
- Ralph Tuck, B.S., Oregon.
Major, Geology. Minor, Chemistry.
Thesis: The geology and ore deposits of the Blue River mining district.
- Orson M. Washburn, B.S., Minnesota.
Major, Education. Minor, Sociology.
Thesis: The problem of teaching municipal government in high schools.
- Lewis Angle Woodworth, B.A., Chicago.
Major, French. Minor, Spanish.
Thesis: Native French sources of the Spanish pastoral.
- Amy Maude Yeatts, B.A., Montana.
Major, French. Minor, German.
Thesis: Madame de Berny in the novels of Honore de Balzac.
- MASTERS OF SCIENCE
- Helen Gertrude Burke, B.S., Oregon.
Major, Education. Minor, History.
Thesis: The realization of the aims of secondary education.
- Vasily Dmitrievich Kniazeff, B.S., Oregon.
Major, Chemistry. Minor, Animal Biology.
Thesis: A study of the absorption of sugars and nitrogenous compounds.
- Joseph F. Santee, B.S., Oregon Agricultural College.
Major, Education. Minor, Sociology.
Thesis: University of Oregon admission standards, 1876-1927.
- MASTERS OF FINE ARTS
- Beatrice I. Towers, B.A., Oregon.
Thesis: The cycle of life.

STATISTICAL SUMMARY

ENROLLMENT FOR THE YEAR, 1927-28

THE UNIVERSITY AT EUGENE:	Men	Women	Total
Graduate School	87	62	149
Law School	65	4	69
Seniors	251	238	489
Juniors	304	342	646
Sophomores	441	325	766
Freshmen	534	411	945
Specials	23	22	45
Eugene Bible University Students	18	1	19
Total	1,723	1,405	3,128
THE MEDICAL SCHOOL AT PORTLAND	214	20	234
Total Enrollment for Academic Year of Full-time Students	1,937	1,425	3,362
THE SUMMER SESSIONS OF 1928:			
Portland Session	122	563	685
Eugene, Regular Session	236	349	585
Eugene, Post Session	66	65	131
Total Summer Enrollment	424	977	1,401
*Duplicates	55	51	106
Net Total Enrollment	369	926	1,295
EXTENSION DIVISION:			
Astoria	5	32	37
Eugene	20	60	80
Hood River	8	8	14
Portland	975	1,774	2,749
Rainier	5	4	9
Salem	16	97	113
The Dalles	8	8	16
Correspondence Study	788	1,398	2,686
Total Extension Students	1,823	3,881	5,704
† TOTAL ENROLLMENT IN ALL DIVISIONS, 1927-28	4,129	6,232	10,361

* Excluding duplicates between Eugene post session and other summer sessions.

† This total does not eliminate duplication between the regular session of the academic year and the summer sessions and the Extension Division.

ENROLLMENT FOR FALL AND WINTER TERMS OF 1928-29

THE EUGENE CAMPUS:	Men	Women	Total
Graduate School	78	69	147
Law School	82	8	90
Seniors	205	259	464
Juniors	249	243	492
Sophomores	519	395	914
Freshmen	606	418	1,024
Specials	23	9	32
Eugene Bible University Students	12	2	14
Total	1,774	1,398	3,172
THE MEDICAL SCHOOL AT PORTLAND	216	15	231
Total Enrollment for First Two Terms of Full-time Students	1,990	1,413	3,403

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APPLICATION FOR HALLS OF RESIDENCE

University of Oregon

Date

Assignment requested in
(Name of hall of residence)

Name of applicant

Home address

Preparatory school

Class in University Age

Experience (teaching, business, travel, special training)

Is outside work necessary while in University?

Name and address of parents or guardian

Name and address of any relative living in Eugene

This blank, accompanied by a ten dollar (\$10.00) application deposit, should be filled out and returned to the dean of men for the new dormitory or Friendly hall, or to the dean of women for Hendricks hall, Susan Campbell hall, or Thacher cottage. The deposit will be returned only if there is no space available or if the student is prevented from attending the University. Upon entrance into the dormitories this application deposit becomes a breakage deposit and a certain percentage is returnable at the end of the school year after deductions are made for damages to University property. Rooms are engaged for the period of one term.

Checks should be made payable to the University Comptroller.

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