

OREGON
State System of
Higher Education
BULLETIN



University of Oregon
Catalog Issue
1942-43

Eugene, Oregon

University of Oregon
CATALOG

1942-43



Eugene, Oregon

Oregon State System
of Higher Education
B U L L E T I N

Issued Monthly

No. 123

Sept. 1942

Entered as second-class matter December 24, 1932, at the postoffice at Eugene, Oregon, under Act of August 24, 1912, with points of additional entry at Ashland, Corvallis, La Grande, and Monmouth.

Published by
Oregon State Board of
Higher Education

The University Catalog sells for 25 cents a copy. Free distribution is restricted to entering students and to educational institutions with which the University exchanges publications.

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 Eugene, Oregon

Oregon State System of Higher Education

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Oregon State System of Higher Education

THE Oregon State System of Higher Education, as organized in 1932 by the State Board of Higher Education following a Federal survey of higher education in Oregon, includes all the state-supported institutions of higher learning. The several institutions are now elements in an articulated system, parts of an integrated whole. The educational program is so organized as to distribute as widely as possible throughout the state the opportunities for general education and to center on a particular campus specialized, technical, and professional curricula closely related to one another.

The institutions of the State System of Higher Education are the University of Oregon at Eugene, Oregon State College at Corvallis, the Oregon College of Education at Monmouth, the Southern Oregon College of Education at Ashland, and the Eastern Oregon College of Education at La Grande. The University of Oregon Medical School, located on a separate campus in Portland, is administratively autonomous but traditionally and academically an integral part of the University of Oregon.

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

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

The educational program thus developed, as shown in the following insert, includes: (1) Liberal Arts and Sciences, (2) Professional and Technical Curricula, (3) Graduate Study and Research.



University of Oregon, Eugene
 University of Oregon Medical School, Portland
 Eastern Oregon College of Education, La Grande

THE OREGON STATE SYSTEM OF HIGHER EDUCATION

Oregon State College, Corvallis
 Oregon College of Education, Monmouth
 Southern Oregon College of Education, Ashland



	UNIVERSITY OF OREGON	OREGON STATE COLLEGE	OREGON COLLEGES OF EDUCATION	
LIBERAL ARTS AND SCIENCES	<p>Lower Division (Junior Certificate) Freshman and sophomore work in Liberal Arts and Sciences (Language and Literature, Science, and Social Science) is offered on essentially the same basis at both the University and the State College.</p> <p>College of Liberal Arts (B.A., B.S., M.A., M.S., Ph.D.) Major curricula in General Arts and Letters, General Social Science, General Science, and in Anthropology, Biology, Chemistry, Classics, Economics, English (including options in Speech and Dramatic Arts and in Preliminary Training), Geology and Geography, Germanic Languages, History, Mathematics, Philosophy, Physics, Political Science, Psychology, Romance Languages, and Sociology. Premedical and Preparatory Nursing curricula.</p>	<p>Lower Division (Junior Certificate) Freshman and sophomore work in Liberal Arts and Sciences (Language and Literature, Science, and Social Science) is offered on essentially the same basis at both the State College and the University.</p> <p>School of Science (B.A., B.S., M.A., M.S., Ph.D.) Major curricula in General Science, and in Bacteriology, Botany, Chemistry, Entomology, Geology, Mathematics, Physics, and Zoology. Premedical and Preparatory Nursing curricula.</p>	<p>Lower Division (Junior Certificate) At SOUTHERN OREGON COLLEGE OF EDUCATION, Ashland, and EASTERN OREGON COLLEGE OF EDUCATION, La Grande, freshman and sophomore work in Liberal Arts and Sciences (Language and Literature, Science, and Social Science) is offered within the limits of the college-of-education curriculum.</p>	EXTENSION
PROFESSIONAL AND TECHNICAL CURRICULA	<p>School of Architecture and Allied Arts (B.A., B.S., B.Arch., B.L.A., M.A., M.S., M.Arch., M.F.A., M.L.A.) Architectural Design, Interior Design, Landscape Architecture (with one year at State College), Drawing and Painting, Sculpture, Art Education, and General Art; Structural Design in Architecture, a joint curriculum with Engineering.</p> <p>School of Business Administration (B.A., B.S., B.B.A., M.A., M.S., M.B.A.) Accounting, Advertising and Selling, Finance, Foreign Trade, General Business, Industrial Management, Marketing and Merchandising; combined curriculum in Business Administration and Law.</p> <p>School of Education (B.A., B.S., B.Ed., M.A., M.S., M.Ed., D.Ed., Ph.D.) General Education Courses and preparation for Educational Administration. Major curricula preparing for teaching of Literature, Languages, Art, Music, Physical Education, Biological and Physical Sciences, Mathematics, the Social Sciences, Business Administration, and approved combinations of subjects. Training for teachers of atypical children. The School of Education operates jointly at the University and the State College.</p> <p>School of Journalism (B.A., B.S., B.J., M.A., M.S.) Reporting, Editing, Advertising, Publishing, Typography and Fine Printing.</p> <p>School of Law (B.A., B.S., LL.B., J.D.) A professional curriculum of three years above lower division (five years in all), leading to LL.B. degree; a professional curriculum of three years following a three-year general curriculum (six years in all), leading to baccalaureate and law degrees.</p> <p>Medical School (Portland) (B.A., B.S., M.A., M.S., Ph.D., M.D.) Four-year professional curriculum in Medicine (following three-year premedical curriculum offered at both the University and the State College); graduate study in the Medical Sciences. Five-year degree curriculum in Nursing Education, including preparatory work at the University or the State College; graduate curricula leading to certificates in nursing specialties.</p> <p>School of Music (B.A., B.S., B.M., M.A., M.S., M.M.) Music History and Appreciation, Theory and Composition, Applied Music, Public-School Music.</p> <p>School of Physical Education (B.A., B.S., B.P.E., M.A., M.S.) Professional curriculum combining work in physical education, health education, and recreation. Preparation for coaching and for teaching of physical education and health education.</p> <p>In addition to the major professional curricula listed above, the University offers lower-division and service courses in Home Economics, and service courses in Secretarial Science.</p>	<p>School of Agriculture (B.S., B.Agr., M.S., Ph.D.) Animal Industries (Animal, Dairy, and Poultry Husbandry, Dairy Manufacturing, Fish and Game Management, Fisheries); Agricultural Economics including Farm Management; Plant Industries (Farm Crops, Soils, Horticulture, Landscape Construction and Maintenance, Food Industries); Agricultural Education; Agricultural Engineering; Agricultural Technology.</p> <p>School of Education (B.A., B.S., Ed.B., M.A., M.S., Ed.M., Ed.D.) Major curricula preparing for teaching of Biological and Physical Sciences, Mathematics, Agriculture, Home Economics, Industrial Arts, Secretarial Science, and approved combinations of subjects. Training for educational and vocational guidance. Preparation for part-time physical-education teaching and coaching. The School of Education operates jointly at the University and the State College.</p> <p>School of Engineering and Industrial Arts (B.A., B.S., B.I.A., M.A., M.S., Ch.E., C.E., E.E., M.E., Min.E.) Chemical Engineering, Civil Engineering (General curriculum, Business and Highway options), Electrical Engineering (Power and Communications options), Mechanical Engineering (General curriculum, Aeronautical option), Mining Engineering, Industrial Arts Education, Industrial Administration; Structural Design in Architecture, a joint curriculum with Architecture and Allied Arts.</p> <p>School of Forestry (B.S., B.F., M.S., M.F., F.E.) Logging Engineering, Technical Forestry (Forest Recreation option), Wood Products.</p> <p>School of Home Economics (B.A., B.S., M.A., M.S.) Clothing, Textiles, and Related Arts; Foods and Nutrition; Household Administration; Institution Economics; Home Economics Education.</p> <p>School of Pharmacy (B.A., B.S., M.A., M.S.) Pharmacy, including Pharmaceutical Analysis, Pharmacology, and Pharmacognosy; preparation for certification as registered pharmacist.</p> <p>Secretarial Science (B.A., B.S., B.S.S.) Stenography, Typewriting, Office Methods.</p> <p>In addition to the major professional curricula listed above, the State College offers lower-division and service courses in Architecture and Allied Arts, Business Administration, Journalism, Music, and Physical Education.</p>	<p>Elementary Teacher Training (B.S. in Elementary Education) At OREGON COLLEGE OF EDUCATION, Monmouth, EASTERN OREGON COLLEGE OF EDUCATION, La Grande, and SOUTHERN OREGON COLLEGE OF EDUCATION, Ashland, three- and four-year curricula prepare students for teaching in the elementary schools. The three-year curriculum leads to a diploma, the four-year curriculum to a bachelor's degree. Both curricula qualify the student for the State Teacher's Certificate.</p> <p>The work includes: (1) Training in the subjects to be taught, and in the effective teaching of those subjects. (2) Broad general education for the prospective teacher as an individual and citizen.</p> <p>Secretarial Science A two-year curriculum in Secretarial Science is offered at SOUTHERN OREGON COLLEGE OF EDUCATION and EASTERN OREGON COLLEGE OF EDUCATION.</p>	<p>General Extension Division</p> <p>The General Extension Division of the State System extends the services and instruction of the System to the people of the state through the following departments:</p> <ul style="list-style-type: none"> Correspondence Study Portland Extension Center Radio Station KOAC State-Wide Extension Classes Visual Instruction <p>In certain fields graduate work may be taken at the Portland Extension Center, leading to degrees from the University or the State College, according to the major subject.</p> <p>Federal Cooperative Extension</p> <p>The Federal Cooperative Extension Service in agriculture and home economics of the State College is closely coordinated with the work of the General Extension Division.</p>
GRADUATE STUDY AND RESEARCH	<p>Graduate Division Graduate study leading to advanced degrees has been allocated to the University in the following fields: Liberal Arts and Sciences, Architecture and Allied Arts, Business Administration, Education, Journalism, Law, Medical Sciences, Music, and Physical Education.</p> <p>Advanced degrees granted are listed above, following the name of each major college or school.</p>	<p>Graduate Division Graduate study leading to advanced degrees has been allocated to the State College in the following fields: Biological Sciences, Physical Sciences (including Mathematics), Agriculture, Education, Engineering, Forestry, Home Economics, and Pharmacy.</p> <p>Advanced degrees granted are listed above, following the name of each major school.</p>		

LIBERAL ARTS AND SCIENCES

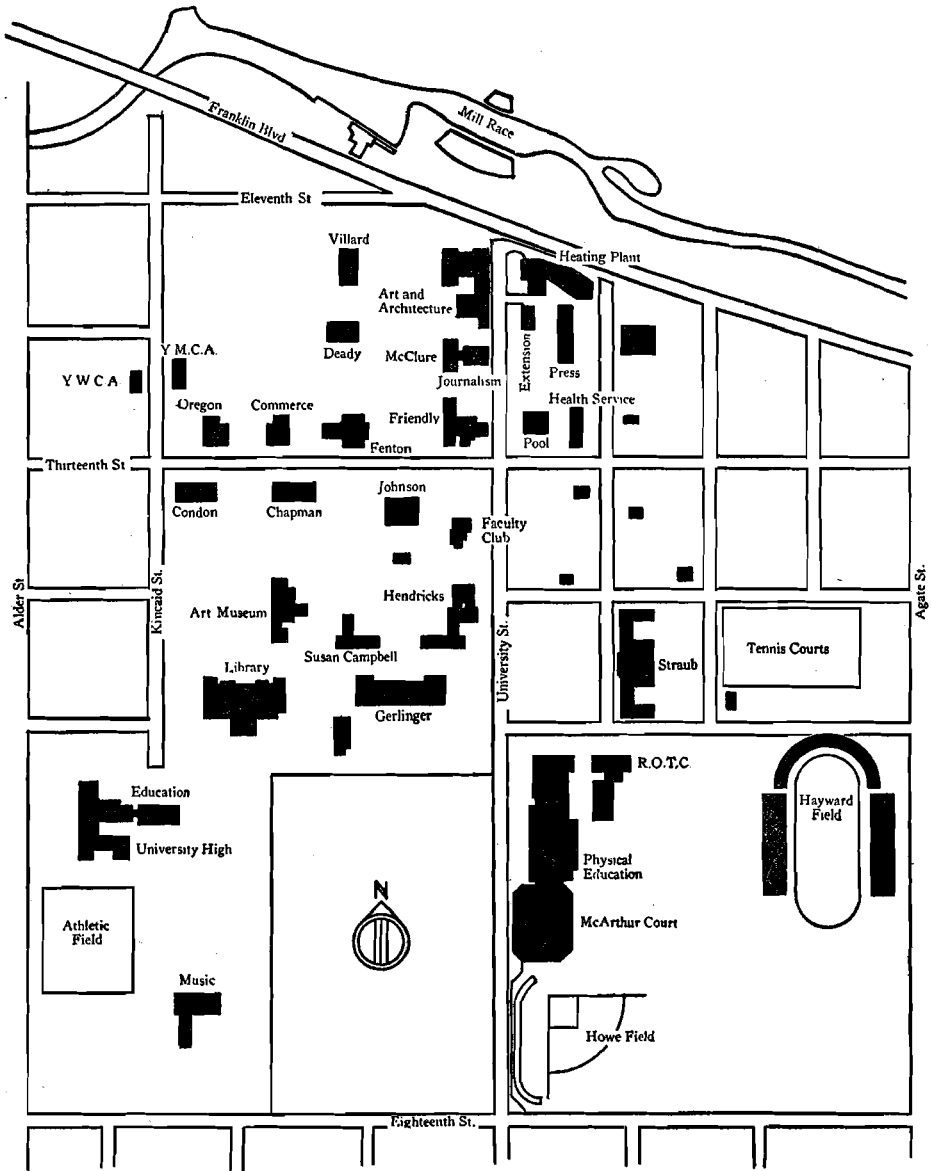
PROFESSIONAL AND TECHNICAL CURRICULA

GRADUATE STUDY AND RESEARCH

Graduate Division
 All graduate instruction is administered by the interinstitutional Graduate Division.

General Research Council
 Research is assisted through the inter-institutional General Research Council, and through institutional agencies.

University of Oregon Campus



1942

ACADEMIC CALENDAR

June

S	M	T	W	T	F	S
....	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	....	....	....	....

July

S	M	T	W	T	F	S
....	....	1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	....

August

S	M	T	W	T	F	S
....	....	....	....	....	....	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31

September

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....	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30

October

S	M	T	W	T	F	S
....	....	....	....	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	....	....	....	....	....

December

S	M	T	W	T	F	S
....	....	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	....	....

1942 Summer Sessions

June 13, *Saturday*.....First session begins

July 17, *Friday*.....First session ends

July 18, *Saturday*.....Second session begins

August 21, *Friday*.....Second session ends

Fall Term, 1942-43

September 21-26, *Monday to Saturday*.....Freshman Week

September 25-26, inc., *Friday to Saturday*.....Registration

September 28, *Monday*.....Classes begin

October 10, *Saturday*.....Last day for addition of new courses or new registrations

November 11, *Wednesday*.....Armistice Day, holiday

November 26-29, *Thursday to Sunday*.....Thanksgiving vacation

December 11, *Friday*.....Classes end

December 14-18, inc., *Monday to Friday*.....Final examinations

UNIVERSITY OF OREGON

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Winter Term, 1942-43

January 4, *Monday*.....Registration

January 5, *Tuesday*.....Classes begin

January 16, *Saturday*.....Last day for addition
of new courses or new registrations

March 12, *Friday*.....Classes end

March 15-19, inc., *Monday to
Friday*.....Final examinations

Spring Term, 1942-43

March 29, *Monday*.....Registration

March 30, *Tuesday*.....Classes begin

April 10, *Saturday*.....Last day for addition of
new courses or new registrations

May 31, *Monday*.....Memorial Day, holiday

June 4, *Friday*.....Classes end

June 7-11, inc., *Monday to
Friday*.....Final examinations

June 12, *Saturday*.....Alumni Day

June 13, *Sunday*.....Baccalaureate and
Commencement Day

1943 Summer Sessions

June 21, *Monday*.....First session begins

August 2, *Monday*.....Second session begins

January

S	M	T	W	T	F	S
---	---	---	---	---	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	---	---	---	---	---	---

February

S	M	T	W	T	F	S
---	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	---	---	---	---	---	---

March

S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	---	---	---

April

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

May

S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	---	---	---	---	---

June

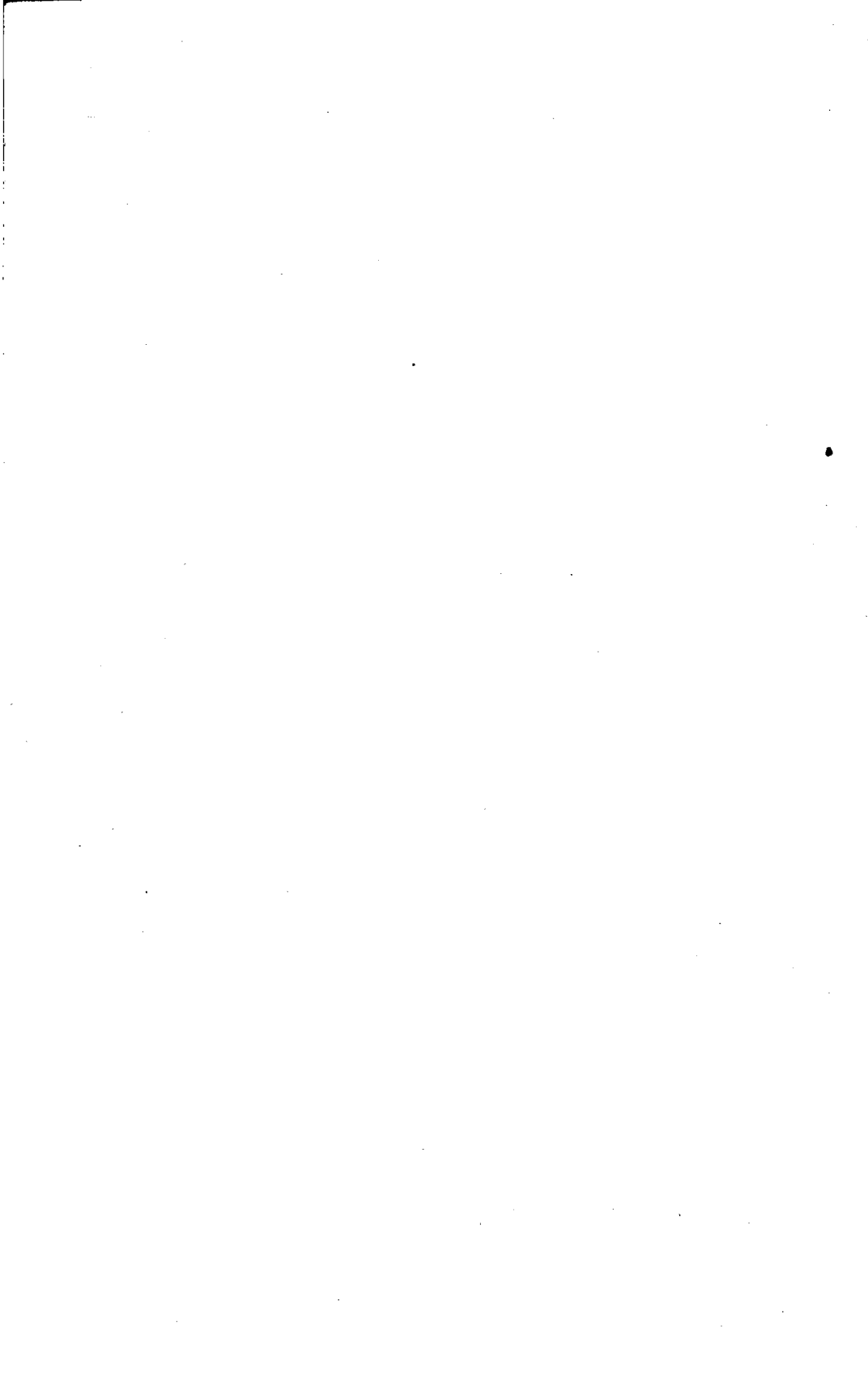
S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	---	---	---

July

S	M	T	W	T	F	S
---	---	---	---	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



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AGNES SHETTERLY.....Requisition Clerk
DORIS HANSON, B.S.....Student Loan Clerk

DORMITORIES

GENEVIEVE GRIFFITH TURNIPSEED, M.A.....Director of Dormitories
HELEN ANNETTA GOODENOW, M.S.....Assistant Director of Dormitories

HEALTH SERVICE

FRED N. MILLER, M.D.....	Director of Health Service
MARIAN GRACE HAYES, M.D.....	Assistant University Physician
LISLE MILTON WYATT, M.D.....	Assistant University Physician
N. PAUL E. ANDERSON, M.D.....	Assistant University Physician
HELEN PRUYNE, R.N.....	Supervisor, Hospital
LOU VOGEL, R.N.....	Supervisor, Dispensary
HANNA McCLAIN FOOTE, R.N.....	X-Ray and Laboratory Technician
RUTH SHREVE.....	Assistant X-Ray and Laboratory Technician
HENRIETTA HOLCOMB, R.N.....	Nurse
JUNE MCCARTHY, R.N.....	Nurse
GLADYS SAMEL, R.N.....	Nurse
PAULINE SAUNDERS, R.N.....	Nurse
JOY TRUMBULL, R.N.....	Nurse

DIVISION OF INFORMATION

GEORGE N. BELKNAP, M.A.....	Editor
*GEORGE HOWARD GODFREY, B.S.....	Associate in News Bureau
CECIL SNYDER, M.A.....	Acting Director of News Bureau

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†JOHN ABE MARCH, M.S.....	Senior Reference Assistant
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MARTHA FOSTER, B.A., B.S. in L.S.....	Senior Catalog Assistant
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MARGUERITE CARPENTER, B.A., B.S. in L.S.....	Catalog Assistant
BEVERLEY CAVERHILL, M.A.....	Reserve Assistant
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GLADYS YODER PATTERSON.....	Secretary
CORWIN V. SEITZ, B.A.....	Order Clerk
BETTY MAE STAMM, B.A.....	Order Assistant
PAULINE ELLEN WALTON, M.A.....	Librarian of Special Collections and Indexer

* On leave of absence, 1941-42.

† On leave of absence, spring term, 1941-42.

PHYSICAL PLANT

DONALD LYMAN LEWIS.....Superintendent of Physical Plant
 ARTHUR HENRY FOOTE.....Supervisor of Buildings
 SAM MIKKELSON.....Supervisor of Campus

UNIVERSITY PRESS

ROBERT CARR HALL.....Superintendent, University Press
 ETHEL L. STONE, B.A.....Secretary, University Press
 EVELYN J. J. MURPHY.....Secretary, Multigraph and Office Supply Stores

REGISTRAR'S OFFICE

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 CLIFFORD LEWELLYN CONSTANCE, M.A.....Assistant Registrar
 GRACE MARGARET GRIGGS, B.A.....Recorder
 HELEN R. BRYSON, B.A.....Assistant Recorder
 MARY H. D'ELBA, B.S.....Assistant Recorder
 RUTH W. HILL, B.A.....Examiner
 SHIRLEY J. SANBORN, B.A.....Assistant Examiner
 LUCILE C. THOMPSON, B.A.....Secretary; Nonresident Clerk
 RUTH M. MCCORNACK, B.A.....Information Clerk

STUDENT WELFARE, PERSONNEL, AND PLACEMENT

KARL WILLIAM ONTHANK, M.A.....Dean of Personnel Administration
 VIRGIL DELMAN EARL, M.A.....Dean of Men
 HAZEL PRUTSMAN SCHWERING, M.A.....Dean of Women
 ALICE BAKER MACDUFF, B.A.....Assistant Dean of Women
 L. KENNETH SHUMAKER, M.A.....Director, Lower Division Advisory Group
 HOWARD RICE TAYLOR, Ph.D.....Director, Bureau of Personnel Research
 LEONA E. TYLER, Ph.D.....Supervisor of Testing
 JEAN M. RIDDELL, A.B.....Personnel Research Assistant
 RICHARD C. WILLIAMS, B.S.....Acting Educational Activities Manager
 ANSON B. CORNELL, B.A.....Athletic Manager
 JANET M. SMITH, M.A.....Employment Secretary
 IDA M. POPE, A.B.....Placement Secretary
 ELIZABETH FOX DECOU, B.A.....Secretary, Y.W.C.A.
 DAN A. BACOT.....Acting Secretary, Y.M.C.A.
 EVANGELINE M. MORRIS.....Housing Secretary

ALUMNI SECRETARY

ELMER C. FANSETT, M.B.A.....General Secretary, Alumni Association
 ROSALIND GRAY, B.A.....Alumni Records Clerk
 LYLE M. NELSON.....Editor, Old Oregon

University Faculty*

FREDERICK MAURICE HUNTER, Ed.D., LL.D., Chancellor, Oregon State System of Higher Education; Professor of Education.

A.B. (1905), Nebraska; A.M. (1919), Columbia; Ed.D. (1925), California; LL.D. (1930), Colorado College; LL.D. (1932), University of Colorado; LL.D. (1939), Nebraska. Faculty, Nebraska (1911-12); City Superintendent of Schools, Lincoln, Neb. (1912-17), Oakland, Cal. (1917-28); Chancellor, University of Denver (1928-35); Professor (1935—), Oregon; Chancellor, State System (1935—).

DONALD MILTON ERB, Ph.D., President; Professor of Economics.

B.S. (1922), M.S. (1924), Illinois; M.A. (1926), Ph.D. (1930), Harvard. Sheldon Traveling Fellow in Economics, Harvard (1930); Faculty, Illinois (1923-25), Harvard (1929-30), Stanford (1933-38); Assistant Professor (1927-30), Professor (1930-35, 1938—), President (1938—), Oregon.

PERCY PACET ADAMS, A.B., B.S., Assistant Dean of the School of Architecture and Allied Arts; Professor of Graphics.

A.B. (1901), B.S. (1902), Oregon. Instructor (1901-06), Assistant Professor (1906-13), Professor (1914—), Assistant Dean (1922—), Oregon.

†**FRANK I. AGULE, Major,** Adjutant General's Department; Assistant Professor of Military Science and Tactics.

Instructor (1919-41), Assistant Professor (1941-42), Oregon.

‡**BEATRICE AITCHISON, Ph.D.,** Instructor in Economics.

B.A. (1928), Goucher; A.M. (Mathematics) (1931), Ph.D. (Mathematics) (1933), Johns Hopkins; M.A. (Economics) (1937), Oregon. Faculty, Richmond (1933-34), American University (1934-39), U. S. Department of Agriculture Graduate School (1937-39); Instructor (1939-41), Oregon.

ARMEN ALBERT ALCHIAN, A.B., Instructor in Economics.

A.B. (1936), Stanford. Social Science Research Council Fellow (1940-41); Instructor (1942—), Oregon.

FLORENCE DELIA ALDEN, M.A., Professor of Physical Education.

A.B. (1904), Smith; M.A. (1928), Columbia. Faculty, Missouri (1906-08); Supervisor, Playgrounds and Community Recreation, Baltimore (1910-18); Faculty, Russell Sage (1919-21); Professor (1921—), Oregon.

§**ALTON LOVELL ALDERMAN, Ph.D.,** Assistant Professor of Zoology.

A.B. (1930), Ph.D. (1933), California. Instructor (1934-37), Assistant Professor (1937—), Oregon.

ERIC WILLIAM ALLEN, A.B., Dean of the School of Journalism; Professor of Journalism; Manager of University Press.

A.B. (1901), Wisconsin. Oberlaender Trust Traveling Scholar in Europe (1936); Professor (1912—), Department Head (1912-16), Dean (1916—), Manager of University Press (1917—), Oregon; Dean and Director of Journalism, State System (1932—).

WILLIAM FITCH ALLEN, Ph.D., Professor of Anatomy, Medical School; Head of Department.

A.B. (1900), A.M. (1902), Stanford; Ph.D. (1915), Minnesota. Research Assistant, Stanford Marine Laboratory (1900-06), California (1906-10); Faculty, Illinois (1910-11), Minnesota (1911-16); Professor (1916—), Department Head (1917—), Oregon.

* This list includes the principal administrative officials and the heads of departments and divisions of the University of Oregon Medical School. For a complete list of the members of the Medical School faculty, see the Medical School Catalog.

An index of names of members of the University staff, and of interinstitutional officers of administration, research, and extension of the Oregon State System of Higher Education, is printed in the back of this Catalog.

† Resigned, March 18, 1942.

‡ Resigned, December 31, 1941.

§ On leave of absence, 1941-42.

- N. PAUL E. ANDERSON, M.D.**, Associate Professor of Physical Education; Assistant University Physician.
B.A. (1929), Nebraska Wesleyan; M.D. (1935), Nebraska. Interne (1935-36), Nebraska University Hospital; Resident (1938-40), Henry Ford Hospital, Detroit; Associate Professor and Assistant Physician (1940—), Oregon.
- VALBORG VICTORIA ANDERSON, M.A.**, Instructor in English.
B.A. (1935), M.A. (1938), Oregon. Instructor (1938—), Oregon.
- ROY CHESTER ANDREWS, M.A.**, Instructor in Chemistry.
B.A. (1915), M.A. (1926), Oregon. Instructor (1935—), Oregon.
- LOUIS ARTAU, B.A.**, Assistant Professor of Music.
B.A. (1939), Oregon. Instructor (1924-30), Assistant Professor (1930—), Oregon.
- VICTORIA AVAKIAN, M.F.A.**, Associate Professor of Applied Design.
B.A. (1927), Oregon; M.F.A. (1939), Southern California. Instructor (1920-28), Assistant Professor (1928-35), Associate Professor (1935—), Oregon.
- ***HOWARD P. BACKUS, M.A.**, Instructor in Education; Supervisor of Social Living, University High School.
B.A. (1926), Grinnell; M.A. (1937), Washington. Instructor (1938—), Supervisor (1939—), Oregon.
- DAVID W. E. BAIRD, M.D.**, Associate Dean of the Medical School; Associate Clinical Professor of Medicine.
M.D. (1926), Oregon. Clinical Instructor (1927-30), Associate (1931), Assistant Clinical Professor (1932-38), Associate Clinical Professor (1938—), Associate Dean (1937—), Oregon.
- LEE CLEVELAND BALL, M.B.A.**, Associate Professor of Business Administration.
M.Accts. (1909), Marion Normal (Indiana); B.S. (1922), Oregon State; M.B.A. (1930), Washington. Faculty, Oregon State (1920-32), Washington (1929-30); Associate Professor (1932—), Oregon.
- WESLEY CHARLES BALLAINE, Ph.D.**, Assistant Professor of Business Administration.
A.B. (1927), M.B.A. (1931), Washington; Ph.D. (1940), Chicago. Faculty, Lawrence (1939), Illinois (1940-41); Assistant Professor (1941—), Oregon.
- †**JACK BANGS, M.A.**, Instructor in Speech and Dramatic Arts.
B.S. (1939), M.A. (1941), Washington. Instructor (1940-42), Oregon.
- BEATRICE JANE BARKER, Ph.B.**, Cataloging Librarian Emeritus.
Ph.B. (1895), Brown; Certificate (1904), Albany Library School. Cataloging Librarian (1909-41); Cataloging Librarian Emeritus (1941—), Oregon.
- BURT BROWN BARKER, A.B., LL.D.**, Vice-President.
A.B. (1897), Chicago; LL.B. (1901), Harvard; LL.D. (1935), Linfield. Faculty, McMinnville (1897-98); Vice-President (1928—), Oregon.
- HOMER GARNER BARNETT, Ph.D.**, Instructor in Anthropology; Assistant Curator of Anthropology.
A.B. (1927), Stanford; Ph.D. (1938), California. Research Associate, California (1938); Faculty, New Mexico (1939); Instructor and Assistant Curator (1939—), Oregon.
- JAMES DUFF BARNETT, Ph.D.**, Professor Emeritus of Political Science.
B.A. (1890), College of Emporia; Ph.D. (1905), Wisconsin. Faculty, Oklahoma (1905-08); Professor (1908-41), Department Head (1909-41), Professor Emeritus (1941—), Oregon.
- OLIVER LAURENCE BARRETT**, Associate Professor of Sculpture.
Instructor (1927-32), Assistant Professor (1932-35), Professor (1935—), Oregon.
- CHANDLER BAKER BEALL, Ph.D.**, Professor of Romance Languages.
Diplôme (1921), Sorbonne; A.B. (1922), Ph.D. (1930), Johns Hopkins. Faculty, South Carolina (1922-23), Johns Hopkins (1923-25), Amherst (1926), Maryland (1927), George Washington (1927-29); American Council of Learned Societies Fellow in France and Italy (1935-36); Assistant Professor (1929-32), Associate Professor (1932-36), Professor (1936—), Oregon.

* On leave of absence, 1941-42.

† Resigned, March 18, 1942.

- *ANNE LANDSBURY BECK, B.A., Professor of Music.**
B.A. (1919), Oregon. Professor (1920—), Oregon.
- LESTER F. BECK, Ph.D., Associate Professor of Psychology.**
B.A. (1930), M.A. (1931), Oregon; Ph.D. (1933), Brown. Faculty, Brown (1933-34); Assistant Professor (1934-38), Associate Professor (1938—), Oregon.
- LAWRENCE STEPHEN BEE, Ph.D., Assistant Professor of Sociology.**
B.A. (1936), Brigham Young; M.S. (1937), Iowa State; Ph.D. (1939), Cornell. Faculty, Cornell (1939); Assistant Professor (1939—), Oregon.
- GEORGE N. BELKNAP, M.A., University Editor.**
B.A. (1926), M.A. (1934), Oregon. Assistant Editor (1934-36), Editor (1936—), Oregon.
- HAROLD WRIGHT BERNARD, Ph.D., Assistant Professor of Education.**
A.B. (1930), Spokane; M.A. (1933), Stanford; Ph.D. (1938), Northwestern. Faculty, Coeur d'Alene Junior College (1933-35), Northwestern (1936-38); Assistant Professor (1938—), Oregon.
- JOSEPH BROWN BILDERBACK, M.D., Professor of Pediatrics, Medical School; Head of Department.**
M.D. (1905), Oregon. Interne, Good Samaritan Hospital, Portland (1905-06); Clinical Attendant in Pediatrics (1911-12), Associate (1912-18), Professor and Department Head (1918—), Oregon.
- FRANK GEES BLACK, Ph.D., Assistant Professor of English.**
A.B. (1921), Dickinson; A.M. (1923), Ph.D. (1936), Harvard. Faculty, Iowa (1923), Beloit (1923-25), Harvard (1928-33); Assistant Professor (1936—), Oregon.
- HARVEY BLYTHE, Captain, Infantry; Assistant Professor of Military Science and Tactics.**
Instructor (1932-41), Assistant Professor (1941—), Oregon.
- JESSE HICKMAN BOND, Ph.D., Professor of Business Administration.**
B.A. (1909), M.A. (1913), Oregon; Ph.D. (1915), Wisconsin. Faculty, Idaho (1915-17), Simpson (1917-18), North Dakota (1919-28); Visiting Professor, Princeton (1926-27); Professor (1928—), Oregon.
- EARL EUGENE BOUSHEY, M.S., Assistant Professor of Physical Education.**
Ed.B. (1930), California at Los Angeles; M.S. (1933), Oregon. Instructor (1930-34), Assistant Professor (1934—), Oregon.
- RAY PRESTON BOWEN, Ph.D., Professor of Romance Languages; Head of Department.**
A.B. (1905), Harvard; A.M. (1915), Ph.D. (1916), Cornell. Faculty, Huron (1909-14), Cornell (1914-16), Syracuse (1916-18, 1920-25); Department Head, Earlham (1918-19); Faculty, Colorado College (1919-20); Lecteur d'américain, Sorbonne (1921-22); Professor and Department Head (1925—), Oregon.
- CLARENCE VALENTINE BOYER, Ph.D., Professor of English; Head of Department.**
B.S. (1902), M.A. (1909), Ph.D. (1911), Princeton. Faculty, Illinois (1911-26); Dean of the College of Arts and Letters (1932-36, 1937-42), President (1934-38), Professor (1926—), Department Head (1926-36, 1937—), Oregon.
- ELIZABETH MARGUERITE BRADWAY, Ph.D., Instructor in Chemistry.**
B.A. (1928), M.A. (1930), Oregon; Ph.D. (1932), Iowa. Instructor (1937—), Oregon.
- QUIRINUS BREEN, Ph.D., Assistant Professor of History and Social Science; Chairman, Social-Science Group.**
A.B. (1920), Calvin; Ph.D. (1931), Chicago. Faculty, Hillsdale (1931-33), Albany (1933-38); Instructor (1938-39), Chairman (1938—), Assistant Professor (1939—), Oregon.
- EYLER BROWN, M.Arch., Associate Professor of Architecture.**
B.A. (1916), B.S. in Arch. (1917), Oregon; M.Arch. (1922), Massachusetts Institute of Technology. C.R.B. Fellow, Ghent and London (1932-34); Instructor (1922-28), Assistant Professor (1928-36), Associate Professor (1936—), Oregon.
- RAY WOODMAN BRYAN, M.D., Professor of Military Science and Tactics, Medical School.**
M.D. (1897), University of Louisville. Faculty, Louisville (1899-1906), Albany Medical College (1926-31); Professor (1940—), Oregon.

* On leave of absence, 1941-42.

- MELVA FAE BULL, B.S.S., Instructor in Education; Supervisor of Commercial Studies, University High School.
B.S.S. (1938), Oregon State. Instructor and Supervisor (1941—), Oregon.
- *JULIA BURGESS, M.A., Professor Emeritus of English.
B.A. (1894), Wellesley; M.A. (1901), Radcliffe. Instructor (1907-13), Assistant Professor (1913-16), Professor (1916-41), Professor Emeritus (1941-42), Oregon.
- RALPH C. BURKE, Sergeant, D.E.M.L.; Instructor in Military Science and Tactics.
Instructor (1941—), Oregon.
- ORIN KAY BURRELL, M.A., C.P.A., Professor of Business Administration.
B.S. (1921), M.A. (1927), Iowa; C.P.A. (1928), State of Oregon. Assistant Professor (1927-30), Associate Professor (1930-36), Professor (1936—), Oregon.
- FRED V. CAHILL, JR., Ph.D., Instructor in Political Science.
B.A. (1937), M.A. (1938), Nebraska. Ph.D. (1941), Yale. Instructor (1941—), Oregon.
- DORIS HELEN CALKINS, B.M., Instructor in Harp.
B.M. (1931), Oregon. Instructor (1931—), Oregon.
- †JOHN LAURENCE CASTEEL, M.A., Associate Professor of Speech and Dramatic Arts.
B.A. (1927), Nebraska Wesleyan; M.A. (1929), Northwestern. Faculty, Northwestern (1928-30); Acting Department Head, Nebraska Wesleyan (1930-31); Assistant Professor (1931-39), Director, Speech Division (1931-42), Associate Professor (1939-42), Oregon.
- ALBERT EDWARD CASWELL, Ph.D., Professor of Physics; Head of Department.
A.B. (1908), Ph.D. (1911), Stanford. Faculty, Purdue (1911-13); National Research Fellow, Princeton (1919-20); Faculty, Oregon State (1932-34); Instructor (1913-15), Assistant Professor (1915-17), Professor (1917-32, 1934—), Department Head (1934—), Oregon.
- BEVERLEY S. S. CAVERHILL, M.A., Instructor in Library Training; Reserve Assistant, Library.
B.A. (1935), M.A. (1938), Oregon. Staff, Enoch Pratt Free Library (1938-39); Reserve Assistant (1939—), Instructor (1940—), Oregon.
- ARTHUR WILLIAM CHANCE, D.D.S., M.D., Associate Clinical Professor of Dental Medicine, Medical School; Head of Division.
D.D.S. (1896), Temple; M.D. (1901), Oregon. Clinical Instructor (1924-29), Instructor (1929-32), Associate Clinical Professor (1932—), Head of Division (1936—), Oregon.
- MARJORIE FRANCES CHESTER, B.A., Instructor in Library Training.
B.A. (1930), Oregon. Instructor (1941—), Oregon.
- CLARENCE WILLIAM CLANCY, Ph.D., Instructor in Zoology.
B.S. (1930), M.S. (1932), Illinois; Ph.D. (1940), Stanford. Instructor (1940—), Oregon.
- DAN ELBERT CLARK, Ph.D., Professor of History; Head of Department; Director of Summer Sessions.
B.A. (1907), Ph.D. (1910), Iowa. Faculty, Iowa (1909-18); Assistant Director of General Extension and Summer Sessions, State System (1932-39); Associate Professor (1921-26), Professor (1926—), Assistant Director of Extension Division (1921-39), Director of Summer Sessions (1926—), Department Head (1940—), Oregon.
- ERNEST HOBART COLLINS, Ph.D., Instructor in Physics.
A.B. (1919), William Jewell; M.S. (1923), Ph.D. (1928), Iowa. Faculty, Sioux Falls (1919-20), Akron (1921-22), Parsons (1924-39), Albany (1939-41); Instructor (1941—), Oregon.
- FREDERICK MALCOLM COMBELLACK, Ph.D., Instructor in Latin and Greek.
B.A. (1928), Stanford; Ph.D. (1936), California. Research Fellow in Greek, California (1936-37); Instructor (1937—), Oregon.

* Deceased, February 12, 1942.

† Resigned, May 31, 1942.

- NEWEL HOWLAND COMISH, Ph.D.,** Professor of Business Administration.
B.S. (1911), Utah State; M.S. (1915), Ph.D. (1929), Wisconsin. Faculty, Oregon State (1915-32); Professor (1932—), Oregon.
- CLIFFORD LLEWELLYN CONSTANCE, M.A.,** Assistant Registrar.
B.A. (1925), M.A. (1929), Oregon. Assistant Registrar (1931—), Oregon.
- VAUGHN CORLEY, M.A.,** Instructor in Physical Education; Assistant Athletic Coach.
B.S. (1929), Texas Technological College; M.A. (1938), New Mexico College of Agriculture and Mechanic Arts. Coach, New Mexico College of Agriculture and Mechanic Arts (1933-39); Instructor and Assistant Coach (1939—), Oregon.
- M. ELIZABETH COSTELLO, M.A.,** Instructor in Education; Supervisor of Languages, University High School.
A.B. (1933), Elmira; M.A. (1937), Columbia. Instructor and Supervisor (1937—), Oregon.
- RALF COUCH, B.A.,** Secretary and Business Manager of the Medical School; Administrator of Hospitals.
B.A. (1923), Oregon. Secretary and Business Manager, Medical School (1925—), Superintendent of Hospitals (1930-34), Administrator of Hospitals (1934—), Oregon.
- CHRISTINA ADELLA CRANE, Ph.D.,** Instructor in Romance Languages.
A.B. (1926), Colorado College; M.A. (1931), Ph.D. (1939), Oregon. Instructor (1926—), Oregon.
- LUTHER SHEELEIGH CRESSMAN, Ph.D.,** Professor of Anthropology; Head of Department; Curator of Anthropology; Director, Museum of Natural History.
A.B. (1918), Pennsylvania State; S.T.B. (1923), General Theological Seminary; M.A. (1923), Ph.D. (1925), Columbia. John Alsop King Traveling Fellow, Europe (1925-26); Guggenheim Fellow (1940-41); Faculty, College of City of New York (1925, 1926-28), Seth Low Junior College, Columbia (1928), Washington State Normal (Ellensburg) (1928-29); Professor (1929—), Curator (1933—), Department Head (1936—), Director (1936—), Oregon.
- HAROLD RANDOLPH CROSLAND, Ph.D.,** Associate Professor of Psychology.
A.B. (1913), South Carolina; M.A. (1914), Ph.D. (1916), Clark. Faculty, Minnesota (1916-17), Arkansas (1917-18), Pittsburgh (1918-20), Stanford (1939-40); Assistant Professor (1920-25), Associate Professor (1925—), Oregon.
- CALVIN CRUMBAKER, Ph.D.,** Professor of Economics.
B.S. (1911), Whitman; M.A. (1927), Washington; Ph.D. (1930), Wisconsin. Faculty, Montana (1923-30); Associate Professor (1930-33), Professor (1933—), Oregon.
- FREDERICK ALEXANDER CUTHBERT, M.L.D.,** Associate Professor of Landscape Architecture.
A.B. (1926), M.L.D. (1928), Michigan. Faculty, Oregon State (1928—); Assistant Professor (1932-34), Associate Professor (1934—), Oregon.
- RUSSELL KELSEY CUTLER, M.S.,** Assistant Professor of Physical Education.
B.E. (1930), California at Los Angeles; M.S. (1934), Oregon. Instructor (1930-35), Assistant Professor (1935—), Oregon.
- WALFRED ANDREW DAHLBERG, M.A.,** Assistant Professor of Speech and Dramatic Arts; Head of Division.
A.B. (1925), Michigan; M.A. (1930), Northwestern. Faculty, Northwestern (1928-29), Oregon State (1926-28, 1929-32); Assistant Professor (1932—), Head of Division (1942—), Oregon.
- EDWARD G. DANIEL, M.A.,** Miner Professor of Business Administration.
B.A. (1929), M.A. (1930), Oregon. Faculty, Oregon College of Education (1930-32), Harvard (1934-41); Professor (1941—), Oregon.
- NORMAN AUSTIN DAVID, M.D.,** Professor of Pharmacology, Clinical Instructor in Medicine, Medical School; Head of Department of Pharmacology.
A.B. (1925), M.D. (1931), California. Faculty, California (1930-32), University of Virginia School of Medicine (1932-35), University of Cincinnati College of Medicine (1935-37); Professor, Clinical Instructor, and Department Head (1937—), Oregon.

BENJAMIN FRANKLIN DAVIS, Ph.D., Captain, Infantry; Assistant Professor of Military Science and Tactics.

B.S. (1922), M.A. (1926), Alabama; Ph.D. (1933), New York University, Faculty, Alabama (1930-31), New York University (1932-33); Dean of Instruction, Bowling Green College of Commerce (1936-37); Assistant Professor (1941—), Oregon.

EDGAR EZEKIEL DECOU, M.S., Professor Emeritus of Mathematics.

B.S. (1894), Wisconsin; M.S. (1897), Chicago, Faculty, State Normal School (Madison, South Dakota) (1890-92), Bethel (1897-99, 1901-02); Acting President, Bethel (1901-02); Department Head (1902-1939), Professor (1902-39), Professor Emeritus (1939—), Oregon.

DALLAS SMITH DEDRICK, Ph.D., Assistant Professor of Chemistry.

B.A. (1927), Oklahoma City; M.S. (1929), Ph.D. (1931), Iowa, Faculty, North Dakota Agricultural College (1931-39); Research Associate, Iowa State College (1939-41); Assistant Professor (1941—), Oregon.

LEROY ELLSWORTH DETLING, Ph.D., Assistant Professor of Botany; Curator of Herbarium.

A.B. (Romance Languages) (1921), Oregon; A.M. (French) (1923), A.M. (Botany) (1933), Ph.D. (Biological Sciences) (1936), Stanford, Faculty, Idaho (1930-32); Instructor in Romance Languages (1927-30), Assistant Professor of Botany (1936—), Assistant Curator (1937-39), Curator (1939—), Oregon.

RICHARD BENJAMIN DILLEHUNT, M.D., Dean of the Medical School; Clinical Professor of Orthopaedic Surgery; Head of Division of Orthopaedic Surgery.

M.D. (1910), Chicago, Interne, Cook County Hospital, Chicago (1910-11); Professor of Anatomy (1912-19), Clinical Professor (1920—), Dean (1920—), Oregon.

HENRY HADLEY DIXON, M.D., Clinical Professor of Pathology and Psychiatry, Medical School; Head of Division of Psychiatry.

M.D. (1928), Washington University, Faculty, Northwestern (1928); National Research Council Fellow, Northwestern (1928-29); National Commonwealth Fund Fellow, Colorado (1929-31); Resident Psychiatrist, Colorado Psychiatric Hospital (1931); Associate Clinical Professor (1932-34), Clinical Professor (1934—), Head of Division (1940—), Oregon.

MATTHEW HALE DOUGLASS, M.A., Librarian.

B.A. (1895), M.A. (1898), Grinnell, Librarian, Grinnell (1899-1908); Librarian (1908—), Oregon.

VIRGIL DELMAN EARL, M.A., Dean of Men.

B.A. (1906), M.A. (1932), Oregon, Professor of Physical Education (1923-31), Dean of Men (1931—), Oregon.

WARRINE EVELYN EASTBURN, M.S., Instructor in Physical Education.

B.Sc. (1932), Ohio State; M.S. (1938), Oregon, Faculty, Ohio State (1932-35), New York University (1940-41); Instructor (1935—), Oregon.

ARNOLD ELSTON, Ph.D., Assistant Professor of Music.

B.A. (1930), College of the City of New York; M.A. (1932), Columbia; Ph.D. (1939), Harvard, Faculty, College of the City of New York (1936-41), Cambridge Junior College (1938-40); Assistant Professor (1941—), Oregon.

ALICE HENSON ERNST, M.A., Associate Professor of English.

B.A. (1912), M.A. (1913), Washington, Faculty, Washington (1920-23); Instructor (1924-26), Assistant Professor (1926-36), Associate Professor (1936—), Oregon.

RUDOLF HERBERT ERNST, Ph.D., Professor of English.

B.A. (1904), Northwestern College; M.A. (1912), Ph.D. (1918), Harvard, Faculty, Northwestern College (1904-05, 1907-08), Washington (1912-23); Assistant Professor (1923-24), Associate Professor (1924-30), Professor (1930—), Oregon.

JOHN STARK EVANS, A.B., Professor of Organ and Structure of Music.

A.B. (1913), Grinnell, Faculty, Pomona (1916-17); Assistant Professor (1917-18), Assistant Dean of the School of Music (1920-32), Professor (1920—), Oregon.

MARY BERTRAM FARR, M.S., Instructor in Home Economics.

B.S. (1933), M.S. (1936), Oregon State, Faculty, Oregon State (1935-36); Instructor (1936—), Oregon.

- LLOYD M. FAUST, B.S., Assistant Professor of Business Administration; Research Associate in Business Administration.
B.S. (1935), Oregon. Faculty, Kansas (1937-41); Assistant Professor and Research Associate (1941—), Oregon.
- CHESTER ANDERS FEE, B.A., Instructor in English.
B.A. (1916), Oregon. Instructor (1939—), Oregon.
- RALPH ALBERT FENTON, M.D., Clinical Professor of Otolaryngology, Medical School; Head of Division of Otology, Rhinology, and Laryngology.
B.A. (1903), Oregon; M.D. (1906), Northwestern. Clinical Lecturer (1910-12), Associate (1912-23), Clinician (1924-29), Clinical Professor and Head of Division (1929—), Oregon.
- ELIZABETH FINDLY, A.B., B.S. in L.S., Instructor in Library Training; Senior Reference Assistant, Library.
A.B. (1929), Drake; B.S. in L.S. (1934), Illinois. Reference Assistant (1934-35), Senior Circulation Assistant (1935-37), Senior Reference Assistant (1937—), Instructor (1935-38, 1939—), Oregon.
- ANDREW FISH, Ph.D., Professor of History.
A.B. (1920), M.A. (1921), Oregon; Ph.D. (1923), Clark. Assistant Professor of English (1920-23), Assistant Professor of History (1923-29), Associate Professor (1929-40), Professor (1940—), Oregon.
- HOYT CATLIN FRANCHÈRE, M.A., Instructor in English.
A.B. (1928), M.A. (1931), Iowa. Faculty, Lincoln College (1928-29), Illinois College (1929-37), California (1938-40); Instructor (1940—), Oregon.
- BROWNELL FRASIER, B.A., Associate Professor of Interior Design.
B.A. (1922), Oregon. Instructor (1931-33), Assistant Professor (1933-35), Associate Professor (1935—), Oregon.
- DELBERT RANSOM FRENCH, Ph.D., Associate Professor of Economics.
B.A. (1915), Reed; M.A. (1920), Wisconsin; Ph.D. (1930), Stanford. Faculty, Stanford (1927-30), Oregon State (1930-33); Associate Professor (1933—), Oregon.
- DANIEL DUDLEY GAGE, JR., Ph.D., Associate Professor of Business Administration.
A.B. (1924), Stanford; M.B.A. (1926), Harvard; Ph.D. (1936), Michigan. Faculty, California at Los Angeles (1934-35); Associate Professor (1929—), Oregon.
- JOHN TILSON GANOE, Ph.D., Associate Professor of History.
B.S. (1923), M.A. (1924), Oregon; Ph.D. (1929), Wisconsin. Faculty, Phillips (1925-27), Marshall (1929-30); Associate Professor (1930—), Oregon.
- MAUDE GARNETT, A.M., Associate Professor of Public-School Music.
B.S. (1931), Idaho; M.A. (1934), New York University. Faculty, Minnesota State Teachers (St. Cloud) (1920-22), Idaho (1924-30), New Jersey State Teachers (Jersey City) (1930-36), New York State Normal (Oswego) (1936-39); Provincial Supervisor of Music, Alberta, Canada (1940), Assistant Professor (1940-41), Associate Professor (1941—), Oregon.
- KENNETH SMITH GHENT, Ph.D., Assistant Professor of Mathematics.
B.A. (1932), McMaster; S.M. (1933), Ph.D. (1935), Chicago. Instructor (1935-39), Assistant Professor (1939—), Oregon.
- JAMES HENRY GILBERT, Ph.D., Dean of the College of Liberal Arts; Professor of Economics; Head of Department.
A.B. (1903), Oregon; Ph.D. (1907), Columbia. Instructor (1907-08), Assistant Professor (1908-12), Professor (1912—), Department Head (1920—), Dean of the College of Literature, Science and the Arts (1925-32), Dean of the College of Social Science (1932-42), Dean of the College of Liberal Arts (1942—), Oregon.
- *GEORGE H. GODFREY, B.S., Associate in News Bureau.
B.S. (1929), Oregon. Assistant Professor of Journalism, Head of Public Relations Bureau (1927-32), Associate in News Bureau (1932—), Oregon.

* On leave of absence, 1941-42.

- FLORENCE GOULD, M.A.**, Instructor in English.
B.A. (1928), M.A. (1930), Oregon. Faculty, Idaho, Southern Branch (1931-33); Instructor (1933-38, 1940—), Oregon.
- DONALD K. GRIFFITH, M.S.**, Instructor in Business Administration.
B.A. (1935), Washington State; M.S. (1936), Illinois. Instructor (1941—), Oregon.
- HENRY W. HALL, B.S.**, Major, Infantry; Assistant Professor of Military Science and Tactics.
B.S. (1941), Oregon; Graduate (1938), Infantry School; Graduate (1941), Command and General Staff School. Assistant Professor (1940—), Oregon.
- ROBERT CARR HALL**, Associate Professor of Journalism; Superintendent of University Press.
Superintendent (1917—), Assistant Professor (1917-23), Associate Professor (1923—), Oregon.
- BERTHA BRANDON HALLAM, B.A.**, Librarian of the Medical School.
B.A. (1931), Oregon. Assistant, Library Association of Portland (1913-19); Librarian, Medical School (1919—), Oregon.
- HANCE FRANCIS HANEY, Ph.D., M.D.**, Professor of Physiology, Clinical Instructor in Medicine, Medical School; Head of Department of Physiology.
B.A. (1926), M.A. (1928), Ph.D. (1934), Wisconsin; M.D. (1934), Chicago. Faculty, Wisconsin (1927-35); Interne, Henry Ford Hospital, Detroit (1935-36); Assistant Professor (1936-39), Clinical Instructor (1938—), Associate Professor (1939-41), Professor (1941—), Acting Department Head (1938-39), Department Head (1939—), Oregon.
- LAWRENCE EDWARD HARTWIG, B.A., J.D.**, Assistant Professor of Law.
B.A. (1931), J.D. (1934), Michigan. Carnegie Fellow in International Law, Cambridge University, Geneva, and The Hague (1936-37); Assistant Professor (1938—), Oregon.
- WALLACE STANFORD HAYDEN, B.Arch.**, Assistant Professor of Architecture.
B.Arch (1928), Oregon. Assistant Professor (1930—), Oregon.
- MARIAN GRACE HAYES, M.D.**, Assistant University Physician; Assistant Professor of Physical Education.
B.A. (1925), M.D. (1930), Oregon. Interne (1930-31), Multnomah Hospital; Rockefeller Fellow (1935); Assistant Physician (1931—), Assistant Professor (1935—), Oregon.
- WILLIAM LOUIS HAYWARD**, Professor Emeritus of Physical Education; Coach of Track Athletics.
Head Trainer of Olympics (1912-32); Coach (1903—), Professor (1903-40), Professor Emeritus (1940—), Oregon.
- LOUIS FORNIQUET HENDERSON, M.A.**, Research Professor Emeritus of Botany; Curator Emeritus of Herbarium.
B.A. (1874), Cornell; M.A. (1926), Oregon. Faculty, Idaho (1893-1909); Research Fellow (1925-29), Curator (1924-39), Professor (1929-39), Curator Emeritus (1939—), Professor Emeritus (1939—), Oregon.
- *RAYMOND C. HENDRICKSON, B. S.**, Instructor in Education; Supervisor of Physical Education for Boys, University High School.
B.S. (1935), Oregon. Instructor and Supervisor (1935—), Oregon.
- HOWARD ANDREW HOBSON, M.A.**, Assistant Professor of Physical Education; Head Coach of Basketball and Baseball.
B.S. (1926), Oregon; M.A. (1929), Columbia. Faculty, Cortland State Normal (1929-30), Southern Oregon Normal (1932-35); Coach (1935—), Instructor (1935-41), Assistant Professor (1941—), Oregon.
- JOSEPH HOLADAY, B.S.**, Instructor in Education; Supervisor of Social Sciences, University High School.
B.S. (1929), Oregon. Instructor (1932—), Oregon.
- ORLANDO JOHN HOLLIS, B.S., J.D.**, Professor of Law.
B.S. (1926), J.D. (1928), Oregon. Lecturer (1928-31), Acting Dean (1937), Professor (1931—), Oregon.

* On leave of absence, 1941-42.

- GEORGE HOPKINS, B.A.**, Professor of Piano.
Teachers Certificate (1918), Peabody Conservatory; B.A. (1921), Oregon. Instructor (1919-23), Professor (1925—), Oregon.
- WILLIAM E. HOPPE, M.A.**, Instructor in Speech and Dramatic Arts.
A.B. (1933), A.M. (1935), Southern California. Faculty, Humboldt State (1939-40); Instructor (1940—), Oregon.
- ROBERT DEWEY HORN, Ph.D.**, Associate Professor of English.
B.A. (1922), M.A. (1924), Ph.D. (1930), Michigan. Faculty, Michigan (1922-25); Instructor (1925-28), Assistant Professor (1928-37), Associate Professor (1937—), Oregon.
- CHARLES GERARD HOWARD, A.B., J.D.**, Professor of Law.
A.B. (1920), J.D. (1922), Illinois. Faculty, Illinois (1924-28); Professor (1928—), Oregon.
- HOWARD STANLEY HOYMAN, M.A.**, Assistant Professor of Physical Education.
B.S. (1931), Ohio State; M.A. (1932), Columbia. Instructor (1932-35), Assistant Professor (1935—), Oregon.
- HARLOW E. HUDSON**, Instructor in Architecture.
Ion Lewis Traveling Fellow (1936-37); Instructor (1938—), Oregon.
- RALPH RUSKIN HUESTIS, Ph.D.**, Professor of Zoology; Curator of Vertebrate Collections.
B.S.A. (1914), McGill; M.S. (1920), Ph.D. (1924), California. Research Assistant, Scripps Institution (1920-24); Assistant Professor (1924-27), Associate Professor (1927-30), Professor (1930—), Curator (1934—), Oregon.
- CARL LEO HUFFAKER, Ph.D.**, Professor of Education.
B.S. (1915), Chicago; M.A. (1922), Ph.D. (1923), Iowa. Faculty, Arizona (1923-27); Professor (1927—), Oregon.
- CHARLES M. HULTEN, M.A.**, Associate Professor of Journalism.
B.A. (1929), M.A. (1931), Wisconsin. Editor, University of Wisconsin Press Bulletin (1930-31); Faculty, Stanford (1939-40); Instructor (1934-35), Assistant Professor (1935-41), Associate Professor (1941—), Oregon.
- MARY SHAFER HUSER, B.A.**, Instructor in Home Economics.
B.A. (1936), Washington. Faculty, Eastern Washington College of Education (1936-37); Instructor (1939—), Oregon.
- JOHN HUNTINGTON HUTTON, M.D.**, Assistant Clinical Professor of Anaesthesiology, Medical School; Head of Division.
B.A. (1924), M.D. (1927), Michigan. Fellow in Anaesthesiology, Mayo Clinic (1935-37); Instructor (1938-39), Assistant Clinical Professor and Head of Division (1939—), Oregon.
- SAMUEL HAIG JAMESON, Ph.D.**, Professor of Sociology.
S.T.B. (1919), Yale; A.B. (1920), Amherst; M.A. (1921), Columbia; Ph.D. (1929), Southern California. Faculty (1921-26), Department Head (1925-26), Lafayette; Faculty, Floating University (1926-27); Extension Lecturer, California at Los Angeles (1927-29); Visiting Professor (1929-30), Minnesota; Associate Professor (1930-34), Professor (1934—), Oregon.
- BERTRAM EMIL JESSUP, Ph.D.**, Assistant Professor of English and Aesthetics.
B.A. (1927), M.A. (1935), Oregon; Ph.D. (1938), California. Assistant Professor (1936—), Oregon.
- GEORGE STANLEY JETTE, B.L.A.**, Instructor in Landscape Architecture.
B.L.A. (1940), Oregon. Instructor (1941—), Oregon.
- JAMES RALPH JEWELL, Ph.D., LL.D.**, Dean of the School of Education; Professor of Education.
A.B. (1903), Coe; M.A. (1904), Ph.D. (1906), Clark; LL.D. (1927), Arkansas. Director of Training, South West Louisiana Industrial Institute (1906-07); Faculty, Kansas State Teachers (1907-09, 1911-13); Dean, College of Education, Arkansas (1913-27); Dean, School of Vocational Education, Oregon State (1927-32); Professor (1932—), Oregon; Dean of Education, Director of High School Teacher Training, State System (1932—).

- NED BURT JOHNS, M.A.**, Assistant Professor of Physical Education.
A.B. (1932), M.A. (1934), Stanford. Instructor (1938-39), Assistant Professor (1939—), Oregon.
- ***CARL LEONARD JOHNSON, Ph.D.**, Assistant Professor of Romance Languages.
B.A. (1924), M.A. (1925), Iowa; Ph.D. (1933), Harvard. Faculty, Iowa (1924-25), West Virginia (1925-27, 1928-30), Harvard (1930-33); Research Assistant, Iowa (1933-35); Assistant Professor (1935—), Oregon.
- LOUIS HOWE JOHNSON, Comptroller Emeritus.**
Steward and Business Agent (1901-16), Secretary of Board of Regents (1906-29), Comptroller (1916-30), Comptroller Emeritus (1930—), Oregon.
- LOWELL LEANDER JONES, Ph.D.**, Instructor in Zoology.
A.B. (1935), Ph.D. (1939), California. Instructor (1940—), Oregon.
- WILLIAM C. JONES, Ph.D.**, Professor of Political Science and Public Administration; Head of Department of Political Science.
A.B. (1926), Whittier; M.B.A. (1929), Southern California; Ph.D. (1940), Minnesota. Faculty, Willamette (1929-41); Professor and Department Head (1941—), Oregon.
- THOMAS MARTIN JOYCE, M.D.**, Kenneth A. J. Mackenzie Professor of Surgery; Head of Department.
M.D. (1910), Michigan. First Surgical Assistant, Mayo Clinic (1911-14); Clinician (1922-29), Associate Clinical Professor (1929-33), Clinical Professor (1933-41), Professor (1941—), Department Head (1933—), Oregon.
- TOIVO H. KANGAS, Sergeant, D.E.M.L.**; Instructor in Military Science and Tactics.
Instructor (1941—), Oregon.
- †**HERMAN KEHRLI, M.A.**, Director, Bureau of Municipal Research and Service; Associate Professor of Political Science.
B.A. (1923), Reed; M.A. (1933), Minnesota. Rockefeller Fellow in Public Administration (1939-40); Director (1933—), Assistant Professor (1935-41), Associate Professor (1941—), Oregon.
- CARDINAL LYLE KELLY, M.A., C.P.A.**, Professor of Business Administration.
Ph.B. (1911), Chicago; M.A. (1923), Ohio State; C.P.A. (1922), State of Nebraska. Faculty, Nebraska Wesleyan (1921-22); Associate Professor (1922-28), Professor (1928—), Oregon.
- VERNON E. KERLEY, M.S.**, Instructor in Education; Instructor in Mathematics, University High School.
B.S. (1929), M.S. (1931), Oregon State. Instructor (1933—), Oregon.
- MAUDE IRVINE KERNS, B.A., B.S.**, Associate Professor of Art Education.
B.A. (1899), Oregon; B.S. with Diploma in Fine Arts (1906), Columbia. Assistant Professor (1921-35), Associate Professor (1935—), Oregon.
- FREDERICK ANDREWS KIEHLE, M.D.**, Clinical Professor of Ophthalmology, Medical School; Head of Division.
B.A. (1894), M.D. (1901), Minnesota. Interne, St. Joseph's Hospital, St. Paul (1901-02); Instructor (1912-18), Assistant Professor (1918-29), Clinical Professor and Head of Division (1929—), Oregon.
- LYLE BOYLE KINGERY, M.D.**, Clinical Professor of Dermatology and Syphilology, Medical School; Head of Division.
B.S. (1912), M.D. (1916), Michigan. Associate (1923-29), Clinical Professor and Head of Division (1929-40), Oregon.
- EDWARD DOMINICUS KITTOE, M.A.**, Instructor in English.
B.A. (1931), M.A. (1936), Oregon. Instructor (1936—), Oregon.
- CHARLES E. KNICKERBOCKER, Major, Infantry**; Assistant Professor of Military Science and Tactics.
Graduate (1927), Infantry School. Assistant Professor (1940—), Oregon.

* On sabbatical leave, 1941-42.

† On leave of absence, 1941-42.

ERNESTO RAY KNOLLIN, M.A., Professor of Physical Education.

B.A. (1914), M.A. (1929), Stanford. Faculty (1915-18), Acting Director (1917-18), Stanford; Assistant Director, Illinois (1919-21); Department Chairman and Dean of Men, San Jose State College (1924-29); Associate Professor (1929-34), Professor (1934—), Oregon.

CARL FREDRICK KOSSACK, Ph.D., Instructor in Mathematics.

A.B. (1935), A.M. (1936), California at Los Angeles; Ph.D. (1939), Michigan. Instructor (1939—), Oregon.

THEODORE KRATT, Mus.M., Mus.D., Dean of the School of Music; Professor of Music.

Mus. B. (1921), Mus. M. (1927), Mus.D. (1932), Chicago Musical College; Mus.D. (1938), Cincinnati Conservatory of Music. Head, Department of Music, Idaho (1927-29); Dean, School of Fine Arts, Miami (1929-39); Professor and Dean (1939—), Oregon; Dean and Director of Music, State System (1939—).

EDMUND PHILIPP KREMER, J.U.D., Professor of Germanic Languages and Literatures.

Dr. juris utriusque (1924), Frankfurt on Main. Assistant Professor (1928-32), Associate Professor (1932-35), Professor (1935—), Oregon.

MARVIN AARON KRENK, M.A., Instructor in Speech and Dramatic Arts.

B.A. (1937), Nebraska State Teachers College; M.A. (1938), Northwestern. Instructor (1939—), Oregon.

CLARICE KRIEG, A.M., Cataloging Librarian.

B.A. (1932), Iowa; B.S. in L.S. (1933), A.M. (1935), Illinois. Assistant Superintendent, Cataloging Department, Library, Iowa (1935-41); Cataloging Librarian (1941—), Oregon.

HENRY E. KUCHERA, M.S., Instructor in Education; Supervisor of Physical Education for Boys, University High School.

B.S. (1932), North Dakota State Teachers College (Valley City); M.S. (1940), Oregon. Faculty, North Dakota State Teachers College (Valley City) (1930-32); Instructor and Supervisor (1941—), Oregon.

ADOLF HENRY KUNZ, Ph.D., Associate Professor of Chemistry; Acting Head of Department.

A.B. (1923), William Jewell; M.S. (1926), Ph.D. (1928), Iowa. National Research Fellow in Chemistry, California Institute of Technology (1928-29); Faculty, Oregon State (1932-34); Assistant Professor (1930-32, 1934-36), Associate Professor (1936—), Acting Department Head (1941—), Oregon.

EDNA LANDROS, Ph.D., Assistant Professor of Latin and Greek; Acting Head of Department of Classics.

A.B. (1913), Kansas; A.M. (1921), Arizona; Ph.D. (1935), Oregon. Faculty, New Mexico (1919-21), Arizona (1921-24); Instructor (1928-31), Assistant Professor (1931—), Acting Head (1939—), Oregon.

OLOF LARSELL, Ph.D., Sc.D., Dean of Graduate Division.

B.S. (1910), Sc.D. (1937), Linfield; M.A. (1914), Ph.D. (1918), Northwestern. Faculty, Linfield (1910-15), Northwestern (1915-18, 1920-21, 1926), Wisconsin (1918-20), California (1931-32); Professor, Medical School (1921—), Oregon; Dean, Graduate Division, State System (1938—).

ELLIS FULLER LAWRENCE, M.S., F.A.I.A., Dean of the School of Architecture and Allied Arts; Professor of Architecture.

B.A. (1901), M.S. (1902), Massachusetts Institute of Technology. Professor and Dean (1914—), Oregon. Dean and Director of Architecture and Allied Arts, State System (1932—).

ROBERT WARD LEEPER, Ph.D., Assistant Professor of Psychology.

B.A. (1925), Allegheny; M.A. (1928), Ph.D. (1930), Clark. Faculty, Paine (1926-27), Arkansas (1930-33), Cornell College (1934-37); National Research Council Fellow (1933-34); Assistant Professor (1937—), Oregon.

RALPH WALDO LEIGHTON, Ph.D., D.Sc., Dean of the School of Physical Education; Professor of Education.

B.A. (1925), D.Sc. (1941), College of Idaho; Ph.D. (1931), Oregon. Faculty, College of Idaho (1926-28); Executive Secretary of Research (1931-38), Professor (1934—), Oregon; Acting Dean and Director of Physical Education, State System (1937-38), Dean and Director, State System (1938—).

LAURENCE LESAGE, Ph.D., Instructor in Romance Languages.

A.B. (1935), A.M. (1936), Ph.D. (1940), Illinois. Instructor (1940—), Oregon.

EDWARD CHRISTIAN ALAN LESCH, Ph.D., Associate Professor of English.

B.A. (1925), M.A. (1926), Illinois; Ph.D. (1928), Princeton. Assistant Professor (1928-33), Associate Professor (1933—), Oregon.

JOHN ORVILLE LINDSTROM, B.S., Business Manager.

B.S. (1932), Oregon. Statistician and Clerk (1929-32), Acting Manager (1932-33), Manager (1933—), Oregon.

ALFRED LEWIS LOMAX, M.A., Professor of Business Administration.

B.B.A. (1923), Oregon; M.A. (1927), Pennsylvania. Faculty, Pennsylvania (1925-27), Hawaii (1938-39); Assistant Professor (1919-20), Professor (1920—), Oregon.

GEORGE FREDERIC LUSSKY, Ph.D., Professor of Germanic Languages and Literatures; Head of Department.

A.B. (1907), Chicago; A.M. (1912), Ph.D. (1915), Wisconsin. Faculty, Wisconsin (1911-17), Montana (1917-20), Texas (1920-21), Minnesota (1921-39); Instructor (1910-11), Professor and Department Head (1939—), Oregon.

ROBERT M. LYON, B.S., Colonel, Infantry; Professor of Military Science and Tactics; Head of Department.

B.S. (1903), U. S. Military Academy; Graduate (1926), Infantry School. Faculty, U. S. Military Academy (1911-15, 1919-23, 1926-32); Professor and Department Head (1938—), Oregon.

JOHN CLEMENT MCCLOSKEY, Ph.D., Assistant Professor of English.

B.A. (1926), Loras; M.A. (1928), Iowa; Ph.D. (1939), Stanford. Faculty, Oregon State (1929-33), Stanford (1936-38); Instructor (1933-36, 1938-40), Assistant Professor (1940—), Oregon.

DAVID JOHN MCCOSH, Assistant Professor of Drawing and Painting.

Graduate (1927), Art Institute of Chicago. Faculty, Art Institute of Chicago (1932-33); Instructor (1934-40), Assistant Professor (1940—), Oregon.

ROSE ELIZABETH MCGREW, Professor of Voice.

Department Head (1920-23), Professor (1920—), Oregon.

MAX RUSSELL MCKINNEY, M.A., Instructor in Education; Supervisor of Social Living, University High School.

B.A. (1934), M.A. (1939), Oregon; Diplome (1938), Sorbonne. Faculty, Orleans Normal School (France) (1937-38); Instructor and Supervisor (1941—), Oregon.

ALICE BAKER MACDUFF, B.A., Assistant Dean of Women.

B.A. (1906), Michigan. Assistant Dean (1930—), Oregon.

*FREEMAN GLENN MACOMBER, Ed.D., Professor of Education.

A.B. (1926), Washington; M.A. (1930), Ed.D. (1936), Stanford. Faculty, Arizona State Teachers (1930-33); Professor (1937—), Oregon.

WAYNE W. MASSEY, Ph.D., Assistant Professor of Physical Education.

B.S. (1933), M.A. (1935), Ph.D. (1938), Iowa. Faculty, Kansas State Teachers (Emporia) (1937-38), Oakland City (1938-39); Instructor (1939-40), Assistant Professor (1940—), Oregon.

PAUL BANWELL MEANS, Ph.D., Professor of Religion.

A.B. (1915), Yale; B.Litt. (1923), Oxford; Ph.D. (1934), Columbia. Faculty, Berea (1923-24), Oberlin (1925-27), College of Puget Sound (1939-41); Professor (1941—), Oregon.

FRANK RAYMOND MENNE, M.D., Professor of Pathology, Medical School; Head of Department.

B.S. (1913), Wisconsin; M.D. (1915), Rush Medical College. Interne, Presbyterian Hospital, Chicago (1915-16); Assistant Professor (1916-18), Associate Professor (1918-29), Professor (1929—), Department Head (1929—), Oregon.

* On leave of absence, 1941-42.

FRED NATHAN MILLER, M.D., Director of Health Service; Professor of Physical Education.

B.A. (1914), M.A. (1916), Lafayette; M.D. (1924), Chicago. Faculty, North Central (1916-17); Interne, Washington Blvd. Hospital, Chicago (1923-25); Associate Professor (1925-26), Professor (1926—), University Physician and Director (1925—), Oregon.

RANDALL VAUSE MILLS, M.A., Instructor in English.

B.A. (1929), California at Los Angeles; M.A. (1932), California. Instructor (1938—), Oregon.

ERNEST GEORGE MOLL, A.M., Associate Professor of English.

A.B. (1922), Lawrence; A.M. (1923), Harvard. Faculty, Colorado College (1923-25, 1927-28), Teachers' College, Sidney (1939-40); Assistant Professor (1928-34), Associate Professor (1934—), Oregon.

***ELIZABETH BRIGGS MONTGOMERY, Ph.D.**, Assistant Professor of Education.

A.B. (1919), Willamette; M.A. (1925), Stanford; Ph.D. (1935), Oregon. Faculty, Adams State Teachers (Colorado) (1925-31), Portland Extension, State System (1935-36); Assistant Professor (1936—), Oregon.

KIRT EARL MONTGOMERY, M.A., Instructor in Speech and Dramatic Arts.

B.A. (1930), Carroll; M.A. (1939), Northwestern. Faculty, Northwestern (1938-41); Instructor (1941—), Oregon.

ARTHUR RUSSELL MOORE, Ph.D., Research Professor of General Physiology.

B.A. (1904), Nebraska; Ph.D. (1911), California. Lecturer, Woods Hole Marine Biological Laboratory (1916-19); Guest, Naples Zoological Station (1923); Table, American Association for the Advancement of Science, Naples (1925); Advanced Fellow, C.R.B. Educational Foundation, Brussels (1930-31); Lecturer, Hopkins Marine Station, Stanford (1926—); Faculty, California (1911-13), Bryn Mawr (1913-16), Rutgers (1916-26), Oregon State (1932-33); Visiting Professor, Tohoku Imperial University, Japan (1933-34); Professor (1926-32, 1934—), Oregon.

DOROTHA E. MOORE, B.S., Instructor in Education; Supervisor of Physical Education for Girls, University High School.

B.S. (1936), Colorado. Instructor and Supervisor (1941—), Oregon.

ELON HOWARD MOORE, Ph.D., Professor of Sociology; Acting Head of Department.

A.B. (1919), Albion; Ph.D. (1927), Wisconsin. Faculty, Illinois (1926-28), Oregon State (1928-35); Professor (1935—), Acting Department Head (1941—), Oregon.

RALPH URBAN MOORE, M.A., Assistant Professor of Education; Principal, University High School.

B.A. (1923), M.A. (1929), Oregon. Assistant Professor and Principal (1925—), Oregon.

VICTOR PIERPONT MORRIS, Ph.D., Dean of the School of Business Administration; Professor of Economics.

B.A. (1915), M.A. (1920), Oregon; Ph.D. (1930), Columbia. Faculty, Grinnell (1922-24), Oregon State (1924-26); Instructor (1919-20), Assistant Professor (1926-30), Associate Professor (1930-31), Professor (1931—), Oregon; Dean and Director of Business Administration, State System (1936—).

WAYNE LYMAN MORSE, LL.B., J.D., Dean of the School of Law; Professor of Law.

Ph.B. (1923), M.A. (1924), Wisconsin; LL.B. (1928), Minnesota; J.D. (1932), Columbia. Faculty, Wisconsin (1923-24), Minnesota (1924-28); Law Fellow, Columbia (1928-29); Assistant Professor (1929-30), Associate Professor (1930-31), Professor and Dean (1931—), Oregon; Dean and Director of Law, State System (1932—).

ANDREW FLEMING MOURSUND, Ph.D., Associate Professor of Mathematics; Head of Department.

B.A. (1923), M.A. (1927), Texas; Ph.D. (1932), Brown. Faculty, Texas Technological (1927-28); Instructor (1931-34), Assistant Professor (1934-36), Associate Professor (1936—), Department Head (1939—), Oregon.

MALBURN D. MUDD, Sergeant, D.E.M.L.; Instructor in Military Science and Tactics.

Instructor (1941—), Oregon.

* On leave of absence, 1941-42.

LEON CHARLES MULLING, M.A., Instructor in Education; Supervisor of English, University High School.

B.A. (1936), M.A. (1940), Colorado State College of Education. Instructor and Supervisor (1941—), Oregon.

THOMAS FRANCIS MUNDLE, M.A., Instructor in English.

M.A. (1923), St. Andrews. Faculty, Washington (1925-27), Extension Division, California (1927-28), Albany (1928-40); Instructor (1940—), Oregon.

JOHN HENRY NASH, Litt.D., LL.D., Professor of Typography.

M.A. (1923), Mills; Litt.D. (1925), Oregon; LL.D. (1931), San Francisco. Lecturer (1926-39), Professor (1940—), Oregon.

SIGURD NILSSEN, Professor of Voice.

Graduate (1919), Whitman Conservatory of Music. Professor (1940—), Oregon.

***HAROLD JOYCE NOBLE, Ph.D.**, Associate Professor of History.

A.B. (1924), Ohio Wesleyan; M.A. (1925), Ohio State; Ph.D. (1931), California. Faculty, Ewha College (Seoul, Korea) (1926-28), California (1930-31), Third College, Kyoto (1939-40); Rockefeller Fellow in Oriental Languages, California and Japan (1936-38); Assistant Professor (1931-33), Associate Professor (1933—), Oregon.

WILL VICTOR NORRIS, Sc.D., Professor of Physics.

A.B. (1918), William Jewell; M.S. (1920), Texas Christian; E.M. (1921), Sc.D. (1922), Colorado School of Mines. Faculty, Texas Christian (1919-20), Colorado School of Mines (1920-26), Montana School of Mines (1929-30); Assistant Professor (1930-31), Associate Professor (1931-34), Professor (1934—), Oregon.

KENNETH JOHN O'CONNELL, LL.B., S.J.D., Associate Professor of Law.

LL.B. (1933), S.J.D. (1934), Wisconsin. Assistant Professor (1934-41), Associate Professor (1941—), Oregon.

GERALD A. OLIVER, B.A., Assistant Professor of Physical Education; Head Football Coach.

B.A. (1930), Southern California. Head Football Coach, Arizona (1933-38); Head Coach and Assistant Professor (1938—), Oregon.

KARL WILLIAM ONTHANK, M.A., Dean of Personnel Administration.

B.A. (1913), M.A. (1915), Oregon. Secretary to the President (1916-17), Executive Secretary (1917-30), Dean (1930—), Oregon.

EDWIN EUGENE OSGOOD, M.D., Associate Professor of Medicine; Head of Division of Experimental Medicine.

B.A. (1923), M.A. (1924), M.D. (1924), Oregon. Instructor in Biochemistry (1921-25), Associate in Biochemistry (1925-28), Associate in Medicine (1925-29), Assistant Professor (1928-39), Associate Professor (1939—), Head of Division (1937—), Oregon.

ELVIN E. OVERTON, Ph.B., J.D., Visiting Professor of Law.

Ph.B. (1928), J.D. (1931), Chicago. Faculty, Arkansas (1931-33), Tennessee (1933-34), Mercer (1934—); Research Fellow, Harvard (1940-41); Visiting Professor (1941—), Oregon.

EARL MANLEY PALLETT, Ph.D., Executive Secretary and Registrar.

B.S. (1921), M.S. (1922), Wisconsin; Ph.D. (1931), Oregon. Director of Extension, Eastern State Teachers' College (South Dakota) (1921-27); Registrar (1927—), Acting Dean of Men (1929-30), Executive Secretary (1930—), Oregon.

DORWIN LEWIS PALMER, M.D., Assistant Clinical Professor of Radiology, Medical School; Head of Division.

M.D. (1915), Oregon. Interne, Multnomah Hospital, Portland (1915-17); Clinical Instructor (1922-30), Clinical Associate (1930-35), Assistant Clinical Professor (1935—), Head of Division (1934—), Oregon.

†**PHILIP ARCHIBALD PARSONS, Ph.D., LL.D.**, Professor of Sociology; Head of Department.

A.B. (1904), M.A. (1905), LL.D. (1927), Culver-Stockton; Ph.D. (1909), Columbia. Department Head (1909-20), Director of University Settlement (1912-18), Syracuse; Professor and Department Head (1920—), Dean, Portland School of Social Work (1920-29), Dean, School of Applied Social Science (1929-32), Director, Bureau of Social Research and Service (1933—), Oregon.

* On leave of absence, winter and spring terms, 1941-42.

† On sabbatical leave, 1941-42.

- ARTHUR LEE PECK, B.S., B.A.,** Professor of Landscape Architecture.
B.S. (1904), Massachusetts State; B.A. (1904), Boston. Faculty, Kansas State (1907-08), Oregon State (1908-10, 1912—); Professor (1932—), Oregon.
- MARY HALLOWELL PERKINS, M.A.,** Professor of English.
B.A. (1898), Bates; M.A. (1908), Radcliffe. Instructor (1908-13), Assistant Professor (1913-17), Professor (1917—), Oregon.
- THURMAN STEWART PETERSON, Ph.D.,** Assistant Professor of Mathematics.
B.S. (1927), California Institute of Technology; M.S. (1928), Ph.D. (1930), Ohio State. Faculty, Michigan (1930-32), Research Fellow, Institute for Advanced Study (1932-34); Instructor (1938-39), Assistant Professor (1939—), Oregon.
- LUCY DAVIS PHILLIPS,** Registrar of the Medical School.
Registrar, Medical School (1918—), Oregon.
- W. ELWOOD READ, B.A.,** Major, Infantry; Assistant Professor of Military Science and Tactics.
B.A. (1928), Oregon. Assistant Professor (1940—), Oregon.
- GEORGE REBEC, Ph.D.,** Counsellor of the Graduate Division; Prince Lucien Campbell Professor Emeritus of Philosophy.
A.B. (1891), Ph.D. (1896), Michigan. Faculty, Michigan (1891-1909), Reed (1920-21, 1931-32); Professor and Department Head (1912-38), Director of Portland Extension (1918-22), Dean, Graduate School (1920-32), Professor Emeritus (1938—), Oregon. Dean and Director of Graduate Division (1933-38), Counsellor of Graduate Division, State System (1938—).
- MARJORIE REYNOLDS,** Supervisor of Reserves, Library; Librarian, Museum of Art.
Circulation Assistant, Library Association of Portland (1931-32); Library Assistant (1928-31), Reserve Assistant (1933-38), Museum Librarian (1933—), Supervisor (1938—), Oregon.
- WILBUR POWELSON RIDDLEBARGER, A.M., J.D.,** Associate Professor of Business Administration.
A.B. (1923), A.M. (1926), Nebraska; J.D. (1935), Oregon. Faculty, Oregon State (1927-32); Assistant Professor (1932-39), Associate Professor (1939—), Oregon.
- ARTHUR RIEHL, M.A.,** Instructor in Architectural Design.
B.A. (1932), B.Arch. (1934), Oregon; M.A. (1935), Massachusetts Institute of Technology. Ion Lewis Fellow, Europe (1937-38); Instructor (1940—), Oregon.
- BERNICE MARGUERITE RISE, A.B., B.S. in L.S.,** Assistant Professor of Library Training; Circulation Librarian.
B.A. (1923), Oregon; B.S. in L.S. (1928), Columbia. Cataloging Assistant and in Charge of Order Department, Oregon State (1916-19); Senior Assistant, Circulation Department (1919-32), Acting Circulation Librarian (1932-35), Circulation Librarian (1935—), Instructor (1934-36); Assistant Professor (1936—), Oregon.
- HORACE WILLIAM ROBINSON, M.A.,** Assistant Professor of Speech and Dramatic Arts.
B.A. (1931), Oklahoma City; M.A. (1932), Iowa. Faculty, Oklahoma City (1932-33); Instructor (1933-36), Assistant Professor (1936—), Oregon.
- PIRKKO P. ROECKER, B.A.,** Instructor in Physical Education.
B.A. (1934), Iowa. Health Education Staff, Y.W.C.A., New Haven, Conn. (1934-37); Instructor (1937—), Oregon.
- CHARLES L. SAMPSON,** Colonel, Infantry; Assistant Professor of Military Science and Tactics.
Graduate (1923), Command and General Staff School; Graduate (1928), Army War College; Graduate (1929), Naval War College. Assistant Professor (1942—), Oregon.
- ETHEL R. SAWYER, Ph.B.,** Assistant Professor of Library Training; Browsing Room Librarian.
Ph.B. (1903), Wesleyan; Library Certificate (1906), Pratt Institute. Library Staff, Stevens Point Normal School, Wisconsin (1906-08), Michigan State Library (1908-09), Seattle Public Library (1909-14), Library Association of Portland (1914-26); Browsing Room Librarian (1937—), Assistant Professor (1939—), Oregon.

- HARRY S. SCHEENK, B.A.**, Assistant Professor of Journalism.
B.A. (1933), Oregon. Assistant Professor (1939—), Oregon.
- FRIEDRICH GEORG GOTTLLOB SCHMIDT, Ph.D.**, Professor Emeritus of Germanic Languages and Literatures.
Ph.D. (1896), Johns Hopkins. Faculty, Cornell College (1896-97); Professor (1897-1939), Head of Department of Modern Languages (1897-1905), Department Head (1905-39), Professor Emeritus (1939—), Oregon.
- HENRY WILLIAM SCHOENBORN, Ph.D.**, Instructor in Zoology.
A.B. (1933), DePauw; Ph.D. (1939), New York University. Instructor (1940—), Oregon.
- LOUISE BARROWS SCHROFF**, Instructor in Decorative Design.
Graduate (1904), Museum of Fine Arts, Boston; Diploma (1907), Harvard Summer Session. Instructor (1926—), Oregon.
- WALDO SCHUMACHER, Ph.D.**, Professor of Political Science.
A.B. (1917), Bluffton; A.M. (1918), Ohio State; Ph.D. (1923), Wisconsin. Faculty, Bluffton (1919-21), Syracuse (1923-25), Grinnell (1925-26), Oklahoma (1926-28); Professor (1928—), Oregon.
- HAZEL PRUTSMAN SCHWERING, M.A.**, Dean of Women.
Ph.B. (1926), Chicago; M.A. (1935), Oregon. Assistant Dean (1927-28), Freshman Dean (1929-30), Acting Dean (1928-29, 1930-35), Dean (1935—), Oregon.
- HARRY JOHNSON SEARS, Ph.D.**, Professor of Bacteriology, Hygiene, and Public Health, Medical School; Head of Department.
A.B. (1911), A.M. (1912), Ph.D. (1916), Stanford. Faculty, Stanford (1911-16); Professor and Department Head (1918—), Oregon.
- CHARLES HAROLD SECOY, Ph.D.**, Instructor in Chemistry.
B.S. (1929), College of Idaho; M.S. (1930), Ph.D. (1940), Washington. Instructor (1940—), Oregon.
- LAURENCE SELLING, M.D.**, Clinical Professor of Medicine, Professor of Neurology, Medical School; Head of Department of Medicine; Head of Division of Neurology.
B.A. (1904), Yale; M.D. (1908), Johns Hopkins. Instructor (1912-15), Assistant Professor (1915-22), Clinician (1922-28), Clinical Professor of Medicine and Department Head (1928—), Professor of Neurology and Head of Division (1940—), Oregon.
- OTTILIE TURNBULL SEYBOLT, M.A.**, Associate Professor of Speech and Dramatic Arts.
A.B. (1910), Mount Holyoke; M.A. (1915), Wisconsin. Faculty, Vassar (1921-22, 1923-25), Smith (1925-26), Minnesota (1926-27), Grinnell (1927-28); Director, Drama Division (1928-42), Assistant Professor (1928-32), Associate Professor (1932—), Oregon.
- HUGH M. SHAFER, M.A.**, Assistant Professor of Education.
B.S. in Ed. (1932), M.A. (1935), West Virginia. Faculty, Minnesota (1938-41); Assistant Professor (1941—), Oregon.
- HENRY DAVIDSON SHELDON, Ph.D.**, Research Professor of History and Education.
A.B. (1896), A.M. (1897), Stanford; Ph.D. (1900), Clark. Faculty, Pittsburgh (1911-14); Assistant Professor (1900-05), Professor (1905-11, 1914-32), Dean, School of Education (1909-11, 1914-32), Chairman, University Administrative Committee (1924-26), Research Professor (1932—), Oregon.
- DOROTHY MARIE SHERMAN, M.A.**, Instructor in Education; Supervisor of Social Studies, University High School.
B.A. (1932), M.A. (1934), Oregon. Instructor and Supervisor (1939—), Oregon.
- FREDERICK LAFAYETTE SHINN, Ph.D.**, Professor Emeritus of Chemistry.
A.B. (1901), A.M. (1902), Indiana; Ph.D. (1906), Wisconsin. Faculty, Indiana (1904-05), Wisconsin (1905-07); Assistant Professor (1907-12), Acting Head of Department (1918-22), Professor (1913-41), Professor Emeritus (1941—), Oregon.
- FRANK SHORT, B.S.**, Instructor in Journalism and Business Administration.
B.S. (1925), Oregon. Instructor (1937—), Oregon.

- LAWRENCE KENNETH SHUMAKER, M.A.**, Assistant Professor of Education; Director of Lower-Division Advisory Group.
B.A. (1922), Iowa; M.A. (1932), Oregon. Research Fellow (1937-38), Stanford; Faculty, Menlo Junior College (1937-38); Instructor in English (1933-34), Assistant Professor of English (1934-39), Assistant Professor of Education (1939—), Director (1939—), Oregon.
- FRANK PERRY SIPE, M.S.**, Associate Professor of Botany.
B.S. (Agr.) (1916), B.S. (Educ.) (1918), Missouri; M.S. (1923), Iowa State. Faculty, Oregon State (1923-32); Head of Department of Botany (1934-42), Assistant Professor (1932-34), Associate Professor (1934—), Oregon.
- JESSIE MAY SMITH, B.S.S.**, Instructor in Business Administration.
B.S.S. (1934), Oregon State. Instructor (1941—), Oregon.
- MAHLON ELLWOOD SMITH, Ph.D.**, Dean of Lower Division.
A.B. (1906), Syracuse; M.A. (1909), Ph.D. (1912), Harvard. Faculty (1907-08, 1912-19), Director of Summer Session (1917-19), Director of Evening Session (1918-19), Syracuse; Faculty (1919—), Dean of School of Basic Arts and Sciences and Director of Summer Sessions (1919-32), Dean of Lower Division and Service Departments (1934—), Oregon State; Dean of Lower Division, State System (1932—).
- SAVERINA GRAZIANO SMITH, M.F.A.**, Instructor in Art Education.
B.A. (1931), M.F.A. (1939), Oregon. Instructor (1939—), Oregon.
- WARREN DUPRE SMITH, Ph.D.**, Professor of Geology and Geography; Head of Department; Curator, Condon Museum of Geology.
B.S. (1902), Wisconsin; M.A. (1904), Stanford; Ph.D. (1908), Wisconsin. Geologist and Chief, Division of Mines, Philippine Bureau of Science (1907-14, 1920-22); Professor and Department Head (1914-20, 1922—), Curator (1936—), Oregon.
- CECIL SNYDER, M.A.**, Acting Director of News Bureau; Acting Assistant Professor of Journalism.
B.A. (1931), M.A. (1934), Oregon. Acting Director and Acting Assistant Professor (1941—), Oregon.
- ARNOLD LARSON SODERWALL, Ph.D.**, Instructor in Zoology.
B.A. (1936), Linfield; M.A. (1937), Illinois; Ph.D. (1941), Brown. National Research Council Fellow, Brown (1938-39), Yale (1939-40); Instructor (1941—), Oregon.
- FERDINAND SORENSON, Instructor in Brass Instruments.**
Instructor (1940—), Oregon.
- *CARLTON ERNEST SPENCER, A.B., J.D.**, Professor of Law.
A.B. (1913), LL.B. (1915), J.D. (1925), Oregon. Instructor in Law (Portland) (1915-17), University Registrar (1919-27), Associate Professor (1927-29), Professor (1929—), Oregon.
- LLOYD W. STAPLES, Ph.D.**, Assistant Professor of Geology.
A.B. (1929), Columbia; M.S. (1930), Michigan; Ph.D. (1935), Stanford. Faculty, Michigan College of Mining and Technology (1930-33); Oregon State (1936-37); Instructor (1939-41), Assistant Professor (1941—), Oregon.
- *MERLE ARTHUR STARR, Ph.D.**, Instructor in Physics.
B.A. (1933), Reed; M.A. (1937), Ph.D. (1937), California. Instructor (1939—), Oregon.
- JOHN STEHN, M.S.**, Assistant Professor of Wind Instruments; Director of University Band.
A.B. (1925), Grinnell; M.S. (1927), Iowa. Faculty (1927-29), Director of Band (1928-29), Oklahoma; Assistant Professor and Director (1929—), Oregon.
- FRED LEA STETSON, M.A.**, Professor of Education.
A.B. (1911), M.A. (1913), Washington. Assistant Professor (1913-16), Professor (1916—), Director, University High School (1916-19), Acting Dean (1925-26), Oregon.
- ARTHUR BENJAMIN STILLMAN, M.B.A.**, Associate Professor of Business Administration.
B.A. (1928), Oregon; M.B.A. (1937), Washington. Instructor (1922-24), Assistant Professor (1924-37), Associate Professor (1937—), Oregon.

* On leave of absence, 1941-42.

- *GARDINER BOLSTER STILLWELL, Ph.D.,** Instructor in English.
B.A. (1936), Saskatchewan; M.A. (1937), Toronto; Ph.D. (1940), Iowa. Instructor (1940-42), Oregon.
- JAMES C. STOVALL, M.A.,** Instructor in Geography; Coordinator of Civilian Pilot Training.
B.S. (1927), M.A. (1929), Oregon. Instructor (1934—), Coordinator (1940—), Oregon.
- JOHN GUY STROHM, M.D.,** Clinical Professor of Urology, Medical School; Head of Division.
M.D. (1910), Rush Medical School. Acting Instructor (1918-22), Instructor (1922-36), Assistant Clinical Professor (1929-36), Clinical Professor and Head of Division (1937—), Oregon.
- CELESTINE JAMES SULLIVAN, JR., Ph.D.,** Assistant Professor of Philosophy.
A.B. (1927), M.A. (1928), Ph.D. (1931), California. Faculty, Stanford (1932-33), California (1937-38); Assistant Professor (1938—), Oregon.
- HOWARD RICE TAYLOR, Ph.D.,** Associate Dean of Graduate Division; Professor of Psychology; Head of Department; Director, Bureau of Personnel Research.
A.B. (1914), Pacific University; A.M. (1923), Ph.D. (1928), Stanford. Assistant Professor (1925-28), Associate Professor (1929-30), Professor (1930—), Director, Bureau of Personnel Research (1930—), Department Head (1934—), Assistant Dean (1936-41), Associate Dean (1941—), Oregon.
- JANE THACHER, Professor of Piano.**
Professor (1916—), Oregon.
- W. F. GOODWIN THACHER, M.A.,** Professor of English and Advertising.
A.B. (1900), M.A. (1907), Princeton. Head, English Department, Portland Academy (1906-14); Professor (1914—), Oregon.
- ANNA MCFEELY THOMPSON, M.A.,** Assistant Professor of Romance Languages.
A.B. (1900), M.A. (1901), Western Maryland. Faculty (1910-20), Principal (1916-20), Instituto Internacional, Madrid; Instructor (1920-21), Assistant Professor (1921—), Oregon.
- ELNORA ELVIRA THOMPSON, R.N.,** Professor of Nursing Education; Director of Department.
R.N. (1910), State of Illinois; R.N. (1920), State of Oregon. Chief Nurse, Elgin State Hospital, Illinois (1910-11); Executive Secretary and Director, Illinois Society for Mental Hygiene (1911-18); Director, Department of Public Health Nursing, Chicago School of Civics and Philanthropy (1917-18, 1919-20); Director, Public Health Nursing Education, American Red Cross Tuberculosis Commission to Italy (1918-19); Director, Far-Western Office, American Child Health Association (1923-25); Professor (1920-23, 1925—), Director of Public Health Nursing (1920-23), Director of Health and Nursing Education (Portland School of Social Work) (1925-32), Director, Nursing Education, Medical School (1932—), Oregon.
- RUTH MAY THOMPSON, B.B.A.,** Instructor in Business Administration.
B.B.A. (1937), Oregon. Instructor (1937—), Oregon.
- HARRIET WATERBURY THOMSON, A.B.,** Professor of Physical Education.
A.B. (1904), Michigan. Assistant Director (1911-22), Professor (1922—), Oregon.
- HARVEY GATES TOWNSEND, Ph.D.,** Professor of Philosophy; Head of Department.
A.B. (1908), Nebraska Wesleyan; Ph.D. (1913), Cornell. Faculty, Central (1910-14), Smith (1914-26); Professor (1926—), Department Head (1938—), Oregon.
- FREDERICK HOYT TROWBRIDGE, Ph.D.,** Associate Professor of English.
B.A. (1931), M.A. (1933), Ph.D. (1935), Wisconsin. Faculty, Wisconsin (1935-40); Associate Professor (1940—), Oregon.
- EDWARD KEENE TRUE, S.B.** in Arch. Eng., Instructor in Architectural Design and Construction.
S.B. in Arch. Eng. (1939), Massachusetts Institute of Technology. Instructor (1940—), Oregon.
- GEORGE STANLEY TURNBULL, M.A.,** Professor of Journalism.
A.B. (1915), M.A. (1932), Washington. Professor (1917—), Oregon.

* Resigned, March 17, 1942.

- LEONA E. TYLER, Ph.D.**, Instructor in Psychology; Supervisor of Testing Service.
B.S. (1925), M.S. (1939), Ph.D. (1941), Minnesota. Instructor (1940—), Supervisor (1941—), Oregon.
- AURORA POTTER UNDERWOOD, B.M.**, Associate Professor of Music.
B.M. (1921), Oregon. Assistant Professor (1922-34), Associate Professor (1934—), Oregon.
- REX UNDERWOOD**, Professor of Music; Director of Orchestra.
Faculty, Oregon State (1933-35); Professor (1919—), Oregon.
- WENDELL VAN LOAN, M.S.**, Instructor in Education; Principal, Roosevelt Junior High School.
B.S. (1928), M.S. (1933), Oregon. Instructor (1930—), Principal (1931—), Oregon.
- PIERRE VAN RYSSELBERGHE, Ph.D.**, Assistant Professor of Chemistry.
Cand.-Ing. (1924), Eng. (1927), Brussels; M.A. (1928), Ph.D. (1929), Stanford. Fellow, C.R.B. Educational Foundation, Stanford (1927-29); Visiting C.R.B. Lecturer, Belgium (1935-36); Faculty, Stanford (1929-41); Assistant Professor (1941—), Oregon.
- ANIBAL VARGAS-BARON, M.A.**, Instructor in Romance Languages.
A.B. (1926), Asbury; M.A. (1929), Washington. Faculty, Washington (1929-32, 1936-37), Armstrong Junior College (1932-36, 1937-38); Instructor (1940—), Oregon.
- ANDREW MCDUFFIE VINCENT**, Professor of Drawing and Painting.
Graduate (1927), Art Institute of Chicago. Faculty, Art Institute of Chicago (1928); Instructor (1928-29), Assistant Professor (1929-31), Professor (1931—), Oregon.
- FRANKLIN DICKERSON WALKER, Ph.D.**, Professor of English.
B.A. (1924), Oxford; Ph.D. (1932), California. Faculty, San Diego State (1926-28, 1930-40); Professor (1940—), Oregon.
- LORA TESHNER WARE**, Professor of Cello.
Graduate (1929), Juilliard Musical Foundation Graduate School. Instructor (1924-26, 1929-31), Professor (1931—), Oregon.
- GERTRUDE BASS WARNER, M.A.**, Director, Museum of Art.
M.A. (1929), Oregon. Director, Museum of Art (1921—), Oregon.
- JOHN ALBERT WARREN, B.B.A.**, Instructor in Physical Education; Freshman Coach.
B.B.A. (1928), Oregon. Instructor and Coach (1935—), Oregon.
- WILLIS WARREN, M.A.**, Assistant Librarian.
B.A. (1930), M.A. (1934), Oregon; Certificate in Librarianship (1935), California. Library Assistant (1930-34), Reserve Librarian (1935-39), Executive Assistant (1936-41), Periodical Librarian (1939-41), Instructor in Library Training (1936-38, 1940—), Assistant Librarian (1941—), Oregon.
- PAUL RUDOLPH WASHKE, A.M.**, Professor of Physical Education.
A.B. (1927), Western State Teachers (Michigan); A.M. (1929), Michigan. Faculty, Michigan (1927-30); Professor (1930—), Oregon.
- RAYMOND EDWARD WATKINS, M.D.**, Clinical Professor of Obstetrics and Gynecology, Medical School; Head of Department.
M.D. (1909), Illinois. Instructor (1916-22), Associate (1922-23); Assistant Professor and Department Chairman (1923-29), Clinical Professor and Department Head (1929—), Oregon.
- MARIAN PEARL WATTS, B.A., B.S. in L.S.**, Reference Librarian.
B.A. (1921), Oregon; B.S. in L.S. (1934), Illinois. Reference Librarian (1923—), Oregon.
- ADOLPH WEINZIRL, M.D.**, Professor of Public Health and Preventive Medicine, Medical School.
B.S. (1922), M.D. (1925), Oregon; C.P.H. (1932), M.P.H. (1939), Johns Hopkins. Deputy Commissioner of Health, Dept. of Health and Sanitation, Seattle (1926-32); Epidemiologist, City Health Dept., Baltimore (1932-37); Health Officer, Bureau of Health, Portland (1937-41); Clinical Professor (1938-41), Professor (1941—), Oregon.

EDWARD STAUNTON WEST, Ph.D., Professor of Biochemistry, Medical School; Head of Department.

A.B. (1917), Randolph-Macon; M.S. (1920), Kansas State; Ph.D. (1923), Chicago. Faculty, Kansas State (1917-22), Washington University Medical School (1923-34); Professor and Department Head (1934—), Oregon.

RUTH VEE WHEELOCK, M.A., R.N., Associate Professor of Nursing Education.

B.A. (1911), M.A. (1915), Michigan; Diploma (1920), Bellevue Hospital School of Nursing; R.N. (1920), States of New York, Michigan, California, Oregon. Rockefeller Foundation Fellow (1928); Faculty, Michigan (1921-26); Department Director, Riverside Junior College (1927-33); Assistant Professor (1933-35), Associate Professor, Medical School (1935—), Oregon.

JACK WILKINSON, Instructor in Drawing and Painting.

Phelan Traveling Fellow (1937-39); Instructor (1941—), Oregon.

WALTER ROSS BAUMES WILLCOX, Professor Emeritus of Architecture.

Professor (1922-40), Professor Emeritus (1940—), Oregon.

ASTRID MÖRK WILLIAMS, Ph.D., Assistant Professor of Germanic Languages and Literatures.

B.A. (1921), M.A. (1932), Oregon; Ph.D. (1934), Marburg. Assistant Professor (1935—), Oregon.

STANLEY E. WILLIAMSON, M.A., Instructor in Education; Instructor in Science, University High School.

B.A. (1931), Nebraska Wesleyan; M.A. (1936), Columbia. Instructor (1936—), Oregon.

VEOLA PETERSON WILMOT, M.A., Instructor in Education; Supervisor of Social Science and Library, University High School.

B.A. (1927), M.A. (1929), Oregon. Instructor and Supervisor (1930—), Oregon.

DORIS E. WINTERS, B.A., Instructor in Home Economics.

B.A. (1935), Marshall. Instructor (1938—), Oregon.

HUGH B. WOOD, Ed.D., Professor of Education.

B.S. (1931), Toledo; M.A. (1935), Colorado; Ed.D. (1937), Columbia. Faculty, Hudson (1935-37), Columbia (1937-38), Alabama Polytechnic Institute (1938-39); Professor (1939—), Oregon.

LOUIS AUBREY WOOD, Ph.D., Professor of Economics.

B.A. (1905), Toronto; B.D. (1908), Montreal Presbyterian; Ph.D. (1911), Heidelberg. Faculty, Robertson (Canada) (1912-13), Western Ontario (1914-23); Sterling Research Fellow, Yale (1928-29); Guest Professor, Chicago (1933-34); Assistant Professor (1924-30), Associate Professor (1930-35), Professor (1935—), Oregon.

MABEL ALTONA WOOD, M.S., Professor of Home Economics; Head of Department.

B.S. (1925), Oregon State; M.S. (1930), Columbia. Faculty, Oregon State (1930-32); Professor and Department Head (1932—), Oregon.

JANET GRANT WOODRUFF, M.A., Associate Professor of Physical Education.

B.S. (1926), M.A. (1929), Columbia. Faculty, Oklahoma Agricultural and Mechanical (1922-24), Kansas State Teachers (1926-28); Assistant Professor (1929-34), Associate Professor (1934—), Oregon.

GORDON WRIGHT, Ph.D., Assistant Professor of History.

A.B. (1933), Whitman; M.A. (1935), Ph.D. (1939), Stanford. American Field Service Fellow, Paris (1937-38); Assistant Professor (1939—), Oregon.

LEAVITT OLDS WRIGHT, Ph.D., Professor of Romance Languages.

A.B. (1914), Harvard; B.D. (1917), Union Theological Seminary; M.A. (1925), Ph.D. (1928), California. Extension Instructor, Columbia (1916-17); Principal, Colegio Internacional, Guadalajara, Mexico (1918-21); Faculty (1917-18, 1923-24), Assistant to the President (1921-23), Pomona; Assistant Professor (1926-27), Associate Professor (1927-30), Professor (1930—), Oregon.

ANNE WUEST, M.A., Instructor in Romance Languages.

A.B. (1931), Whitman; Certificat d'études françaises, Université de Lyon (1933); M.A. (1940), California. Faculty, College of Idaho (1940-41); Instructor (1941—), Oregon.

HAROLD WYATT, B.A., Acting Director, Bureau of Municipal Research and Service.

B.A. (1938), Reed. Assistant Director (1940-41), Acting Director (1941—), Oregon.

LISLE M. WYATT, M.D., Assistant University Physician.

B.A. (1936), M.D. (1939), Kansas. Interne, Madison General Hospital, Madison, Wis. (1939); Assistant Physician, Health Service, Kansas (1940); Assistant Physician (1941—), Oregon.

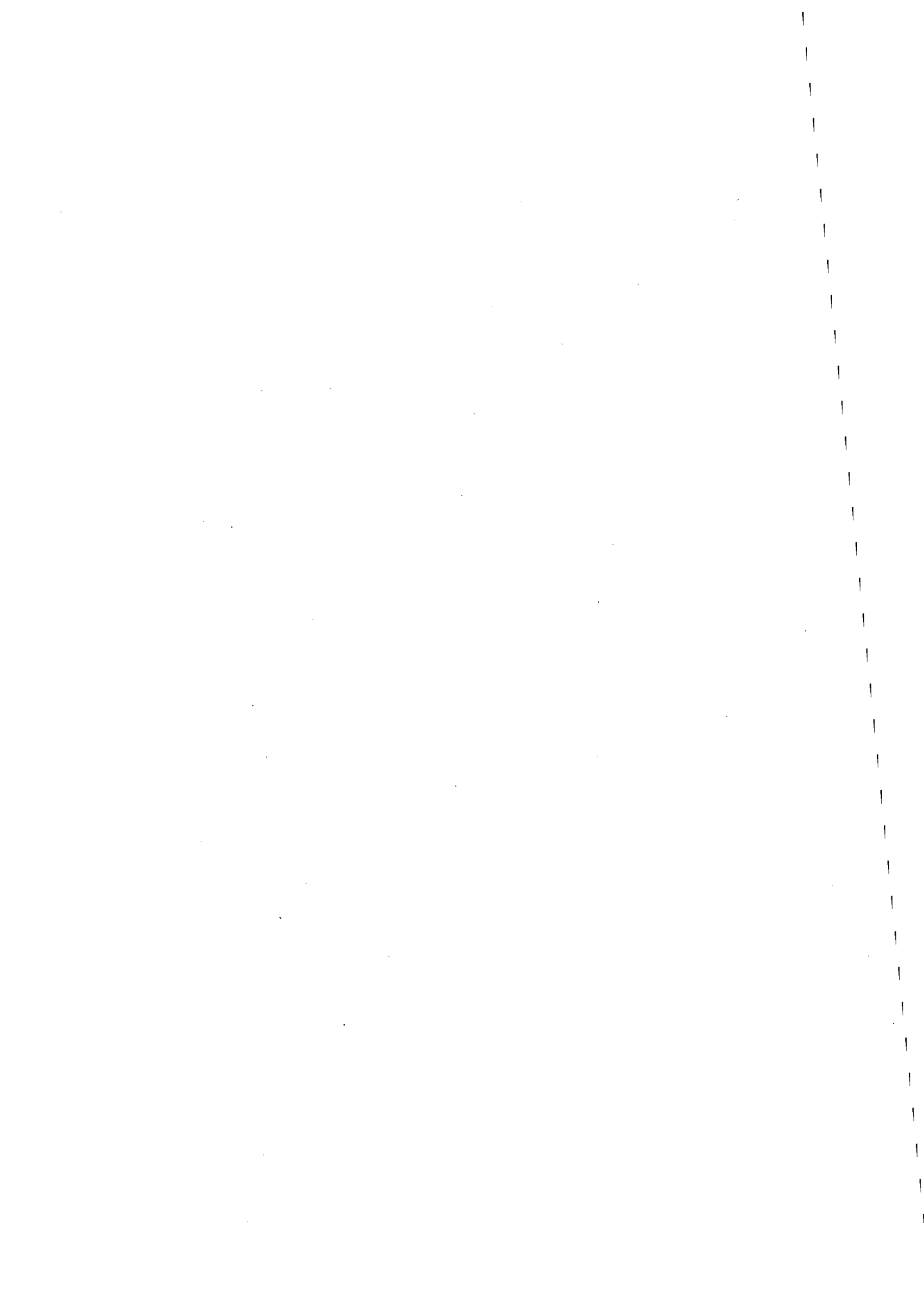
HARRY BARCLAY YOCOM, Ph.D., Professor of Zoology; Head of Department of Biology; Curator, Invertebrate Collections; Associate Director, Institute of Marine Biology.

A.B. (1912), Oberlin; M.A. (1916), Ph.D. (1918), California. Faculty, Kansas State (1914-15), Washburn (1917-18), College of the City of New York (1919-20); Assistant Professor (1920-25), Associate Professor (1925-26), Professor (1926—), Head of Department of Zoology (1934-42), Head of Department of Biology (1942—), Curator (1937—), Associate Director (1941—), Oregon.

NOWLAND BRITTIN ZANE, Associate Professor of Space Arts.

Extension Lecturer in Art (1921-24), Assistant Professor (1924-28), Associate Professor (1928—), Oregon.

Part II
General Information



Organization and Facilities

History

THE University of Oregon was established by an act of the Oregon Legislature in 1872, but did not open its doors to students until four years later, in 1876. The founding of the University grew out of a Federal grant, authorized in the Donation Act of September 27, 1850, of two townships of land "to aid in the establishment of a university in the territory of Oregon." The territory then comprised the entire Oregon Country, and it was specified that one of the two townships selected was to be located north of the Columbia. On July 17, 1854, the grant was modified by an act reserving two townships each for the newly created Washington and Oregon territories. This grant was confirmed on February 14, 1859, when the Act of Congress admitting Oregon into the Union provided for a grant of seventy-two sections of land for the establishment and support of a state university. The Legislature, by an act of June 3, 1859, committed the people of Oregon to the application of the proceeds from this grant "to the use and support of a state university."

The settlement of Oregon and the accumulation of funds from the sale of these University lands proceeded slowly. The population of Oregon in 1850 (including the entire Oregon Country) was only 13,294. In 1860 the population of the state was 52,465, and in 1870, 90,993. There were already five denominational colleges established in the state in 1860; the United States census of 1870 reports twenty as the number of "classical, professional and technical" institutions ("not public") in Oregon. The creation of a state university was deferred.

However, after a fund of \$31,635 had accumulated from the sale of University lands, the Legislature on October 19, 1872 passed an act "to create, organize and locate the University of the State of Oregon." Eugene was chosen as the site after the Lane County delegation at the Legislature had offered to provide a building and campus worth \$50,000. The Union University Association of Eugene, the organization promoting the institution, was given two years in which to construct this building.

Construction of the building, Deady Hall, began in May 1873. Unfortunately, however, the genesis of the University and the economic troubles of 1873 came at about the same time. After an intense struggle to keep the enterprise alive and a two-year extension of time for completion, the conditions specified in the act creating the University were declared fulfilled, and the site and building were accepted by the state on July 28, 1876. The University first opened its doors on October 16, 1876. The first class was graduated in June 1878.

Deady Hall was the nucleus around which other University buildings later arose; Villard Hall, the second campus structure, was built in 1885.

Since the founding of the institution, the following men have served the University as president: John Wesley Johnson, 1876-1893; Charles H. Chapman, 1893-1899; Frank Strong, 1899-1902; Prince Lucien Campbell, 1902-1925; Arnold Bennett Hall, 1926-1932; Clarence Valentine Boyer, 1934-1938; Donald Milton Erb, from 1938.

The first University courses were limited almost entirely to classical and literary subjects; the demand for a broader curriculum was, however, gradually

met by the addition of scientific and professional instruction. Around the original liberal-arts college were organized the professional schools, beginning with the School of Law, established as a night law school in Portland in 1884. (In 1915 the School of Law was moved to Eugene and reorganized as a regular division of the University.) The Medical School was established in Portland in 1887. The School of Music was established in 1902, the School of Education in 1910, the School of Architecture and Allied Arts and the School of Business Administration in 1914, the School of Journalism in 1916, and the School of Physical Education in 1920.

In 1932, when the Oregon State System of Higher Education was formed, departments of the old liberal-arts college were reorganized into a College of Arts and Letters and a College of Social Science. Under the 1932 allocation of functions, the University offered only lower-division and service work in the biological and physical sciences. In October 1941, the Board of Higher Education authorized the University to re-establish major undergraduate and graduate work in science, beginning with the academic year 1942-43. At its January 1942 meeting, the Board approved the merging of the College of Arts and Letters, the College of Social Science, and the science departments into a College of Liberal Arts.

Graduate work has been organized as a separate division of the University since 1900, extension since 1907. The first summer session was held in 1904.

Income

THE state law creating the Board of Higher Education specified that this body was to "have and exercise control of the use, distribution and disbursement of all funds, appropriations and taxes, now or hereafter in possession, levied and collected, received or appropriated for the use, benefit, support and maintenance of institutions of higher education." By virtue of this act, and beginning July 1, 1931, the Board has administered all funds for all state-supported higher educational activities, including the University of Oregon, on the basis of a unified budget.

Funds for the support of higher education in Oregon are derived primarily from the following sources: a millage appropriation equal to 2.04 mills on all taxable property; certain continuing appropriations from the state for definite purposes; specified sums from the national government assigned for definite purposes by Congressional acts; income from student tuition and fees; and other sources such as sales, service charges, gifts, and miscellaneous.

During the year 1941-42 the income budgeted for all the institutions under the control of the Board was approximately \$4,622,248. Of this total \$2,917,114 was provided from state sources, \$392,662 from Federal sources, \$124,319 from county sources, \$910,483 from student fees, and \$277,670 from gifts and other sources. The state support for general instructional functions was \$2,569,977. The remaining state support accrued through special appropriations for agricultural extension, research, and other state-wide public service.

Location

THE University of Oregon is located at Eugene (population 20,838), 124 miles south of Portland, at the head of the Willamette Valley. Eugene is a progressive city with excellent schools, numerous churches, and strong civic and social organizations. The city has an abundant supply of pure, whole-

some water, and modern sanitation. The climate is mild, with moderate winters and cool summers. The average annual rainfall is 38½ inches, with the heaviest rainfall in the winter months, November, December, and January.

Campus

THE University campus occupies about 100 acres of land in the east part of Eugene on the Pacific Highway. On the north campus are located the older buildings: Deady, Villard, McClure, Friendly, Fenton, and a few of the newer buildings, including Oregon, Commerce, Journalism, Art and Architecture, and Student Health Service. On the south campus are newer buildings, including the Administration Building or Johnson Hall, Condon Hall, Chapman Hall, the education group, the Music Building, the women's quadrangle, the Museum of Art, and the new University Library. East of this section of the campus is the John Straub Memorial Building (a dormitory for men), the Physical Education Building, McArthur Court (student athletic center), and the R.O.T.C. Barracks. The University buildings are located on rising ground, and are attractively planted with trees and shrubs.

There are two notable bronze statues on the campus, "The Pioneer," given to the University in 1919 by Joseph N. Teal; and "The Pioneer Mother," given to the University in 1932 by Vice-President Burt Brown Barker, in memory of his mother. "The Pioneer" stands on the old campus, facing Johnson Hall. "The Pioneer Mother" is in the women's quadrangle. Both are the work of Alexander Phimister Proctor.

For a description of the campus of the University of Oregon Medical School in Portland, see the Medical School Catalog.

Buildings

THE principal buildings on the University campus are described briefly below. The date of erection is given in parentheses following the name of the building; if a building was erected by units, the dates of the several units are given. The location of the buildings is shown on the map on page 9. For a description of the buildings of the University of Oregon Medical School in Portland, see the Medical School Catalog.

The Adelaide Wrisley Church Memorial, home of the Chancellor of the Oregon State System of Higher Education, is located on Fairmount Heights southeast of the campus. It was formerly the residence of Mr. and Mrs. Campbell Church, and was given to the state by Mr. Church in 1938 in memory of his wife.

The Animal Biology Laboratory is a small frame building east of the main campus, housing zoology research laboratories.

The Arts and Architecture Building (1901, 1914, 1922, 1940) is constructed of brick and stucco. It contains classrooms, well-lighted studios, drafting rooms, a gallery for the display of student work and loan exhibitions, and the Architecture and Allied Arts Library.

The Barracks (1918, 1924), headquarters of the Department of Military Science and Tactics, is a two-story wooden structure. Attached is a drill shed, measuring 60 by 118 feet.

Chapman Hall (1939), a three-story brick building, houses offices and classrooms of liberal-arts departments, the University Cooperative Store, and the Department of Home Economics. The building is named in honor of Charles H. Chapman, second president of the University.

The Commerce Building (1921) is a three-story brick structure, housing the School of Business Administration.

Condon Hall (1924), designed as the first wing of a larger structure, is a three-story brick building, conforming in style to newer campus buildings. It contains laboratories and classrooms for geology, geography, psychology, and anthropology. The Museum of Natural History occupies the second floor. The building is named after Dr. Thomas Condon, pioneer geologist of Oregon and a member of the University faculty from the foundation of the institution until his death in 1907.

Deady Hall (1876), historic first building on the campus, for many years housed the entire University. It now contains laboratories and classrooms for physics, biology, and mathematics. The building is named after Matthew P. Deady, president of the University Board of Regents from 1873 until his death in 1893.

The Depot and Heating Plant (1924), a brick structure, contains the University's modern heating system, headquarters for the building and grounds department, and the University depot and postoffice.

The Drama Studio (1921) is a cottage north of Johnson Hall used by the Division of Speech and Dramatic Arts.

The Faculty Club is a two-story frame building east of Johnson Hall, formerly the home of the President of the University. It contains a dining hall, social and recreational rooms, and rooms for resident members of the club.

Emerald House is a three-story dwelling east of the main campus, used as a women's dormitory; it houses 13 students.

The Education Building (1921) is a one-story brick structure. It contains the offices and classrooms for the School of Education.

The General Extension Building (1908) is a two-story wooden building. Offices of the General Extension Division of the State System of Higher Education occupy the second floor. On the first floor are the University studios of radio station KOAC.

Fenton Hall (1907, 1914). This building, formerly the University Library, houses the School of Law, the Bureau of Municipal Research and Service, and the offices and laboratories of the civilian pilot training program. It is a three-story brick structure, with a five-story fireproof annex which houses the Law Library. The building is named in honor of the late William David Fenton, Oregon attorney and benefactor of the School of Law. The library annex is known as the Kenneth Lucas Fenton Memorial Law Library.

S. H. Friendly Hall (1893, 1914), built as the first men's dormitory at the University, has been remodeled to provide offices and classrooms of the English and foreign-language departments. The offices of the University Editor and of the Alumni Secretary are located on the first floor. A large room on the main floor has been reserved for meetings of the faculty and of faculty committees. The building is named after S. H. Friendly, regent of the University from 1895 until his death in 1915.

Gerlinger Hall (1920), known familiarly as the Woman's Building, is a three-story brick building financed through gifts to the University from alumni and citizens of Oregon, supplemented by a state appropriation. A large room, Alumni Hall, serves as the social center for the University. The building contains the women's gymnasium, the women's swimming pool, and other facilities for physical education for women. The office of the Dean of Women is on the main floor, near the east entrance. The building is named in honor of Mrs. George Gerlinger, regent of the University from 1914 to 1929.

Hayward Stadium (1919, 1925, 1931, 1939), built with Associated Students funds, is the scene of football games, track meets, and other athletic events. The stadium has a seating capacity of 20,000. It is named after William L. Hayward, track coach at the University since 1903.

Hendricks Hall (1917), a modern and comfortable residence for women students, accommodates 112 students. Besides the student suites, the hall contains a spacious living room and smaller rooms for receiving guests. The arrangement and furnishing of the interior contribute to a cheery, homelike atmosphere. The building is named after T. G. Hendricks, regent of the University from 1872 to 1885.

Johnson Hall (1915), known also as the Administration Building, is a three-story building of brick and ornamental stone. On the third floor are the central offices of the Oregon State System of Higher Education, including the offices of the Chancellor, the Secretary of the Board of Higher Education, the Division of Information, and the Budget Officer. Here also are located the offices of the University Registrar and Business Manager. On the main floor is the University Theater (where campus dramatic productions are staged), and the offices of the President, the Personnel Division, and the Dean of Men. On the first floor (basement) are classrooms and the Telephone Exchange. Johnson Hall is named after John Wesley Johnson, first president of the University.

John Straub Memorial Building (1929) is a modern dormitory for men students. The building, constructed of brick, is divided into six units. Each unit accommodates from 40 to 50 men and has its own living and reception rooms. For every two students there is a separate study and dressing room, and for every four a sleeping porch. The building is a memorial to Professor John Straub, member of the University faculty from 1878 until his death in 1932.

The Journalism Building (1922) is a red brick structure. The School of Journalism and the editorial offices of the OREGON DAILY EMERALD occupy the first and second floors. On the third floor are chemistry classrooms and laboratories.

Mary Spiller Hall (1907) is a three-story wooden dormitory adjoining Hendricks Hall. The building is named after Mrs. Mary Spiller, member of the original University faculty.

McArthur Court (1926) is a concrete building erected by the students and paid for entirely by funds derived from athletic events and student fees. Around the center basketball pavilion, seats are provided for 6,500 spectators. When used as a concert or assembly hall the building seats 8,000 persons. The basement provides locker rooms for all athletics. Offices of the Associated Students and of the athletic coaches are located in McArthur Court. The building is named in memory of the late C. N. McArthur, congressman from Oregon and graduate of the University in the Class of 1901. Hayward Stadium is east of McArthur Court across the playing field. Howe Field (baseball) is south of McArthur Court.

McClure Hall (1900), a three-story brick and stucco building, houses classrooms and laboratories of the Department of Chemistry. The building is named in memory of Professor Edgar McClure, member of the University faculty who died in 1897.

The Museum of Art (1930), a gift from the people of the state and University alumni and friends, is two stories high and fireproof throughout. The rooms are all artificially lighted. Adjoining is the Prince L. Campbell Memorial Court. The court contains a pool and fountain, and a bust of Dr. Campbell. The building was erected to house the Murray Warner Collection of Oriental Art, and was formally presented in June 1933.

The Music Building (1920) is a brick building with a two-story frame annex. It contains studios, classrooms, and an auditorium for recitals and concerts. The walls are of double construction to minimize sound interference. The auditorium contains a four-manual Reuter organ. East of the building is a beautifully landscaped outdoor theater.

The Library (1937) stands at the head of the University's new quadrangle on the west side of the campus. On the main floor are the circulation lobby, the reference room, the catalog room, the Adelaide Church Memorial Reading Room, reserve reading rooms, and offices. On the second floor are the open-shelf reading room, the map room, and a room housing the John Henry Nash Collection. Studies for faculty members engaged in research, classrooms for library courses, and special-collection rooms are on the third floor. A large newspaper room, newspaper stacks, and special facilities for blind students are located in the basement.

Oregon Hall (1916) is a three-story brick structure facing the Commerce Building and built according to a similar architectural plan. In it are located the offices of the College of Liberal Arts, and offices and classrooms of the departments of Economics, History, Political Science, and Sociology.

The Physical Education Building (1936) is a large concrete structure, connecting directly with McArthur Court, the Associated Students athletic center. The building is divided into two main units. The north unit contains the offices, classrooms, study halls, and seminar rooms of the School of Physical Education. The south section is the men's gymnasium, with two activity rooms measuring 56 by 96 feet, facilities for boxing, wrestling, tumbling, apparatus work, weight lifting, handball, and restricted exercise. Locker and shower rooms are on the ground floor of the north unit. The building has been planned especially for the professional training of teachers of physical education, as well as to care for the recreational needs of students.

The President's Home, located on Fairmount Heights southeast of the campus, was acquired by the University in 1941, partly by gift and partly by purchase from George McMorrان.

The Press Building (1925), housing the University Press and the Multi-graph Department, is a fireproof concrete building. It contains complete modern equipment for printing all University publications and the student daily, and for other institutional printing. It also serves as a laboratory for the School of Journalism.

The Student Health Service (1936) is a modern fireproof building, two stories high with a full basement, providing ample facilities for the care of sick and convalescent students. On the main floor are the Dispensary and offices of the University physicians and nurses. On the second floor are wards with a capacity of twenty-six beds.

Susan Campbell Hall (1921), the third unit in the women's quadrangle, is a dormitory with accommodations for 112 women. In construction and equipment it is similar to Hendricks Hall. The building is named after Mrs. Prince L. Campbell, wife of the late president of the University.

The Swimming Pavilion (1909, 1936) is a remodeled section of the old men's gymnasium. It has a seating capacity of about 500. A modern filtration plant and the latest type of sterilization equipment have been installed.

University High School (1921) is a one-story brick building adjoining the Education Building. It provides facilities for practice teaching, and for clinical work in education.

Villard Hall (1885), a two-story brick and stucco building, housing offices and classrooms of the Department of English, is the second building erected on the campus. It is named after Henry Villard, early benefactor of the University.

Y. M. C. A. House (1918) is the headquarters for the campus Y. M. C. A. It contains recreation and reading rooms, a large hall which serves as a meeting place for students, and the office of the Student Employment Service.

The Y. W. C. A. Bungalow (1918) is an attractive center of social life, religious activity, and recreation for women students.

Libraries

THE University of Oregon Library is housed in a \$500,000 building, erected in 1937. The reading rooms seat 800 readers and are carefully planned for reading comfort and efficiency. The modern fireproof stacks will shelve 400,000 books.

The University Library was founded in 1882 through a gift of \$1,000 worth of books selected and purchased by Henry Villard of New York City. Before 1882 the only library facilities available to students was a collection of several hundred volumes owned by the Laurean and Eutaxian student literary societies. This collection was made a part of the University Library in 1900. In 1881 Mr. Villard gave the University \$50,000 as a permanent endowment; a provision of the gift was that at least \$400 of the income should be used for the purchase of nontechnical

books for the Library. At the present time, all the income from this endowment is used for the purchase of books.

The Library now contains 323,097 volumes. The facilities for the undergraduate work of the institution are excellent; and special collections for advanced study and research are being built in the various fields of liberal and professional scholarship. All the books (606,130 volumes on March 15, 1942) in the libraries of the several institutions of the Oregon State System of Higher Education are available to the students and faculty of the University.

The Library is well equipped with standard reference books. About 2,520 periodicals and 150 newspapers are regularly received.

Some of the Library's resources of particular value for advanced study are: a collection of source materials on English life and letters in the seventeenth century; a collection of books, reports, and periodicals on English opinion and politics in the nineteenth century, including considerable material on English liberalism in its relation to public education; materials on the history of American education in the nineteenth century; a collection of pamphlets on the English corn laws; the Overmeyer Collection of published works on the Civil War; the Oregon Collection of 5,500 books and pamphlets on Northwest history (the Library has, in addition, 8,150 volumes of files of Oregon newspapers); a collection of League of Nations documents (1,000 volumes); a collection of Balzaciana; unusually extensive and complete files of psychological journals.

The Burgess Collection of Rare Books and Manuscripts contains 1,000 volumes. The collection is the gift of Miss Julia Burgess, late professor of English at the University, and of friends of the institution. It includes fifteen Latin manuscripts, a number of Near Eastern manuscripts, thirty-eight volumes of incunabula, and rare books of the seventeenth, eighteenth, and nineteenth centuries. The nineteenth-century material in the Burgess Collection was presented to the Library by Vice-President and Mrs. Burt Brown Barker.

John Henry Nash has placed his collection of 2,750 volumes illustrating the history of printing in the University Library as a semi-permanent loan. The Nash library is one of the world's best collections in this field.

The Philip Brooks Memorial Library, a reference collection of 2,000 volumes, principally standard sets of American and English authors, is housed in a special room on the third floor of the Library building. The Brooks Library was given to the University by Mrs. Lester Brooks, mother of the late Philip Brooks. Mrs. Brooks also provided funds for the construction of the room.

The Pauline Potter Homer Collection of Beautiful Books is a "browsing" collection of about 825 books. It includes fine editions, illustrated books, books with fine bindings, and examples of the work of famous presses. The collection is located in the Adelaide Church Memorial Reading Room.

The Library has a collection of about 800 books in Braille for the use of blind students.

The Municipal Reference Library, maintained by the Bureau of Municipal Research and Service in Fenton Hall, contains about 8,150 items, including pamphlets and other materials dealing with problems of local government.

The Law Library contains over 28,100 books. It includes gifts from the libraries of Lewis Russell, Judge Matthew P. Deady, Judge W. D. Fenton, Judge Robert Sharp Bean, and S. D. Allen. Judge Fenton's gift, the Kenneth Lucas Fenton Memorial Library, contains about 8,000 volumes. The Robert Sharp Bean Memorial Library contains about 1,000 volumes.

The University of Oregon Medical School Library, located in a new building erected in 1939 on the Medical School campus in Portland, contains more

than 31,000 volumes and receives 443 current journals. The Medical School Library is independently administered, and its holdings are not included in the total for the holdings of the University Library, given above.

The Museum Library, about 4,590 books dealing with the history, literature, life, and particularly the art of Oriental countries, is the gift of Mrs. Gertrude Bass Warner, and is growing steadily through additional gifts from Mrs. Warner. The Museum Library, which occupies attractive quarters on the first floor of the Museum of Art, is open daily from 2:00 to 5:00 p.m., except Saturdays and Sundays.

The School of Architecture and Allied Arts has a reference collection in the Art and Architecture Building. The collection includes the architecture library of the late Ion Lewis, Portland architect, given in 1929 by Mr. Lewis, and the library of William Whidden, given by his heirs.

The University High School Library contains about 4,950 volumes.

Service. During the regular session the main Library is regularly open on Mondays, Tuesdays, Wednesdays, and Thursdays from 7:45 a.m. to 10:00 p.m.; on Fridays from 7:45 a.m. to 9:00 p.m.; on Saturdays from 8:00 a.m. to 6:00 p.m.; and on Sundays from 2:00 to 9:00 p.m. During vacations, the Library is open from 9:00 a.m. to 6:00 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, with the privilege of renewal if there is no other demand. All persons connected with the University have the privilege of drawing books. The use of the Library for reference purposes is extended to the general public.

Library Fines and Charges. The following regulations govern Library fines and charges:

(1) A fine of 5 cents per day is charged for all overdue books borrowed from the Circulation Department.

(2) Books needed for use in the Library are subject to recall at any time, and should be returned promptly when requested. A maximum fine of \$1.00 per day may be imposed for failure to return promptly.

(3) The following fines are charged for violation of the rules of the Reserve Department: (a) for overdue books, a regular fine of 25 cents for the first hour and 5 cents for each succeeding hour, or fraction thereof, until the book is returned or reported lost (a maximum charge of \$1.00 per hour may be made in cases of flagrant violation of the rules); (b) for failure to recheck books at stated times, a fine of 25 cents; (c) for failure to return books to proper department desk, a fine of 25 cents.

(4) A service charge of 10 cents is added to all accounts reported to the Business Office for collection.

(5) If a book, which has been reported lost and has been paid for, is returned within one year, refund will be made after deduction of the accumulated fines, plus 5 per cent of the list price of the book for each month it was missing from the Library.

(6) The regular rental rate for books in the special rental collection is 3 cents per day; books for which there is less demand rent for 10 cents per week. Books in the reserve rental collection rent for 3 cents per day or 10 cents per week.

Instruction. A program of study for library workers is offered through the Department of English, principally during the summer sessions. A few courses in library methods are, however, given during the regular school year. This instruction is suited especially to the interests and needs of those engaged in school-library work. Students completing 24 term hours in library courses are granted the School Library Certificate.

A special major option in prelibrary training, for students who wish to prepare for work in a graduate library school, has been arranged by the Department of English.

The department also offers a one-hour service course in Use of the Library (Lib 117). Members of the Library staff act as instructors.

Unified Facilities. The library facilities of the state institutions of higher education in Oregon are organized into a single unit under the supervision of a director, with a local librarian on each campus. The director is also librarian of the State College at Corvallis, where the central offices of the library system are located.

The collections at the several institutions are developed to meet special needs on each campus; but the book stock of the libraries, as property of the state, circulates freely to permit the fullest use of all books.

A combined author list of all books and periodicals in the State System is maintained in the central office to facilitate a better distribution of the book stock and to eliminate unnecessary duplication of published material. An author list of books in the State College Library is maintained in the University Library.

Museums and Collections

MUSEUMS and collections maintained by the University include the Murray Warner Collection of Oriental Art, housed in the Museum of Art, and the Museum of Natural History in Condon Hall. Student art work and loan exhibitions are shown in the Little Art Gallery in the Art and Architecture Building.

Museum of Art

MRS. GERTRUDE BASS WARNER, M.A.....	Director
MRS. LUCY PERKINS.....	Curator
MRS. MABEL KLOCKARS GARNER.....	Cataloger
MRS. MARJORIE REYNOLDS.....	Librarian

The Museum of Art Building, the first unit of which was erected in 1930, at a cost of \$200,000, is designed to be a "temple of things beautiful and significant." The building was made possible by gifts from the citizens of Oregon.

The Murray Warner Collection of Oriental Art, given to the University in 1921 by Mrs. Gertrude Bass Warner as a memorial to her husband, was started by Major and Mrs. Warner while they were living in Shanghai, China. Major Warner had a considerable knowledge of the Orient. While serving the American government through the Boxer Rebellion and the unsettled times following, he had opportunities to obtain many beautiful specimens of Chinese art, some of which are now in the collection. Since Major Warner's death, Mrs. Warner has made a number of trips to the Orient to increase the collection and to replace articles that were not up to museum standards. Mrs. Warner has given a part of the original 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 the perfect preservation of the objects composing it. Included in the material exhibited are: a large collection of Chinese paintings by old masters; tapestries and embroideries; fine examples of cinnabar lacquer; jade; Chinese porcelains, including specimens of old blue and white of the Ming period; and ancient bronzes dating from the Chou, Han, and Sung dynasties.

The Japanese collection consists of a large collection of old prints, brocades, temple hangings and altar cloths, embroideries, a collection of beautiful old gold lacquer, a lacquered palanquin used two centuries ago, porcelain, jewelry, collections of silver, pewter, copper, bronze armor, and wood carvings.

The Korean collection includes some very beautiful screens, old bronzes, a Korean chest inlaid with mother of pearl, etc. The Cambodian and Mongolian collections have not yet been installed.

A Russian collection has been recently acquired. It consists of ikons dating from the fifteenth to the eighteenth century, a cloissone triptych, a bronze cross, and an enamel and marble chalice.

The Museum of Art has a large collection of modern water colors, wood-block prints, and oil paintings with Oriental subjects, by Helen Hyde, Elizabeth Keith, Charles Bartlett, Bertha Lum, and Maude I. Kerns.

The Murray Warner Museum Library is a valuable collection of books dealing with the history, the literature, the life, and the art of the Oriental countries. Magazines on the art and life of the Orient are on file in the library reading room.

Museum of Natural History

L. S. CRESSMAN, Ph.D.....	Director; Curator of Anthropology
H. G. BARNETT, Ph.D.....	Assistant Curator of Anthropology
R. R. HUESTIS, Ph.D.....	Curator of Vertebrate Collections
H. B. YOCOM, Ph.D.....	Curator of Invertebrate Collections
W. D. SMITH, Ph.D.....	Curator of Geology
LEROY DETLING, Ph.D.....	Curator of Herbarium
L. F. HENDERSON, M.A.....	Curator Emeritus of Herbarium
J. F. KUMMEL, M.A.....	Technical Adviser; Associate Forester, U. S. Forest Service
STANLEY G. JEWETT.....	Technical Adviser; Divisional Waterfowl Biologist, U. S. Bureau of Biological Survey

The Museum of Natural History of the University of Oregon consists of five divisions: Anthropology, Botany, Geology, Palaeontology, and Zoology. The museum's exhibits are located on the second floor of Condon Hall. A series of popular lectures on natural history is given each year at the University under the auspices of the museum. The staff members invite inquiries concerning the collections and concerning the fields of knowledge represented. Access to study specimens may be had on application to the curators. The Museum of Natural History welcomes gifts to its collections.

Condon Museum of Geology. The Condon Museum of Geology consists of collections of rocks, minerals, and fossils. It grew out of the early collection made by Dr. Thomas Condon. The Condon Museum contains: interesting and valuable material from the John Day fossil beds in central Oregon; fine display collections of minerals arranged according to the Dana classifications; an educational set of rocks and minerals, given to the University by the United States Geological Survey; suites of fossils, both vertebrate and invertebrate, from various regions in the western part of the American continent; a complete skeleton of the saber-tooth tiger from the Rancho La Brea near Los Angeles, California; and other items of general and educational interest, including relief models and demonstration materials.

Herbarium. The Herbarium is well supplied with mounted specimens from Oregon and the Pacific Northwest, and has several thousand from eastern states and the Philippines. It includes the Howell Collection of 10,000 specimens, mostly from Oregon; the Leiberger Collection, presented to the University by John B.

Leiberg in 1908, consisting of about 15,000 sheets from Oregon, Washington, Idaho, and California; the Cusick Collection of 7,000 specimens; specimens donated by Kirk Whitehead, Edmund P. Sheldon, and Martin W. Gorman; 1,200 sheets from the Philadelphia Academy of Sciences, obtained by exchange; and more than 25,000 sheets collected by the curator emeritus, L. F. Henderson. These are housed for the most part in regulation steel herbarium cases, the gift of numerous friends in the state, and are thus protected from moisture, dust, and the ravages of insects.

Oregon State Museum of Anthropology. The anthropological collections of the University were designated by the 1935 Legislature as the Oregon State Museum of Anthropology. The collections consist of skeletal and cultural materials from both archaeological and contemporary sources. Particular attention is called to the following gift collections: the Condon Collection of archaeological material, collected in Oregon by Dr. Thomas Condon, consisting of many specimens illustrative of the prehistoric civilization of Oregon and the Northwest; the Ada Bradley Millican Collection of basketry and textiles, containing many specimens from the Pacific Northwest and from the Southwest; the Mrs. Vincent Cook Collection of baskets, mostly from the Pacific Northwest; the Mrs. Annie Knox Collection of baskets from western Oregon; the Phoebe Ellison Smith Memorial Collection of Philippine artifacts; and a collection of Philippine war implements donated by Mrs. Creed C. Hammond. The museum was enriched in 1937 by the gift of a large collection of Indian baskets from Miss A. O. Walton of Seattle.

Museum of Zoology. The University has about 5,000 specimens of vertebrates available for study. The majority of these are study skins of birds and mammals taken in various parts of the state and prepared by members of the Department of Zoology. This collection has, in the past, been considerably enriched by contributions of individual specimens and private collections. Among the notable contributions are the collection of mounted birds and mammals presented by Dr. A. G. Prill, a collection of Oregon reptiles made by J. R. Wetherbee, and a collection of fishes made by J. R. Bretherton.

The museum also has a collection of fresh- and salt-water invertebrates of the state of Oregon. A small part of the collection, mainly Echinoderms and Molluscs, has been identified; but most of the specimens are as yet uncatalogued.

Official Publications

OFFICIAL publications include those issued directly by the State Board of Higher Education and various institutional publications issued by the University of Oregon. The legislative act placing all the state institutions of higher education under the control of one Board provided that all public announcements pertaining to the several institutions "shall emanate from and bear the name of the Department of Higher Education and shall be conducted in such a way as to present to the citizens of the state and prospective students a fair and impartial view of the higher educational facilities provided by the state and the prospects for useful employment in the various fields for which those facilities afford preparation." All publications of the State System are issued under the editorial supervision of the Division of Information of the System, through the central offices of the division or through institutional offices.

System Publications

Announcements emanating directly from the Board are published in a **BULLETIN** and in a **LEAFLET SERIES**.

The **Bulletin** of the Oregon State System of Higher Education, issued monthly, includes announcements of curricula, the annual catalogs, information for students, and official reports.

The **Leaflet Series** of the State System of Higher Education, issued semi-monthly, includes special announcements to prospective students and to the general public.

University Publications

All scholarly and research publications issued by the University are under the general supervision of the University Publications Committee. Members of the committee are: Howard R. Taylor, chairman; George N. Belknap, secretary; Ray P. Bowen, Charles G. Howard, R. R. Huestis, Edmund P. Kremer, W. F. G. Thacher, L. A. Wood.

University of Oregon Monographs. Research studies by members of the University faculty appear in a series known as **UNIVERSITY OF OREGON MONOGRAPHS**. Manuscripts are selected by the Publications Committee. Publications are sold at cost. A catalog of University research publications will be furnished on request.

The **Oregon Law Review** is published quarterly under the editorship of the faculty of the School of Law as a service to the members of the Oregon bar and as a stimulus to legal research and productive scholarship on the part of students. The subscription price is \$3.00 a year.

The **Oregon Business Review** is published monthly by the Bureau of Business Research. Its primary purpose is to report and interpret current business and economic conditions in Oregon and the Pacific Northwest. The journal is at present issued in mimeograph form.

Municipal Research Bulletins. The publications of the Bureau of Municipal Research and Service, intended primarily as a service to city officials in the state of Oregon, are issued in four series, **INFORMATION BULLETINS**, **LEGAL BULLETINS**, **FINANCE BULLETINS**, **SPECIAL BULLETINS**, published in mimeograph form.

Academic Regulations

Admission

IN order to be admitted to the University a student must be of good moral character and must present evidence of acceptable preparation for work at the college level. The development of character is regarded as a primary aim in education and is emphasized at all the state institutions of higher education.

Every person applying for admission to the regular sessions of the University must submit complete records of all school work beyond the eighth grade. (These records become the property of the University. For failure to submit complete records, the University may cancel the student's registration.) All records should be filed with the Registrar of the University at least two weeks before the applicant expects to enter the University. If records are filed later, the student's registration may be unavoidably delayed. The Registrar will evaluate the records submitted, and will notify the applicant of his entrance standing.

Admission to First-Year Standing

The requirements for admission to first-year or freshman standing conform to the following uniform entrance requirements adopted by all the institutions of higher education in Oregon:

Graduation from a standard high school, which in Oregon involves the completion of 16 units, 8 of which shall be required as follows: 3 units in English; 2 units in social science, comprising the state-adopted courses in United States history-civics and socio-economic problems; 1 unit in health and physical education; and 2 units selected from the field of natural science and mathematics or the field of foreign language. Two units in either natural science or mathematics or 1 unit in each of these subjects will be acceptable, but a minimum of 2 units in a single language will be required if a foreign language is selected.

Graduates from standard out-of-state high schools are required to present substantially the same distribution of units. Applicants who are not residents of Oregon may be held for additional requirements demonstrating superior ability.

Evidence of acceptable scholastic preparation may consist of either (1) a certificate of preparatory-school record, or (2) a statement of standing on College Entrance Board examinations.

Application for admission by certificate is made on the official form, *Application for Admission to Oregon Higher Institutions*, furnished to schools by the State Department of Education. The applicant's scholastic record must be certified by the principal or superintendent of his school.

Students seeking admission by examination should obtain information from the secretary of the College Entrance Examination Board, 431 West 117th Street, New York City.

Admission with Advanced Standing

Advanced standing is granted to students transferring with acceptable records from accredited institutions of collegiate rank. The amount of credit granted depends upon the nature and quality of the applicant's previous work, evaluated according to the academic requirements of the University.

A student wishing credit for work done elsewhere than at an accredited educational institution must petition the Committee on Academic Requirements for permission to take examinations in specific courses listed in the Catalog of the University. In general, credit by examination is allowed only for work taken in regularly organized courses in nonaccredited institutions of collegiate rank.

Final determination of the amount of credit to be granted may be deferred until after the student has been in attendance for at least three terms.

Admission as Special Student

An applicant for admission as a special student should 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 subjects desired.

Two classes of special students are recognized: (1) those not qualified for admission as regular students but qualified by maturity and experience to work along special lines; and (2) those qualified for admission as regular students but not working toward a degree.

A special student may petition for regular standing when he has made up entrance deficiencies or has completed at least 45 term hours in the University. Credits earned by a special student will not subsequently be counted toward a degree until the student has completed at least two years of work (93 term hours) as a regular student. In case a regular student changes to special status, work done while classified as a special student will not count toward a degree.

Admission with Graduate Standing

Graduates of accredited colleges and universities are admitted to graduate classification by the dean of the Graduate Division and the University Registrar on presentation of an official transcript of their undergraduate work. But admission to candidacy for an advanced degree is determined only after a qualifying examination, given when a student has completed not more than one-third of the work for the degree.

Graduates of nonaccredited universities and colleges are expected to obtain the bachelor's degree from an accredited institution before proceeding to graduate work.

Admission to the Medical School

A detailed statement of requirements for admission to the University of Oregon Medical School will be found in the Medical School Catalog. For a pre-medical curriculum satisfying Medical School requirements, see COLLEGE OF LIBERAL ARTS.

Placement Examinations

TO provide the faculty with a basis for reliable advice and assistance to students planning their college programs, the University requires entering undergraduates to take two placement examinations, a psychological and a physical examination.

The psychological examination is considered to some extent a measure of ability to do college work, and the results are used as a basis for planning the student's educational and vocational program. Freshmen with low ratings in this examination are required to take Corrective English (Rht K).

The physical examination is a safeguard both to the institution and to the student. For the student, it may result in the discovery and correction of defects which, if allowed to continue, might seriously impair his health; for the institution it may result in the prevention of epidemics which might develop from undiagnosed cases of contagious disease. The examination also provides a scientific basis for the adjustment of the student's physical-education program to his individual needs.

Degrees and Certificates

THE University offers curricula leading to certificates and to baccalaureate and graduate degrees. If changes are made in the requirements for degrees or certificates, special arrangements may be made for students who have taken work under the old requirements. In general, however, a student will be expected to meet the requirements in force at the time he plans to receive a degree or certificate. The University grants the following academic degrees:

Liberal Arts, *B.A., B.S., M.A., M.S., Ph.D.*

Architecture and Allied Arts, *B.A., B.S., B.Arch., B.L.A., M.A., M.S., M.Arch., M.F.A., M.L.A.*

Business Administration, *B.A., B.S., B.B.A., M.A., M.S., M.B.A.*

Education, *B.A., B.S., B.Ed., M.A., M.S., M.Ed., D.Ed., Ph.D.*

Journalism, *B.A., B.S., B.J., M.A., M.S.*

Law, *B.A., B.S., LL.B., J.D.*

Medicine, *M.A., M.S., Ph.D., M.D.*

Music, *B.A., B.S., B.M., M.A., M.S., M.M.*

Nursing Education, *B.A., B.S.*

Physical Education, *B.A., B.S., B.P.E., M.A., M.S.*

Work leading to the degree of *Master of Arts (General Studies)* is offered under the direction of the Graduate Division.

Lower-division work leading to certificates (*Junior Certificate, Junior Certificate with Honors Privileges, Lower-Division Certificate*) is offered in liberal arts and sciences, in the professional fields listed above (except medicine), and in home economics. Approved preparation is offered for the degree curricula in medicine and nursing education at the University of Oregon Medical School in Portland.

Requirements for Certificates

The **Junior Certificate** admits to upper-division standing and the opportunity to pursue a major curriculum leading to a degree.* A student is expected to fulfill the requirements for the Junior Certificate during his first two years at the University. The requirements are as follows:

- (1) Term Hours: Minimum, 93.
- (2) Grade-Point Average: Minimum, 2.00.

* A student who transfers to the University after completing the equivalent of the requirements for the Junior Certificate at another institution may be admitted to upper-division standing without the formal granting of the Junior Certificate.

- (3) English :
- (a) Freshmen who receive low ratings in a placement examination given to entering students must take and pass the course designated Corrective English (Rht K).
 - (b) English Composition : 9 term hours unless excused. A student whose work meets the standard aimed at may, with the consent of the head of the Department of English, be excused from further required written English at the end of any term.
- (4) Physical Education : 5 terms in activity courses, unless excused. A student who has completed four terms of physical education with a grade of C or above, and who has satisfied all requirements, may, with the consent of the dean of the School of Physical Education, be excused from further work in this field.
- (5) Military Science : 6 terms for men, unless excused. See MILITARY SCIENCE AND TACTICS.
- (6) Health Education : 3 terms for women ; 1 term for men.
- (7) Group Requirements : A prescribed amount of work selected from three "groups" representing comprehensive fields of knowledge. The three groups are : language and literature, science, social science.* Courses that satisfy group requirements are numbered from 100 to 110 and from 200 to 210. The group requirements are as follows :
- (a) For students in the College of Liberal Arts—At least 9 approved term hours in each of the three groups and at least 9 additional approved term hours in courses numbered 200-210 in any one of the three groups.
 - (b) For students in the professional schools—At least 9 approved term hours in each of two of the three groups.

The Junior Certificate with Honors Privileges admits to upper-division standing and permits the student to work for a bachelor's degree with honors in the schools and departments providing an honors program. For this certificate the student must have a grade-point average of at least 2.75, in addition to fulfilling all the requirements for the Junior Certificate.

The Lower-Division Certificate recognizes the successful completion of two years of lower-division work. This certificate is granted upon request to students whose desire has been only to round out their general education. It does not require the scholastic average specified for the Junior Certificate, and does not admit to upper-division standing.

The School Library Certificate. Students preparing for work in school libraries are granted the School Library Certificate on completing 24 term hours in approved library courses.

Certificates in Nursing Education. The University awards the following certificates to students who complete the graduate curricula in nursing specialties

* For a classified list of courses satisfying the group requirements, see pages 88-90. To satisfy the science group requirement, a sequence must either include laboratory work or carry 12 hours of credit.

offered by the Department of Nursing Education of the University of Oregon Medical School: Certificate in Public Health Nursing, Certificate in Orthopaedic Nursing, Certificate in Obstetrical Nursing, Certificate in Pediatric Nursing, Certificate in Nursing Supervision.

Requirements for Degrees

The Bachelor's Degree. When a student has fulfilled all the requirements for a Junior Certificate, he is classified as an upper-division student and may become a candidate for a bachelor's degree in the college or school of his choice. The requirements for a bachelor's degree (including both lower- and upper-division work) are as follows:

- (1) Term Hours: Minimum, 186, including:
 - (a) Hours in upper-division courses: Minimum for students majoring in the College of Liberal Arts, 62; for students in professional schools, 45.
 - (b) Hours in the major: Minimum, 36, including at least 24 in upper-division courses.
 - (c) Hours after receipt of Junior Certificate: Minimum, 45.
- (2) Distribution of hours for different bachelor's degrees:
 - (a) Bachelor of Arts: 36 hours in language and literature,* including two years (normally 24 term hours) of college work in a foreign language.
 - (b) Bachelor of Science: 36 hours in science or in social science.*
 - (c) Professional bachelor's degree: Fulfillment of all major requirements.
- (3) Grade-Point Average: Minimum, 2.00.
- (4) Residence: Minimum, 45 term hours (normally the last 45).
- (5) Dean's recommendation, certifying fulfillment of all requirements of major department or school.
- (6) Restrictions:
 - (a) Correspondence Study: Maximum, 60 term hours.
 - (b) Law or Medicine: Maximum, 48 term hours toward any degree other than professional law or medical degrees.
 - (c) Applied Music: Maximum for all students except music majors: 12 term hours. Maximum for music majors, toward the B.A. or B.S. degree: 24 term hours—of which at least 15 term hours must be taken in Mus 390 during the junior and senior years.
 - (d) No-Grade Courses: At least 150 term hours in grade courses (see page 61).

* For the purpose of determining distribution of hours for the B.A. or B.S. degree, the instructional fields of the College of Liberal Arts are classified as follows:

Language and Literature: General Arts and Letters, Classics, English, Germanic Languages and Literatures, Romance Languages.

Science: General Science, Biology, Chemistry, Geology, Mathematics, Nursing Education, Physics.

Social Science: General Social Science, Anthropology, Economics, Geography, History, Philosophy, Political Science, Psychology, Religion, Sociology.

The Bachelor's Degree with Honors. As a challenge to superior students who desire to study independently in a field related to but not fully covered by regular courses, the University offers work leading to the degrees of Bachelor of Arts with Honors and Bachelor of Science with Honors. The aim of the honors program is to stimulate wide reading, thorough scholarship, and original or creative work on the part of the student. Two types of honors work are available, as described below.

Eligibility and Enrollment. Students who have received the Junior Certificate with Honors Privileges are automatically eligible for honors work. Other students who have been admitted to junior standing must, to be admitted to honors work, obtain the approval of the Honors Council upon the recommendation of the head of their major department or school. An honors student enrolls with the chairman of the Honors Council each term during the period he is working for honors. Usually a student begins his honors program the first term of his junior year.

Study Programs. Each honors student works under the guidance of a single department or school. His program includes regular courses which satisfy University requirements for a degree and courses related to his honors project. But work in regular courses is supplemented by independent studies supervised by a member of the faculty. For this work the student registers for "Research" or "Reading and Conference," and for "Thesis." Two types of honors program, differing in the breadth of the field of study, are recognized:

(1) General Honors. For general honors, the student's program includes work offered by at least two departments (or more at the discretion of the Honors Council).

(2) Departmental Honors. For departmental honors, the field of the student's program need not extend beyond a single department or school.

Thesis and Examination. Honors studies culminate in an essay or thesis, and in an examination conducted by the department or school supervising the candidate's program. The examination must be passed and three bound copies of an accepted thesis must be submitted to the chairman of the Honors Council at least two weeks before Commencement. If these requirements, in addition to general University requirements for a degree, are fulfilled to the satisfaction of the Honors Council, the student receives a bachelor's degree with honors.

Advanced Degrees. The requirements for graduate degrees are listed on another page under GRADUATE DIVISION. The requirements for the degree of Doctor of Jurisprudence are listed under SCHOOL OF LAW. The requirements for the degree of Doctor of Medicine are listed in the University of Oregon Medical School Catalog.

Academic Procedure

THE regular academic year throughout the State System of Higher Education is divided into three terms of approximately twelve weeks each. The summer sessions supplement the work of the regular year (see special announcements). Students may enter at the beginning of any term. It is important that freshmen and transferring students entering in the fall term be present for Freshman Week (see page 67). A detailed calendar for the current year will be found on pages 10-11.

Students are held responsible for familiarity with University requirements governing such matters as the routine of registration, academic standards, student activities, organizations, etc. Complete academic regulations are published annually in a pamphlet, a copy of which is furnished each student by the Registrar's Office.

Definitions

A **COURSE** is a subject, or an instructional subdivision of a subject, offered through a single term.

A **YEAR SEQUENCE** consists of three closely articulated courses extending through the three terms of the academic year.

A **CURRICULUM** is an organized program of study arranged to provide integrated cultural or professional education.

A **TERM HOUR** represents three hours of the student's time each week for one term. This time may be assigned to work in classroom or laboratory or to outside preparation. The number of lecture, recitation, laboratory, or other periods per week for any course may be found in the separately printed Schedule of Classes.

Course Numbering System

Courses throughout the State System of Higher Education are numbered as follows:

- 1-99. Courses in the first two years of foreign language, or other courses of similar grade.
- 100-110, 200-210. Survey or foundation courses that satisfy the lower-division group requirements in the language and literature, science, and social-science groups.
- 111-199, 211-299. Other courses offered at first-year and second-year level.
- 300-399. Upper-division courses not applicable for graduate credit.
- 400-499. Upper-division courses primarily for seniors. If approved by the Graduate Council, these courses may be taken for graduate credit. In this Catalog, 400-499 courses approved for graduate *major* credit are designated (G) following the title. Courses approved for graduate *minor* credit only are designated (g).
- 500-599. Courses primarily for graduate students but to which seniors of superior scholastic achievement may be admitted on approval of instructor and department head concerned.
- 600-699. Courses that are highly professional or technical in nature and may count toward a professional degree only, and cannot apply toward an advanced academic degree such as M.A., M.S., or Ph.D.

Certain numbers are reserved for courses that may be taken through successive terms under the same course number, credit being granted according to the amount of acceptable work done. These course numbers are as follows:

- 301, 401, 501. Research or other supervised original work.
- 303, 403, 503. Thesis (reading or research reported in writing).
- 305, 405, 505. Reading and Conference* (individual reading reported orally to instructor).
- 307, 407, 507. Seminar.

* At the University, only students eligible for honors work may register for 305 or 405 Reading and Conference courses.

The following plan is followed in numbering summer-session courses :

- (1) A summer-session course that is essentially identical with a course offered during the regular year is given the same number.
- (2) A summer-session course that is similar to a course offered during the regular year, but differs in some significant respect, is given the same number followed by "s."
- (3) A course offered during the summer session which does not parallel any course offered during the regular year is given a distinctive number followed by "s."

Grading System

The quality of student work is measured by a system of grades and grade points.

Grades. The grading system consists of: four passing grades, A, B, C, D; failure, F; incomplete, INC; withdrawn, W. The grade of A denotes exceptional accomplishment; B, superior; C, average; D, inferior. Students ordinarily receive one of the four passing grades or F. When the quality of the work is satisfactory, but the course has not been completed, for reasons acceptable to the instructor, a report of INC may be made and additional time granted. Students may withdraw from a course by filing the proper blanks at the Registrar's Office in accordance with University regulations. A student who discontinues attendance in a course without official withdrawal receives a grade of F in the course.

Points. Grade points are computed on the basis of 4 points for each term hour of A grade, 3 points for each term hour of B, 2 points for each term hour of C, 1 point for each term hour of D, and 0 points for each term hour of F. Marks of INC and W are disregarded in the computation of points. The grade-point average (GPA) is the quotient of total points divided by total term hours in which grades (A, B, C, D, and F) are received. The grade-point average which is used as a standard of acceptable scholarship and as a requirement for graduation is computed on all work for which the student receives credit—including work for which credit is transferred, correspondence study, and work validated by special examination, but not including work in "no-grade" courses.

No-Grade Courses. Certain University courses are designated "no-grade" courses. Students in these courses are rated simply "pass" or "fail" in the term grade reports. No-grade courses are not considered in the computation of a student's grade-point average. To graduate from the University, a student must receive at least 150 term hours of credit in courses for which grades are given.

Scholarship Regulations

The administration of the regulations governing scholarship requirements is vested in the Scholarship Committee of the faculty. This committee has discretionary authority in the enforcement of rules governing probation, and also has authority to drop a student from the University when it appears that his work is of such character that he cannot continue with profit to himself and with credit to the institution. In general, profitable and creditable work means substantial progress toward meeting graduation requirements.

(1) A lower-division student is automatically placed on probation if his grade-point average for any term is below 1.50. He is not released from probation until his grade-point average for a subsequent term is at least 1.75.

(2) An upper-division student is given written warning if his grade-point average falls below 2.00 in any term. He is automatically placed on probation if his grade-point average for any term falls below 1.75, or his cumulative grade-point average below 2.00. He is not released from probation until he has made a term grade-point average of at least 2.00 and a cumulative grade-point average of at least 2.00.

(3) A certificate of eligibility must be obtained from the Dean of Men or Dean of Women before a student can qualify for an elective or appointive office in any student, extracurricular, or organization activity. Scholastic probation automatically removes a student from any such office, and prevents him from participating in any such activities while he is on probation (except as provided in Paragraph 5 below).

(4) No student who has been in residence six terms, or equivalent, is eligible to hold any elective office or to accept an appointment in a student activity unless he has attained upper-division standing. The meaning of the term "elective office" is to be interpreted by the Scholarship Committee.

(5) The rules of the Pacific Coast Intercollegiate Athletic Conference govern all questions of athletic eligibility.

(6) Students who have been suspended or expelled are denied all the privileges of the institution and of all organizations in any way connected with it, and are not permitted to attend any social gathering of students, or to reside in any fraternity, sorority, or club house, or in any of the halls of residence.

Fees and Deposits

STUDENTS at the University* and at the State College pay the same fees. In the fee schedule printed below *regular fees* are those fees paid by all students under the usual conditions of undergraduate or graduate study. Regular fees are payable in full at the time of registration. *Special fees* are fees paid under the special conditions indicated.

The institution reserves the right to change the schedule of tuition and fees without notice.

Payment of the stipulated fees entitles all students registered for academic credit (undergraduate and graduate, full-time and part-time) to all services maintained by the University for the benefit of students. These services include: use of the University Library; use of laboratory and course equipment and materials in connection with courses for which the student is registered; medical attention and advice at the Student Health Service; use of gymnasium equipment (including gymnasium suits and laundry service); a subscription to the student daily newspaper; admission to concert and lecture series sponsored by the University. No reduction in fees is made to students who may not desire to use some of these privileges.

Regular Fees

Undergraduate Students. Undergraduate students enrolled in the University who are residents of Oregon pay regular fees each term of the regular academic year, as follows: tuition, \$10.00; laboratory and course fee, \$12.00; incidental fee, \$7.50; building fee, \$5.00. The total in regular fees, which includes all laboratory and other charges in connection with instruction, is \$34.50 per term.†‡

Undergraduate students who are not residents of Oregon pay the same fees as Oregon residents, and, in addition, a nonresident fee of \$50.00 per term, making a total of \$84.50 per term.†‡

* Except students at the University of Oregon Medical School. The schedule of fees for students at the Medical School will be found in the Medical School Catalog.

† Except special fees for instruction in applied music. See SCHOOL OF MUSIC.

‡ Undergraduate students registering in the State System of Higher Education for the first time pay a matriculation fee. See SPECIAL FEES below.

The regular fees for undergraduate students for a term and for a year may be summarized as follows:

Fees	Per term	Per year
Tuition	\$ 10.00	\$ 30.00
Laboratory and course fee.....	12.00	36.00
Incidental fee	7.50	22.50
Building fee	5.00	15.00
Total for Oregon residents	\$ 34.50	\$103.50
Total for nonresidents (who pay an additional nonresident fee of \$50.00 per term)	84.50	253.50

Graduate Students. All graduate students registered for seven term hours of work or more pay a fee of \$32.50 per term. Graduate students do not pay the non-resident fee. Graduate students registered for six hours of work or less pay the regular part-time fee. Payment of the graduate fee entitles the student to all services maintained by the University for the benefit of students.

Deposits

All persons who enroll for academic credit (except staff members) must make a deposit of \$5.00, payable once each year at the time of first registration. This is required as a protection against loss or damage of institutional property such as: dormitory equipment, laboratory equipment, military uniforms, library books, locker keys. If at any time charges against this deposit become excessive, the student may be called upon to re-establish the original amount.

Special Fees

The following special fees are paid by students under the conditions indicated:

Matriculation Fee\$5.00

Undergraduate students registering in the State System of Higher Education for the first time pay a matriculation fee. For students registering at the University, the State College, or the Medical School, this fee is \$5.00. For students registering at the state colleges of education, the matriculation fee is \$2.00. Students transferring from one of the state colleges of education to the University or the State College pay an additional matriculation fee of \$3.00.

Part-Time Fee\$4.00 per term hour; minimum per term, \$10.00

Any student (undergraduate or graduate, including staff members) registering for six term hours of work or less pays a fee of \$4.00 per term hour, but not less than \$10.00 per term, instead of regular registration fees. This fee is payable at the time of registration. Students registered for six term hours of work or less do not pay the nonresident fee. Payment of the part-time fee entitles the student to all services maintained by the University for the benefit of students.

Late-Registration Fee\$1.00 to \$5.00

Students registering after the scheduled registration dates of any term pay a late-registration fee of \$1.00 for the first day and \$1.00 for each additional day until a maximum charge of \$5.00 is reached. Students registered for six term hours or less and auditors are not required to pay the late-registration fee.

Change-of-Program Fee	\$0.25
The student pays this fee for each change in his official program after the program has been approved and accepted by the Registrar's Office.	
Reinstatement Fee	\$2.00
If for any reason a student has his registration canceled during a term for failure to comply with the regulations of the institution, but is later allowed to continue his work, he must pay the reinstatement fee.	
Special Examination Fees	\$1.00 to \$10.00
A student pays a fee of \$1.00 a term hour for the privilege of taking an examination for advanced credit, or other special examinations. A graduate student taking his preliminary or final examination at a time when he is not registered for academic work pays an examination fee of \$10.00.	
Auditor's Fee	per term hour, \$2.00
An auditor is a person who has obtained permission to attend classes without receiving academic credit. The auditor's fee is payable at the time of registration, and entitles the student to attend classes, but to no other institutional privileges. Students regularly enrolled in the University may be granted the privileges of an auditor without paying the auditor's fee.	
Transcript Fee	\$1.00
This fee is charged for each transcript of credits issued after the first, which is issued free of charge. This fee is not charged persons entering military service.	
Degree Fee	\$6.50
The degree fee is paid for each degree taken. No person may be recommended for a degree until he has paid all fees and charges due the institution, including the degree fee. This fee entitles the student to one year's membership in the Alumni Association. When a student receives a certificate at the same time that he receives his degree, an additional fee of \$2.50 is charged for the certificate.	
Placement-Service Fees	See SCHOOL OF EDUCATION
Special Music Course Fees	See SCHOOL OF MUSIC
Library Fines and Charges	See LIBRARY

Refunds

Fee Refunds. Students who withdraw from the University and who have complied with the regulations governing withdrawals are entitled to certain refunds of fees paid, depending on the time of withdrawal. The refund schedule has been established by the State Board of Higher Education, and is on file in the University Business Office. All refunds are subject to the following regulations:

(1) Any claim for refund must be made in writing before the close of the term in which the claim originated.

(2) Refunds in all cases shall be calculated from the date of application for refund and not from the date when the student ceased attending classes, except in unusual cases when formal withdrawal has been delayed through causes largely beyond the control of the student.

Deposit Refunds. The \$5.00 deposit, less any deductions which may have been made, is refunded about three weeks after the close of the academic year. Students who discontinue their work at the University before the end of the year may receive refunds, upon petition to the Business Office, about six weeks after the close of the fall or winter term.

Regulations Governing Nonresident Tuition

The Oregon State Board of Higher Education has defined a nonresident student as a person who comes into Oregon from another state for the purpose of attending one of the institutions under the control of the Board.

In order to draw a clear line between resident and nonresident students, the Board has ordered that all students in the institutions under its control who have not been domiciled in Oregon for more than one year immediately preceding the day of their first enrollment in the institution shall be termed nonresident students, with the following exceptions:

- (1) Students whose father (or mother, if the father is not living) is domiciled in the state of Oregon.
- (2) Children of regular employees of the Federal government stationed in the state of Oregon.
- (3) Students holding bachelor's or higher degrees from higher educational institutions whose work is acceptable as preparation for graduate work.
- (4) Students in summer sessions.

Student Life and Welfare

Student Personnel Program

THE various agencies on the University campus concerned with student welfare and personnel are directed by, or coordinated under the leadership of, the Dean of Personnel Administration. Directly incorporated in the Personnel Division under the direction of the Dean of Personnel Administration are: the Dean of Men's Office, the Dean of Women's Office, the Employment Service, and the Housing Service. Student welfare and guidance agencies functioning in the general personnel program include: academic advisers (especially lower-division advisers), the University Health Service, the educational and other remedial clinics (methods of study, reading, speech, etc.), the placement facilities of the various schools, the Housing Committee, the Scholarship Committee, the Student Discipline Committee, the Committee on Religious and Spiritual Activities, the Student Affairs Committee, and the various committees on awards and prizes. An advisory committee on general personnel problems and on vocational guidance aids in maintaining an effective student personnel service.

The Personnel Division supervises, encourages, and coordinates numerous student groups which provide opportunity for the development of character and personality, and for training in leadership. Among these are discussion and forum groups, religious and political groups, and student-activity groups of all kinds.

Personnel Deans. The Dean of Men, the Dean of Women, and the Dean of Personnel Administration have general responsibility for student welfare. The deans keep in contact with organized student activities and living groups, and are of assistance to students collectively through these agencies, as well as to individuals having special problems. They act as advisers to freshmen, and are concerned especially with the orientation of new students to University life and work. In addition to his administrative responsibilities, the Dean of Personnel Administration conducts classes for student group leaders, and counsels individual students on vocational and personal problems.

Bureau of Personnel Research. The Bureau of Personnel Research administers the scholastic aptitude tests given all entering students and compiles ratings of preparatory work and of University achievement. These data are used by advisers in assisting students with their educational, vocational, and personal problems. The bureau also conducts a testing and counseling service for individual students, providing diagnoses of special aptitudes and interests at nominal cost. Research studies based on data compiled by the bureau aid the faculty and administration in the determination of institutional policies.

Academic Advisory Program. Each entering student is assigned to an adviser from the Lower-Division Advisory Group, a faculty committee appointed by the President. Normally the student has the same adviser throughout his freshman and sophomore years. It is the duty of the adviser to assist the student in building an integrated program in line with his interests and with institutional and lower-division requirements. Junior and senior students are assisted by advisers from the faculty of their major school or department.

Vocational Guidance Program. The University endeavors to help each student in the selection of the life career which for him promises to be most satisfactory, and to guide the student into courses and activities which are most likely to contribute toward success in his vocation and toward the development of a well-rounded personality. Faculty advisers and personnel deans are especially concerned with guidance, and are available for counsel on special problems. Successful men and women in many fields are brought to the campus for conferences with students on vocational problems. Reading lists and special book shelves at the Library are arranged to provide students with occupational information. The Personnel Division also helps students in need of advice and assistance in regard to social adjustment, health, mental hygiene, finances, etc.

University Employment Service. The University Employment Service has two functions: (1) aid to students seeking part-time and vacation jobs (see page 70); and (2) aid to graduates and students seeking full-time professional placement.

In its effort to help persons trained at the University to find work for which they are qualified by personality and education, the Employment Service, in cooperation with University deans and department heads, develops and maintains contacts between the University and employers, particularly in Oregon and the Pacific Northwest. This placement work is conceived as a service both to employers and to students and graduates.

Freshman Week

FRESHMAN WEEK, a program of orientation for entering undergraduate students, is held annually before fall-term registration. During Freshman Week new students are made familiar with the aims of higher education, the principles governing the wise use of time and money, methods of study, and the ideals and traditions of the institution. By means of general assemblies, group lectures and discussions, individual conferences, and examinations and tests (see page 55), an effort is made to assist every new student in getting the best possible start in his new work. Full directions concerning Freshman Week and registration procedure, including a complete schedule, are sent to each new student who is accepted for admission.

The examinations and tests given entering students during Freshman Week provide the University faculty with reliable information as a basis for advising and assisting students in planning their college programs. These examinations are scheduled at regular times during the week. Each entering student receives from the Registrar a detailed schedule of his individual appointments for examinations. The student should follow this schedule faithfully, in order to avoid delay in registration and possible penalty for make-up appointments.

The University, recognizing that fraternities and sororities are a part of University life and provide living quarters for a substantial part of the student body, has, with the cooperation of these organizations, made provisions by which they may choose their members in an orderly fashion, with a minimum of interference with fall-term registration and the beginning of University work. A definite period of time prior to the official opening of the University has been set aside as a "Rush Period," during which the members of fraternities and sororities and new students interested in fraternity membership may become acquainted.

A WELCOME BOOK, sent to new students after they have filed their credentials and have been admitted to the University, gives information of importance

to all entering students and detailed directions for those who wish to participate in the "Rush Period."

It is desirable that students planning to enter the University in the fall have their high-school credentials sent to the University Registrar early in the summer, so that they may receive the WELCOME BOOK and other instructions well before the opening of the term.

Student Living

COMFORTABLE, healthful, and congenial living conditions contribute much to the success of college life and work. Living conditions of the right kind not only aid students to do their best in their studies, but also, through the experiences of group life, contribute to the building of character and personality. Hence the University is vitally concerned with student housing. Halls of residence are maintained on the campus by the institution, and the living conditions of students residing outside the dormitories are closely supervised.

Many students live in fraternity and sorority houses accommodating groups of from twenty to fifty persons. Admission to these groups is by invitation only. Students also live in private homes or boarding houses near the campus. In six student cooperative houses, approximately 200 students are keeping living expenses at a minimum by doing most of their own housework.

The halls of residence provide comfortable, democratic living conditions, favorable to successful student work and to participation in the wholesome activities of campus life.

Men's Dormitories. Six halls of residence for men, units of the John Straub Memorial Building, are maintained: Alpha, Gamma, Sigma, Omega, Zeta, and Sherry Ross halls. The building accommodates 272 men. Each hall has its own club rooms and dining room.

Each room in the men's halls is equipped with individual study tables, study chairs, individual study lamps, waste-paper baskets, a lounge chair, rugs, draperies, individual dressers, a steel costumer, and individual closet space. Each room has running hot and cold water and a medicine cabinet with mirror. Sleeping porches, each accommodating four men, are equipped with single beds. Students are required to furnish only blankets and towels. Trunk-storage space and laundry facilities are provided.

Women's Dormitories. The University maintains four dormitories for women: Hendricks Hall, Susan Campbell Hall, Mary Spiller Hall, and Emerald House.

Hendricks and Susan Campbell are built on a similar plan. Each accommodates 112 women, in three units of approximately nine suites each. Each suite is planned for four occupants. No single rooms are available. A suite consists of a study room, dressing room, and sleeping porch with individual beds. Each floor of each unit has a bathroom equipped with showers, tubs, and lavatories. Each study room is furnished with a study table, bookstand, reading light, four chairs, and a couch. Each dressing room is equipped with hot and cold water, individual chiffoniers with mirrors, and individual closet space. In the basement are trunk-storage space and complete laundry equipment, including stationary tubs, boilers, clothesline, ironing boards, and electric irons. Hendricks Hall has its own dining room; Susan Campbell girls have a dining room in the John Straub Memorial Building.

Mary Spiller Hall, adjoining Hendricks, houses 26 girls; Emerald House accommodates 13. Mary Spiller girls have their meals in the Hendricks Hall dining room; Emerald House girls have a dining room in the John Straub Memorial Building.

Each woman residing in the halls must supply her own towels, a water glass, and an extra blanket.

Dormitory Living Expenses. The charge for rooms in the University dormitories is \$33.00 per term when the student shares a double room, and \$45.00 per term when the student occupies a single room. Room rent is payable in two equal installments, the first installment being due at the opening of each term. The charge for rooms covers the period of the school term only.

The charge for board in the University dormitories is \$26.00 per calendar month. Payment for board must be made monthly in advance.

Students paying board or room charges after the date on which payment is due are assessed a late-payment fee of \$1.00 for the first day, and \$1.00 for each additional day until a maximum charge of \$5.00 is reached. If dormitory charges are not paid within ten days after the date due, the student's registration may be canceled.

The right is reserved to increase the charge for room or board should advance in costs require it. The charge will be decreased whenever decreased costs make this possible.

Students should not arrive at the halls of residence until the day the halls are officially open, usually one day before the opening date of a term.

Dormitory Room Deposit. A deposit of \$5.00 must be sent to the Director of Dormitories at the time of application for a room. The amount of the deposit will be deducted from the first room-rent installment.

If a student, after making the deposit, does not enter the University, the deposit will be refunded, provided the Director of Dormitories is notified at least one week before the opening date of the term. Rooms will not be held after the first day of registration.

Private Board and Room. Board and room can be obtained in private homes or boarding houses at rates from \$28.00 to \$35.00 a month. The rates for room without board average between \$5.00 and \$15.00 a month. The Housing Committee exercises general supervision over all student living quarters, and endeavors to see that all students have comfortable rooms and wholesome living conditions. Students are allowed to live only in rooms approved by the committee. A list of approved rooms and other assistance may be secured from the Housing Secretary.

Housing Regulations. Upon arriving in Eugene for registration all freshman women report to the Dean of Women at her office in Gerlinger Hall, where a record of Eugene residence and other needed information is filed.

All lower-division men and all undergraduate women not living with relatives in Eugene must live in the halls of residence or in houses maintained by the organized University living groups, *e.g.*, fraternities, sororities, independent groups, unless excused by the Housing Committee. Petitions to this committee are granted only on showing of convincing reasons of health, financial necessity, or other special circumstances, and are granted for only one term at a time. Self-supporting students working for room and board or "batching" have no difficulty getting their petitions approved, provided their economies do not interfere with proper living conditions or profitable college work.

Unmarried undergraduate students are not allowed to live in apartment houses, bungalow courts, hotels, or separate houses.

All students living in dormitories must take their meals in the dormitory dining rooms, unless they are working for their board outside the dormitories.

Students living in the dormitories may move to fraternity or sorority houses or to other quarters at the end of any term, provided their new quarters are approved by the Housing Committee.

Changes in residence must be reported immediately to the Dean of Men or Dean of Women for approval.

Student Expenses. The average expenses incurred by a student at the University during an academic year are shown in the table below. Some students with ample means spend more; but many students find it possible to attend the University at a much lower cost. Board-and-room estimates are based on charges in the halls of residence. The incidental item will vary greatly with the individual. The expenses of the fall term are listed also, since there are expenses during this term not incurred during the winter and spring terms.

Item	Fall Term	Year
Institutional fees	\$ 34.50	\$103.50
Deposit	5.00	5.00
Books, supplies, etc.	20.00	35.00
Board and room	100.00	285.00
Incidentals	25.00	75.00
Total	\$184.50	\$503.50

NOTE: This table does not include the matriculation fee of \$5.00 paid by undergraduate students registering for the first time.

It should be remembered that, in thinking of the cost of a year at college, a student usually has in mind the amount he will spend from the time he leaves home until he returns at the close of the year. Such an estimate would include clothing, travel, and amusements—items which vary according to the thrift, discrimination, and habits of the individual. These items are not included in the table.

Self-Support. Many students earn a large part of their expenses by work in the summers and during the academic year. Some students are entirely self-supporting. In some cases students devote an occasional term or two to regular employment, preferring to devote terms spent on the campus wholly to University work.

The work available during the academic year consists of such tasks as janitor work, housecleaning, typewriting, tutoring, service-station work, waiting on table and dish washing at living organizations, clerking, caring for children, restaurant work, odd jobs, etc.

Organized effort is made to help self-supporting students. The University Employment Service lists jobs and assists students in finding work. Applications for work should be filed in the office of the Employment Secretary.

Remunerative employment cannot be guaranteed to all who may desire it. The new student should have sufficient funds to cover the expenses of at least the first term. It is difficult to earn one's way while carrying a full program of studies; but many students with ability, determination, and good health are

every year making their own way, wholly or in part. Prospective students who have these qualities should not be discouraged merely because it is not easy. The attention of new students who intend to earn all or part of their living is called to the following facts:

- (1) Work of any kind is much more readily obtained after the student has had opportunity to familiarize himself with the local conditions.
- (2) No student should expect to obtain employment by correspondence. Students are advised, however, to send an application to the Employment Secretary some time after September 1, and to come to the campus a day or two before the term opens to talk the matter over with the Secretary. Positions for part-time employment are not listed, as a rule, until about the time the term opens.
- (3) No student should come expecting to earn money unless he knows how to work and is willing to work. Only those students who do their work well can succeed in obtaining sufficient employment to meet their needs. Those who have skill in some field usually have greater opportunities and receive better pay.
- (4) There is a constant oversupply of students wishing to do teaching and clerical and stenographic work. None but those having superior qualifications and experience are likely to obtain such employment.
- (5) Students having connections that might lead to jobs in Eugene, through relatives, friends already in the University, previous employment (for example, jobs in chain stores or chain service stations with branches in Eugene), etc., should energetically follow up such "leads." Letters of recommendation from previous employers will be found useful.
- (6) Students who can do any kind of domestic or manual labor well, and who have good health, can earn board for three hours of work a day or board and room for three and one-half hours of work a day.

The National Youth Administration has, during the past several years, made a grant to the University for the purpose of providing part-time employment for students. Approximately 500 students have received work through the NYA grant each year. At the time this Catalog went to press, it was not known whether the NYA program would be carried on during 1942-43. Students wishing NYA work, if the program is continued, should make application through the Employment Service or through the Dean of Personnel Administration. NYA work is allotted primarily on the basis of financial need; however, the committee in charge also takes account of scholastic record. Students receiving appointments are employed on the campus or with public-service agencies in the community at tasks which offer the greatest possible opportunity for worthwhile vocational experience.

Student Health Service

THROUGH the Student Health Service the University does all in its power to safeguard the health of its students. The Health Service accomplishes its ends through health education, complete medical examinations for the detection of remediable defects, constant vigilance against incipient disease, medical treatment of acute diseases, and the maintenance of hygienic student living conditions.

The student health services at the institutions in the Oregon State System of Higher Education are supported by student registration fees. Every student registered for credit is entitled to general medical attention and advice at the Student Health Service during office hours. If his condition requires hospitalization for general medical attention, he is entitled to free care at the Student Health Service for a period not to exceed fifteen days during any one academic year. For longer periods an additional charge is made, sufficient to cover the cost of the services rendered (\$3.00 per day for 1942-43). When a special nurse is nec-

essary, the expense must be met by the student. All expenses of, or connected with, surgical operations or specialized service must be borne by the student. A student who is ill may, on request, be attended at his rooming place by a health-service physician. An additional charge of \$1.00 is made for each room call and for each call at the Health Service after office hours. Calls, after Health Service hours, should be telephoned to the Student Health Service. The privileges of the Health Service are not available to members of the faculty.

The Student Health Service occupies a new \$125,000 building, erected through a PWA grant, gifts, and a special state appropriation. The first floor of the building contains modern clinical facilities, including examining rooms, physiotherapy department, minor surgery, laboratory, and X-ray department. On the second floor are two-bed and four-bed wards for hospital service. Twenty-six beds are available. Contagious cases may be isolated on this floor. The staff of the hospital and clinic includes three physicians and eight registered nurses, one of whom is a registered X-ray and laboratory technician.

Vaccination. Under a ruling of the State Board of Higher Education, students are required, as a condition of entrance to any of the institutions of the State System, to satisfy the institutional physician of immunity to smallpox (by evidence of having had the disease or of successful vaccination). Exception is made, however, for students who decline vaccination because of religious convictions. Such students may be admitted, but only on the condition that they or (in the case of minor dependent students) their parents or guardians agree in writing to assume all expenses incident to their care or quarantine, should they fall ill of smallpox while students at the institution.

Physical Examination. All entering undergraduate students are required to take a physical examination. The object of this examination is twofold, the benefit of the individual and the protection of the group. In making the physical examination compulsory in all the institutions of the State System, the Board of Higher Education has been motivated principally by the second consideration.

Loan Funds

THE University of Oregon has loan funds totaling approximately \$102,000. These funds are available for two types of loans, namely: regular loans for a period of six months to two years; and emergency loans of small amounts for a period of sixty days or less.

The first University loan fund was founded in 1901 through the generosity of William M. Ladd of Portland. Other early contributors were A. S. Roberts of The Dalles and the Class of 1904. Although for a number of years the total amount of the fund was only a little over \$500, its benefits were large. Through it many students were enabled to complete their University work who otherwise could not have done so. In 1909 Senator R. A. Booth of Eugene became interested, and through his efforts a number of others made substantial donations. Among these donors were: Theodore B. Wilcox and J. C. Ainsworth of Portland, John Kelly of Eugene, W. B. Ayer of Portland, classes of 1911 and 1913, Mrs. Ellen Condon McCornack, Ben Selling of Portland, and the estate of the late D. P. Thompson of Portland. The following is a list of University student loan funds:

Regular Loan Funds

American Association of University Women, Eugene Branch, Loan Fund	\$ 517.21
Oscar Brun Loan Fund	2,227.17
Luella Clay Carson Loan Fund	502.39
Class of 1896 Loan Fund	6,354.20
Class of 1911 Loan Fund	290.00
Class of 1911 Loan Fund Interest Account	432.49
Eugene Fortnightly Club Loan Fund	2,685.21
Fannie Frank Scholarship Loan Fund	1,458.03
Mary E. McCornack Music Loan Fund	500.93
A. P. McKinlay Loan Fund	3,705.00
Patroness Loan Fund of Mu Phi Epsilon	480.33
University of Oregon Orchestra Loan Fund	1,086.11
Chapter H, P.E.O., Eugene, Oregon Student Loan Fund	642.44
Claude L. Simpson Loan Fund	1.00
J. C. Ainsworth Loan Fund	3,386.94
R. A. Booth Loan Fund	4,095.56
Condon Loan Fund	3,117.67
John F. Kelley Loan Fund	362.60
General Loan Fund (established by William M. Ladd, Theodore B. Wilcox, W. B. Ayer, Class of 1904 and 1913, Max S. Handman, and Joseph N. Teal)....	15,192.20
A. S. Roberts Loan Fund	2,080.16
D. P. Thompson Loan Fund	3,983.61
Class of 1922 Loan Fund	478.60
Ben Selling Loan Fund	4,882.56
Class of 1924 Loan Fund	316.17
Women's League Loan Fund for Freshman Women	689.31
Alice W. Wrisley and Adelaide Wrisley Church Endowment Fund	5,083.62
Total—Regular Loan Funds	\$64,551.51

Emergency Loan Funds

A.A.U.W., Eugene Branch, Emergency Loan Fund	\$ 96.28
Associated Women Students Emergency Loan Fund	2,806.75
Robert Bailey Memorial Endowment Fund, Class of 1939	503.68
Luella Clay Carson Emergency Loan Fund	1,684.03
Class of 1931 Emergency Loan Fund	304.54
Class of 1932 Emergency Loan Fund	782.96
Class of 1933 Emergency Loan Fund	969.43
Class of 1934 Emergency Loan Fund	1,242.82
Class of 1940 Emergency Loan Fund	352.18
Class of 1941 Emergency Loan Fund	255.66
University of Oregon Emergency Supply Loan Fund	57.85
Interfraternity Council Emergency Loan Fund	200.00
Men's Emergency Loan Fund of Class of 1933	101.83
Miscellaneous Emergency Loan Fund	223.89
Oregon Mothers' Emergency Loan Fund	3,704.13
Pan-Hellenic Emergency Loan Fund	175.44
Pi Lambda Theta Emergency Loan Fund	106.49
Selling Emergency Loan Fund	1,085.29
Wrisley-Church Emergency Loan Fund	15,332.47
Warner Emergency Loan Fund	2,254.44
Elizabeth Dudley Whitten Memorial Fund	697.28
George C. Widmer Loan Fund	2,349.05
Joseph and George Widmer Loan Fund	1,000.00
Y.M.C.A. Emergency Loan Fund	1,047.46
Total—Emergency Loan Funds	\$37,333.95

Other Loan Funds

In addition to the regular loan funds and the emergency loan funds administered by the University, the following loan funds are available to University of Oregon students:

American Association of University Women Loan Fund. Women students of the University are eligible to receive aid from the scholarship loan fund of the Eugene branch of the American Association of University Women.

American Bankers' Association Loan Scholarship. The American Bankers' Association awards annually a \$250 loan scholarship to a student of banking and business who is outstanding in scholarship and who is partly or wholly self-supporting.

Crawford Loan Fund. This fund, a bequest of Edward G. Crawford and Mrs. Ida M. Crawford, his wife, is administered by the United States National Bank of Portland as trustee. All loans from the fund must be approved by a committee consisting of three residents of Portland. The purpose of the fund is to assist worthy young men desiring to educate themselves. Applications for loans from this fund are made through the Dean of Men's Office.

Eastern Star Educational Fund. Loans of not more than \$300 in a school year are available to students who are members or daughters of members of the Order of the Eastern Star. Notes are for one year, renewable at the pleasure of the worthy matron, and draw four per cent interest. Loans are made upon honor, no security being asked, and will be made by the trustees of the Grand Lodge upon the recommendation of the president of the institution which the student is attending and the approval of the worthy matron and worthy patron of the chapter of the Order of Eastern Star in the city where the institution of learning is located.

Federation of Women's Clubs Educational Fund. This fund provides loans to women students who are well recommended.

Ben Selling Loan Fund. This fund was bequeathed by Ben Selling, and is administered by his son, Dr. Laurence Selling of Portland. Applications for loans are made through the Dean of Men's Office.

Mary Spiller Scholarship Loan Fund. The Mary Spiller Scholarship fund of \$5,000 was established by the State Association of University of Oregon Women in honor of Mrs. Mary P. Spiller, the first woman member of the faculty. The income from this fund is available for scholarship loans. Information may be obtained from Mrs. Frank L. Chambers, chairman of the board of trustees, 1059 Hilyard Street, Eugene, Oregon.

Thayer Loan Fund. A fund of \$1,000 is made available to University students by Mr. and Mrs. J. Warren Thayer of Eugene.

Administration of Loan Funds

The loan funds held in trust by the University of Oregon are governed by uniform principles and policies. The principal points in the consideration of loan applications are:

Preference to Upperclassmen. It is advisable that a student should avoid going in debt too early in his college career. A freshman, therefore, is advised to depend on his own resources during his first year in college. Loans of limited amounts, generally not over \$100, are made to worthy sophomores. Juniors and seniors are preferred borrowers, since they have demonstrated their ability to do University work successfully, and have indicated qualities of perseverance and resourcefulness from which their later success can be rather accurately predicted. They are within a year or two of graduation, and their accumulated indebtedness is not likely to be a burden too heavy for them to carry.

Medical School Students. Except in the case of a few funds which are specifically restricted to University students at Eugene, students at the University of Oregon Medical School are eligible for loans from University student loan funds on the same basis as students on the campus at Eugene.

Amount of Loans. Rarely is more than \$300 lent to any individual student. This is considered the maximum amount available from the University loan funds to a single borrower. Some of the other loan funds available to University students permit larger loans.

Period of Loans. It is the policy of the University to encourage repayment of loans as soon as the borrower is able to pay. The maximum time is two years, with the privilege of renewal if the borrower has in every way proved himself worthy of this consideration. Payment of loans in monthly installments as soon as possible after graduation is encouraged. It is necessary, since the loan funds are rather limited, that they be kept active, so that a greater number of students can be accommodated.

Security for Regular Loans. The University does not accept various forms of collateral which most money lenders require for the security of loans. The only security accepted is the signature of two responsible property owners, in addition to that of the student borrower. The co-signers must submit evidence of their ability to pay the note—by filing a financial statement or by giving bank references. The Student Loan Committee requires that one co-signer qualify by bank reference. It is desirable that one of the co-signers be the parent or guardian of the borrower.

Security for Emergency Loans. Emergency loans are granted for short periods of time, usually from one to thirty days; a few loans are made for sixty days. The signature of the borrower is the only security required for an emergency loan.

Interest Rate. (1) Interest is charged on all University loans at the rate of six per cent, payable annually. (2) In case a borrower exercises the renewal privilege after leaving the University, the rate of interest is raised to eight per cent. (3) The Crawford Loan Fund bears interest at the rate of five per cent, payable annually.

Personal Qualities. In considering applications, these personal qualities of the student weigh heavily in the minds of the committee members: (1) scholastic record; (2) reputation for reliability, honesty, and industry; (3) need for aid and probability of wise expenditure; (4) amount of present indebtedness; (5) ability to repay; (6) effort which the student has made to assist himself.

Loan Procedure

All applications for student loans must be made through the Dean of Men's Office. Men students apply directly to the Dean of Men. Women students are required to obtain the approval of the Dean of Women before making formal application at the Dean of Men's Office.

Loan funds are administered by the Student Loan Committee, composed of: the Dean of Men, chairman; the Dean of Personnel Administration; and the University Business Manager.

Scholarships and Fellowships

A NUMBER of scholarships and fellowships are available to University students of ability and promise. Most of these awards have been established through the generosity of private donors. Further information concerning the fellowships and scholarships listed below may be obtained from the Dean of Men. Fellowships and scholarships offered to students at the University of Oregon Medical School are listed in the Medical School Catalog.

State Scholarships. A limited number of state scholarships are awarded annually to students of the institutions of the Oregon State System of Higher Education. These scholarships cover tuition and laboratory and course fees (a total of \$22.00 a term or \$66.00 a year for a student attending the University). Recipients of scholarships must, however, pay the matriculation fee, the incidental fee, the building fee, and special fees. At least fifty per cent of the scholarships are awarded to entering freshmen. To be eligible, an entering student must rank in the upper third of his high-school graduating class. Students who have previously attended an institution of higher learning must have a grade-point average of 2.50 (computed according to the grade-point system in

use at the Oregon state institutions of higher education). All applicants, to be eligible, must be in need of financial assistance. Application should be made on official blanks to the secretary of the State Board of Higher Education or to the University Registrar. Applications must be filed by April 1.

University Assistantships, Scholarships, and Fellowships. A number of graduate and research assistantships, scholarships, and fellowships are awarded annually by the University to qualified graduate students. For stipends and application procedure, see GRADUATE DIVISION.

American Association of University Women Graduate Scholarship. Every two years the Oregon division of the American Association of University Women awards a \$1,200 scholarship to a woman who is a resident of Oregon, and who holds at least a bachelor's degree, for advanced study at an American or foreign university.

Associated Women Students Scholarships. The Associated Women Students of the University award scholarships of varying amounts to worthy women students.

Prince L. Campbell Scholarship. This scholarship, usually amounting to \$15.00 a month, is awarded to an upper-division woman student.

Bernard Daly Scholarships. Under terms of the will of the late Dr. Bernard Daly of Lakeview, Oregon, worthy self-supporting young men and women of Lake County, Oregon may receive a part or all of their necessary college expenses from the Bernard Daly Educational Fund. The terms of the will provide that the income from this fund be used to pay the college expenses of at least fifteen students each year. The fund is administered by a board of trustees, who select the scholars annually from a list of applicants recommended by the county judge and county school superintendent of Lake County, after a qualifying examination held in Lake County.

Gertrude Watson Holman Memorial Scholarships. Scholarship awards totaling \$125 are given annually to women students from the Gertrude Watson Holman Memorial Fund. The fund was established by the Gamma Phi Beta mothers and friends of the late Mrs. Rufus Holman.

Herbert Crombie Howe Scholarship. This scholarship is endowed through a gift from Mrs. Herbert Crombie Howe in memory of her husband, a member of the faculty of the Department of English from 1901 until his death in 1940, and for many years faculty representative to the Pacific Coast Intercollegiate Athletic Conference. It is awarded to students injured in athletic competition, to help them continue their education.

Kwama Scholarship. Kwama, sophomore women's honor society, awards each year a \$35.00 scholarship to a woman student on the basis of ability and need.

Ion Lewis Scholarship in Architecture. This fellowship is awarded whenever sufficient funds are available to advanced students in architecture at the University of Oregon. Scholarships vary in amount from \$200 to \$1,000. Award is made on the basis of character, health, ability, promise, and need of travel. The fellowship is supported by a trust fund established by the late Ion Lewis of Portland.

Kenneth A. J. Mackenzie Memorial Scholarships. Five \$200 scholarships are awarded annually for the study of medicine, in accordance with the follow-

ing plan: one \$200 scholarship is awarded each year to the outstanding pre-medical student at the University of Oregon in the last year of his premedical studies; if the student enters the University of Oregon Medical School and continues to maintain a high scholastic record, the scholarship is renewable for each of his four years of medical training; if the student does not maintain a high scholastic record at the Medical School, his scholarship is transferred to the outstanding member of his Medical School class who has taken his premedical work at the University of Oregon. The scholarships are a memorial to Dr. Kenneth A. J. Mackenzie, former dean of the Medical School; they are endowed through a bequest from the late Mildred Anna Williams.

Mortar Board Scholarships. Mortar Board, women's honor society, provides each year a varying amount of money for the assistance of worthy women students.

Oregon Mothers Scholarships. The Oregon Mothers organization awards three scholarships annually to freshman students graduating from Oregon high schools: the \$200 Petronella G. Peets Scholarship and two \$150 scholarships. High-school students may apply during their senior year or the year following their graduation. Application should be made to the Dean of Personnel Administration not later than April 1.

Panhellenic Scholarships. These scholarships, amounting to \$35.00 each, are awarded to six women students.

Ellen M. Pennell Scholarships. These scholarships, covering regular tuition fees, are awarded annually to students in the School of Architecture and Allied Arts. They are endowed through a bequest from Miss Ellen M. Pennell, for many years a member of the University Library staff.

Phi Beta Scholarships. These scholarships are awarded by Phi Beta, women's national professional fraternity for music and drama, to women students in the School of Music, on the basis of talent, scholarship, and worthiness.

Portland Businessmen's Scholarship. A \$1,000 scholarship for study at the University of Oregon, payable in four yearly installments of \$250, is awarded annually to an outstanding man graduating from a Portland high school. Funds for the scholarship are provided by a group of Portland businessmen.

Rotana Scholarship. The Portland Rotana Club, women's auxiliary of the Rotary Club, provides an annual award of \$25.00 to the most worthy junior woman major in business administration.

Spinsters Scholarship. A \$100 scholarship is awarded annually by the Spinsters Club of Eugene to a junior woman student residing in Eugene.

T. Neil Taylor Scholarship in Editing. This award of \$100 is given annually for the best editorial investigation by a senior major in journalism. Funds for the award are provided by T. Neil Taylor of Oakland, California, University graduate in the Class of 1931.

W. F. G. Thacher Scholarship. This scholarship, worth \$100, is offered annually by certain advertising media and interested persons in Portland. Junior men students in advertising are eligible. The scholarship is paid in installments during the senior year. Scholarship, interest in advertising, and personal qualities are qualifications for the award.

Prizes and Awards

DISTINCTION in scholarship is recognized at the University through degrees with honors, through election to the various honor societies, and through prizes and awards. A statement of the requirements for degrees with honors and a list of honor societies will be found elsewhere in this Catalog. There are also essay and oratorical prizes, and awards for proficiency in special fields and for all-round distinction in student life.

American Law Book Prizes. The American Law Book Company offers each year separately bound topics from *Corpus Juris Secundum* to those law students who have the best scholastic records in the several courses covering the topics that have been separately bound to date.

Bancroft-Whitney Prize. The Bancroft-Whitney Company, law publishers, awards annually a legal publication to the senior law student who has maintained the highest grade average throughout his work in the School of Law.

Philo Sherman Bennett Prize. This prize of from \$30.00 to \$40.00, the interest on a bequest from Philo Sherman Bennett of New Haven, Connecticut, is awarded for the best essay on the principles of free government.

Beta Gamma Sigma Award. To honor outstanding scholastic attainment, the name of the freshman major student in the School of Business Administration receiving the highest grade average each year is engraved on a permanent record plaque placed in the corridor of the Commerce Building by Beta Gamma Sigma, honorary commerce fraternity.

Botsford, Constantine, and Gardiner Prizes. These prizes are awarded each year by the Botsford, Constantine, and Gardiner Advertising Agency for the best solutions of an advertising problem submitted by students of advertising. First prize, \$20.00; second prize, \$10.00; third prize, \$5.00.

Nathan Burkan Memorial Prizes. The American Society of Composers, Authors, and Publishers awards \$100 for the best paper or papers submitted by a student or students in the graduating class of the School of Law on the subject of copyright law.

Chi Omega Prize. A prize of \$25.00 is awarded by Chi Omega sorority to the woman student in the Department of Sociology deemed most worthy on the basis of scholarship, character, and promise.

Chi Omega Scholarship Cup. This cup is awarded annually to the sorority with the highest grade average during the preceding academic year.

Delta Phi Alpha Award. A volume of German literature is awarded each year by Delta Phi Alpha, German honorary society, to the outstanding student in German.

Failing-Beekman Prizes. These two prizes of \$150 and \$100 are the gifts of Henry Failing of Portland and C. C. Beekman of Jacksonville, respectively, and are awarded annually to those members of the senior class who deliver the best and second-best original orations at the time of graduation.

Gerlinger Cup. This cup, presented by Mrs. George Gerlinger, former regent of the University, is awarded by a committee of faculty, town, and student women to the best all-around woman of the junior class.

Hilton Prizes. These prizes are given to the students who present the best oral discussions of a legal subject selected by the faculty of the School of Law. The first prize of \$50.00 is awarded by Mr. Frank H. Hilton of Portland, and the second prize of \$25.00 is awarded by the School of Law.

Interfraternity Council Scholarship Cups. The Interfraternity Council awards annually two cups: one, presented by W. A. Dahlberg, faculty adviser of the council, to the fraternity whose members have earned the highest grade-point average during the preceding year; and one, presented by Dean Karl W. Onthank, to the fraternity pledge class earning the highest grade-point average during the fall term.

Jewett Prizes. These prizes, amounting to more than \$200, are awarded annually in a series of public-speaking contests. Funds for the prizes were given to the University in memory of the late W. F. Jewett by his wife, Mrs. Mary Jewett.

Koyl Cup. This cup, presented by Charles W. Koyl, '11, is awarded each year to the man who, in the opinion of a committee of the faculty, is the best all-around man of the junior class.

Lawyers Cooperative Prizes. The Lawyers Cooperative Publishing Company awards annually: a copy of Ballantine's *Law Dictionary* to the law student doing the best work in the course in Legal Bibliography; and separately bound topics from *American Jurisprudence* to those students having the best scholastic records in the several courses covering the topics included in the volumes of *American Jurisprudence* published to date.

Life Insurance Prizes. The Life Insurance Managers' Association of Oregon offers annual cash prizes totaling \$35.00 for the best insurance sales talks given by students in the life-insurance class. The student giving the best talk receives an individual plaque, and has his name engraved on a bronze plaque displayed in the Commerce Building.

Marshall-Case-Haycox Prizes. Prizes of \$50.00 for the best and \$25.00 for the second-best short story submitted by students are offered each year by Edison Marshall, ex-'17, Robert Ormond Case, '20, and Ernest J. Haycox, '23. Contestants are limited to undergraduates regularly enrolled and in good standing.

Men's Dormitory Scholarship Cup. This cup, presented by Mrs. Genevieve Turnipseed, director of dormitories, is awarded annually to the men's hall having the highest scholastic average for the year.

Oregon State Society of Certified Public Accountants' Prize. This award, consisting of accounting books to the value of \$25.00, is made each year to the outstanding student in accounting.

Phi Alpha Delta Scholarship Awards. These awards, totaling \$50.00, are given annually by the Portland alumni chapter of Phi Alpha Delta, legal fraternity. An award of \$10.00 is given to the first-year law student who earns the highest scholastic average in his class for the year's work. An award of \$15.00 is given to the student who has the highest grade-point average for his first two years of work in the School of Law. An award of \$25.00 is given to the graduating third-year student in law with the highest scholastic average for his three years of work in law.

Phi Beta Kappa Prize. This prize, consisting of books to the value of \$25.00, is offered annually by Alpha of Oregon chapter of Phi Beta Kappa. The award is made, on the basis of scholarship and promise, to a student completing lower-division work.

Phi Chi Theta Key. The Phi Chi Theta Key is awarded annually, on the basis of high scholastic standing and general student activities, to a woman in the senior class of the School of Business Administration.

Physical-Education Honor Award. The faculty of the School of Physical Education presents certificates each year in recognition of outstanding qualities of sound scholarship, high idealism, and worthy professional accomplishment in the field of physical education.

Pi Delta Phi Award. Pi Delta Phi, honorary French society, presents a book prize each year to the student who has made the greatest progress in undergraduate courses in French.

Pot and Quill Prize. A prize of \$5.00 is awarded by Pot and Quill, society of women writers, for the best piece of writing submitted by a woman student in an annual contest.

George Rebec Prize in Philosophy. A cash prize of \$25.00 is awarded annually to the undergraduate student who submits the best essay on a philosophical topic. The prize is named in honor of Dr. George Rebec, professor emeritus of philosophy. Funds for the prize have been contributed by several friends of the University.

Sigma Delta Chi Scholarship Award. Recognition for exceptional scholarship is awarded annually to journalism students by Sigma Delta Chi, professional journalistic fraternity, through its national headquarters at Detroit.

Sigma Delta Pi Award. A medal and a book prize are awarded each year by the Oregon chapter of Sigma Delta Pi, honorary Spanish society, to the student in advanced courses in Spanish who has made the greatest progress during the school year.

Sigma Nu Scholarship Plaque. This plaque is awarded annually to the fraternity with the highest grade average for the year.

Sigma Xi Graduate Research Prize. A prize of \$25.00 is awarded annually by the Oregon chapter of Sigma Xi to a graduate student, working in one of the fields from which Sigma Xi selects its members, for the most outstanding piece of research.

Turnbull-Hall Award. Each year the name of the outstanding senior student member of the staff of the OREGON DAILY EMERALD is engraved on a plaque which hangs in the EMERALD news room. The plaque was presented in 1931 by George Turnbull and Vinton H. Hall.

Vice-Presidential Cups. Silver cups, the gift of Vice-President Burt Brown Barker, are awarded annually to the men's and women's living organizations achieving the highest average for scholarship among the living groups during the academic year.

Women's Dormitory Scholarship Cup. This cup, presented by Mrs. Genevieve Turnipseed, director of dormitories, is awarded annually to the women's hall having the highest scholastic average for the year.

Extracurricular Activities

THE University recognizes the value of extracurricular student activities as a part of a college education: formation of habits of civic responsibility and leadership through self-government and through student clubs and societies; the broadening of outlook and sympathies through varied human associations; cultural development through participation in the intellectual and aesthetic life of the campus.

Associated Students. The students of the University are organized for self-government into the Associated Students of the University of Oregon. This organization sponsors such activities as intercollegiate athletics, student publications, forensics and dramatics, and concert and lecture series.

For purposes of administration, two distinct types of student activities are recognized: educational activities and athletic activities. Educational activities are administered by an Educational Activities Board, composed of faculty and student representatives, and by an educational activities manager. Athletic activities are administered by an Athletic Board, composed of faculty, student, and alumni representatives, and by an athletic manager.

The Associated Women Students, a group within the general student organization, sponsors and supervises activities of women students.

Each entering class forms an organization which retains its identity throughout the four years at the University and after graduation. Class reunions are held regularly by alumni. During their undergraduate days students in the different classes uphold various distinctive traditions. Graduating classes usually leave a gift to the University.

Clubs and Associations. A large number of clubs and associations representing special student interests flourish on the University campus. Some of these organizations are: Allied Arts League; Architecture Club; Bernard Daly Club (students holding Daly scholarships); Condon Club (geology); Dial (women's discussion); Kwama (sophomore women); Newman Club (Catholic); Physical Education Club; Skull and Dagger (under-division men); Wesley Club (Methodist); Westminster Association (Presbyterian); Young Men's Christian Association; Young Women's Christian Association.

Honor Societies. A number of honor societies are maintained on the Oregon campus for the recognition of general scholarship, scholarship in particular fields, and student leadership. Most of these are national organizations, with chapters at the leading colleges and universities of the country. Among these societies are: Phi Beta Kappa (liberal arts and sciences); Sigma Xi (science); Alpha Kappa Delta (sociology); Beta Gamma Sigma (commerce); Delta Sigma Rho (forensics); Druids (junior men); Friars (senior men); Mortar Board (senior women); Mu Phi Epsilon (music, women); National Collegiate Players (dramatics); Order of the Coif (law); Phi Theta Upsilon (junior women); Theta Sigma Phi (journalism, women).

Professional and Departmental Societies. Student societies are maintained in many of the schools and departments for the promotion of high standards of scholarship and professional training. Most of these are national organizations. Among these societies are: Alpha Delta Sigma (advertising, men); Alpha Tau Delta (nursing, women); Amphibian (swimming, women); Asklepiads (premedics); Beta Alpha Psi (accounting, men); Delta Phi Alpha (German); Foreign Trade Club (foreign trade); Gamma Alpha Chi (advertising, women);

Master Dance Group (dancing, women); Phi Alpha Delta (law); Phi Beta (music and drama, women); Phi Chi Theta (business, women); Phi Delta Kappa (education, men); Phi Delta Phi (law, men); Phi Mu Alpha (music, men); Pi Delta Phi (French); Pi Lambda Theta (education, women); Pi Mu Epsilon (mathematics); Pot and Quill (writing, women); Scabbard and Blade (military, men); Sigma Delta Chi (journalism, men); Sigma Delta Pi (Spanish); Sigma Delta Psi (physical education, men); Sigma Omega Chi (sociology); Tau Delta Chi (business administration, men); Ye Tabard Inn of Sigma Upsilon (writing, men).

Athletics and Sports. The University of Oregon is a member of the Pacific Coast Athletic Conference, composed of ten leading universities and colleges of the coast region. In addition to intercollegiate athletics, a comprehensive program of intramural sports is sponsored by the institution through the School of Physical Education. The sports program is closely correlated with instruction in physical education. The Order of the "O," composed of all winners of varsity letters, and the Women's Athletic Association encourage sports participation and give recognition for proficiency.

Lectures. The regular University curriculum is supplemented by University assemblies at which visiting speakers address the general student body, and by frequent public lectures by faculty members and visiting scholars. Special lectures are sponsored by the University Lectures and the Religious and Spiritual Activities committees of the faculty, the Educational Activities Board of the Associated Students, Sigma Xi, and various schools and departments.

Forensics and Dramatics. Forensics and dramatics are fostered on the campus not only for their value to those participating but also for their intellectual and cultural value for the whole University community.

Training and experience in acting, play production, and stagecraft are provided by the Division of Speech and Dramatic Arts of the Department of English. Each season several full-length plays are given in connection with courses in drama. The division also produces a series of plays for which students not registered for drama courses may try out. Plays are occasionally taken on tour. Various special groups also provide outlets for dramatic talent and opportunities for experience in play production.

The Associated Students, in cooperation with the Division of Speech and Dramatic Arts, sponsor a public-discussion program for both men and women. Students participating in this program lead discussions of topics of current and vital interest on the campus, and throughout the state at meetings arranged by high schools, civic organizations, churches, etc. The program includes thorough supervised research in preparation for these public appearances. Students also have excellent opportunities for radio experience through participation in regular broadcasts from the University studios of station KOAC.

Art and Music. The University gives special encouragement to extra-curricular activities in art and music. Concerts and recitals, sponsored by the School of Music, the Associated Students, and the several student musical organizations, play a central part in the cultural life of the University community. The Allied Arts League and the School of Architecture and Allied Arts present frequent exhibits of student art work and loan collections. Several dance recitals are given each year under the auspices of the Master Dance Group.

The University Symphony Orchestra, an organization of about seventy student musicians, presents several concerts each year. In addition to its own

concert series, the orchestra supports faculty and advanced student soloists, and cooperates with the choral organizations in oratorio productions. Any University student is eligible to try out for the orchestra.

The University Choral Union includes in its membership more than 400 students, faculty members, and townspeople who are interested in the study and interpretation of great choral literature.

The University Band is divided into four groups: the Concert Band, first and second divisions; the Pep Band; and the Military Band. The Concert Band gives several concerts of classical and modern music each year. The Pep Band plays for athletic contests and rallies. The Military Band, composed of freshman and sophomore military students, plays for all R.O.T.C. ceremonies and reviews.

The Associated Students bring artists of international fame to the campus each year for concerts, to which all students have free admission. Several free public recitals by members of the faculty of the School of Music and by advanced music students are given in the Music Auditorium each week during the school year.

Social Organizations. Personal associations with fellow students through social organizations and living groups constitute some of the pleasantest features of campus life, and are very valuable for personal and social development. All students have opportunity to belong to some type of social organization.

Independent students (students who live outside the dormitories and are not members of fraternities or sororities) have two social organizations: the Oregon Yeomen (men) and Orides (women). Tonqueds is an organization of women students, both sorority and independent, who live in Eugene. Phi Theta Upsilon and Philomelete promote fellowship and congenial activities among independent women students.

The students living in each of the University halls of residence have a self-governing organization and a social program.

Students living in the several cooperative houses take an active part in campus social life.

Fraternities on the Oregon campus are organized into the Interfraternity Council, which is a member of the national Interfraternity Conference. The sororities on the campus are organized into the Panhellenic Council, which is a member of the national Panhellenic Congress. The presidents of all women's living groups (including dormitories) are members of the Heads of Houses Association.

Sororities at the University are: Alpha Chi Omega, Alpha Delta Pi, Alpha Gamma Delta, Alpha Omicron Pi, Alpha Phi, Alpha Xi Delta, Chi Omega, Delta Delta Delta, Delta Gamma, Gamma Phi Beta, Kappa Alpha Theta, Kappa Kappa Gamma, Pi Beta Phi, Sigma Kappa, and Zeta Tau Alpha.

Fraternities at the University are: Alpha Tau Omega, Beta Theta Pi, Chi Psi, Delta Tau Delta, Delta Upsilon, Kappa Sigma, Phi Delta Theta, Phi Gamma Delta, Phi Kappa Psi, Phi Sigma Kappa, Phi Kappa Alpha, Sigma Alpha Epsilon, Sigma Alpha Mu, Sigma Chi, Sigma Nu, Sigma Phi Epsilon, and Theta Chi.

Student Publications. University of Oregon student publications are listed below. The official publications of the University and of the State System of Higher Education are listed on another page.

The OREGON DAILY EMERALD is a full-size newspaper, published five days a week during the school year. It is edited, managed, and financed by students.

All students are eligible for positions on its staff. Payment of registration fees entitles all students to a subscription to the EMERALD.

The OREGANA, the yearbook of the Associated Students, presents a pictorial record of student life. The volume is published in May during Junior Week End.

The FACULTY AND STUDENT DIRECTORY is compiled and published annually by the Associated Students.

Alumni Association

MEMBERSHIP in the University of Oregon Alumni Association is open to all persons who have completed work for credit at the University. Semiannual meetings are held at Homecoming and at Commencement. The Alumni Association publishes a monthly magazine, OLD OREGON. In it are recorded the activities of the association, news of the University, and special articles by students, faculty members, and graduates. The officers and directors of the association are as follows:

M. HARRIS ELLSWORTH, '22	.....	President
DONALD B. MCCORMICK, '32	.....	Vice-President
ELMER C. FANSETT, '28	.....	Secretary-Treasurer

DIRECTORS

Term Ending Dec. 31, 1944

CLARENCE C. CODDING, '35
 DR. ASA B. STARBUCK,
 M.D., '06
 PAULEN W. KASEBERG, '37
 CHESTER O. KNOWLTON, '32
 J. DAVID HAMLEY, '37
 RAYMOND O. WILLIAMS, '14
 GEORGE STADELMAN, '30
 PHILLIP N. BLADINE, '40

Term Ending Dec. 31, 1943

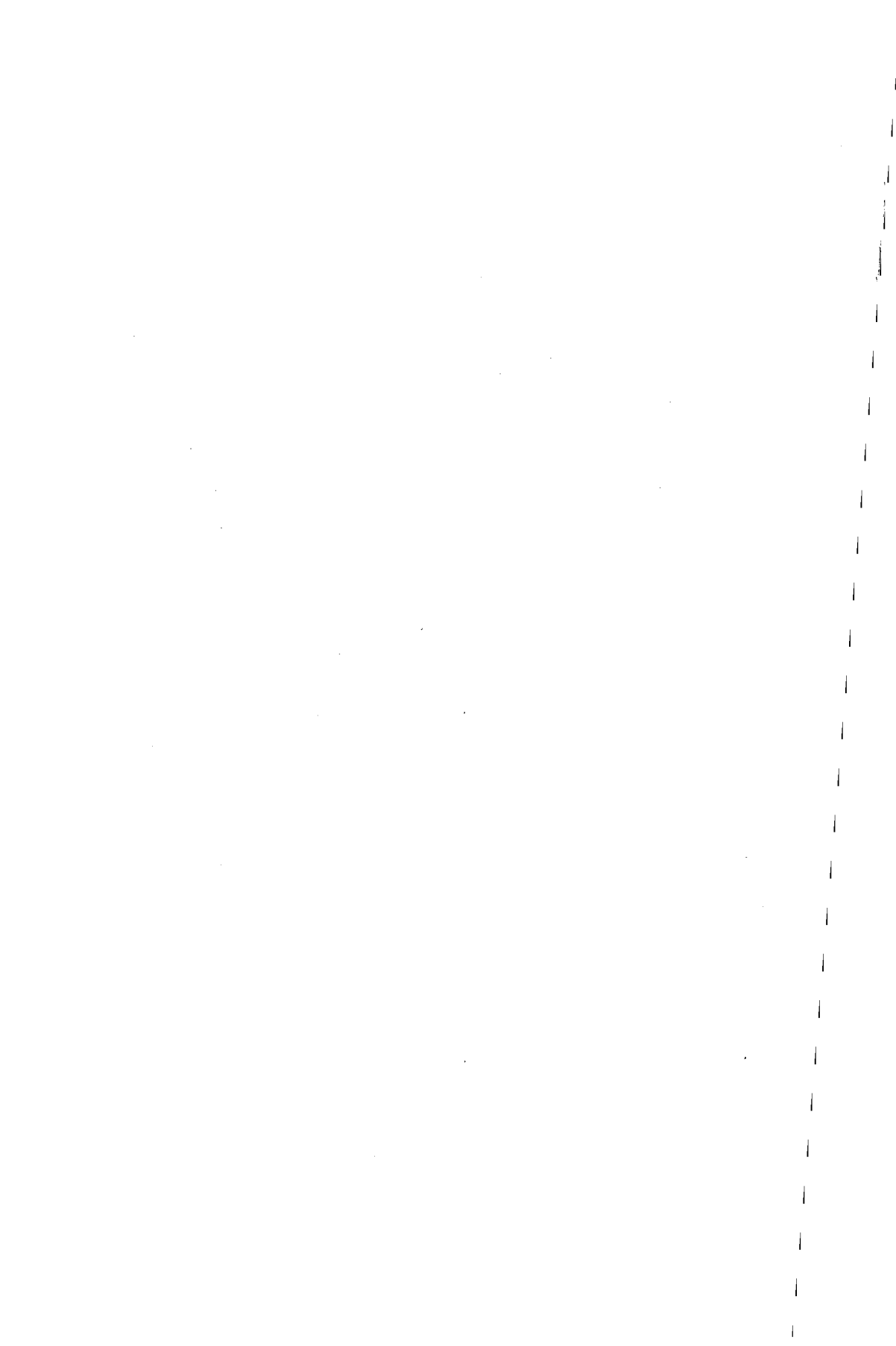
JAMES T. DONALD, '15
 WALTER T. DURGAN, '28
 PETER LAURS, '27
 ROBERT W. LUCAS, '36
 ROBERT POLLOCK, '38
 ELTON A. SCHROEDER, '27
 REMEY M. COX, '22
 GRANT J. WILLIAMS, '25
 H. C. STAPLES, '23
 M. HARRIS ELLSWORTH, '22
 GENEVIEVE DUNLOP, '34
 ORVAL YOCOM, '27

Term Ending Dec. 31, 1942

DOUGLAS MULLARKEY, '20
 JOHN N. MOHR, '28
 OTTO FROHNMAYER, '29
 CLAIRE L. OGLE, '16
 MRS. BOYD OVERHULSE, '31
 JOHN H. HOUSTON, '21
 FORREST E. COOPER, '27
 BEN F. DORRIS, '15
 LAWRENCE HULL, '23
 RALPH CRONISE, '11
 EARL BLACKBAY, '15
 CLARENCE W. KEENE, '96

The University of Oregon Medical School has its own active Alumni Association. Its members include graduates of the Medical School and of the Willamette University department of medicine, which was merged with the Medical School in 1913. Officers of the Medical School Alumni Association are listed in the Medical School Catalog.

Part III
Resident Instruction



Lower Division

MAHLON ELLWOOD SMITH, Ph.D., Dean and Director of Lower Division, Oregon State System of Higher Education.

GERTRUDE FULKERSON, Secretary to the Dean.

General Statement

FRESHMAN and sophomore work in the liberal arts and sciences is unspecialized. The work is offered through the Lower Division on a parallel basis at the University and the State College and leads to the Junior Certificate. Students completing the work of the Lower Division and fulfilling all requirements for the Junior Certificate may select a major in a specialized field at the close of the sophomore year.

For students who plan to complete work for the bachelor's degree the two lower-division years provide broad general education and a foundation for specialization during the junior and senior years in some major field in the liberal arts and sciences or in a professional or technical curriculum. Lower-division students explore several fields of study with a view to determining special interests and aptitudes.

For students who complete no more than the first two years of college work, the Lower Division aims to afford a balanced cultural program and preparation for intelligent citizenship.

The State Board of Higher Education in establishing the Lower Division defined its primary purpose as follows:

(1) **Basic Education.**

Insuring to all students the elements of a sound general education during their first two years; delaying specialization until the junior and senior years and then encouraging it to a high degree.

(2) **Orientation.**

Providing students with a period of exploratory contact which will enable the institution to assist them to make a wise selection of specialization on the basis of their abilities and aptitudes.

Lower-Division Groups. For the purpose of adjusting the work to the two-fold objectives of basic education and orientation, lower-division work in the liberal arts and sciences has been arranged in three groups, each representing a comprehensive field of knowledge, as follows: LANGUAGE AND LITERATURE, SCIENCE (including the biological and physical sciences and mathematics), and SOCIAL SCIENCE.

Group Requirements. Students intending to major in the liberal arts and sciences must complete at least 9 approved term hours in each of the three groups and at least 9 additional approved term hours in courses numbered 200-210, or equivalent, in any one of the same three groups. Courses that satisfy group requirements are numbered from 100 to 110 and from 200 to 210. (For group requirements for students in the professional schools see page 57.)

Required Courses. Besides fulfilling group requirements, lower-division students must take required work in English Composition, Health Education,

Physical Education, and Military Science and Tactics, as stated on page 57. Entering students are required to take certain aptitude and placement examinations, and to make any adjustments indicated as a result of standings achieved in these tests.

Major Requirements and Electives. Students complete their study programs with courses required by major departments or with electives. Students who have decided on a major field take the courses prescribed by the major department. Students who are uncertain of their dominant interest or their vocational intentions, or who do not plan to pursue major specialization later, take a program of studies designed to aid them in self-exploration and individual development.

The general distribution of work for lower-division students is shown in the curriculum on page 92.

Lower-Division Advisers. Each entering student is assigned to a lower-division adviser, whom the student consults in making out his study program. It is the duty of the adviser to assist the student in building an integrated program, in line with his interests and with institutional and lower-division requirements.

Certificates

STUDENTS who have met the group requirements, and have completed a total of at least 93 term hours of required and elective freshman and sophomore work, qualify for one of three certificates, depending on their objectives and attainments:

The Junior Certificate, which admits to upper-division standing and the opportunity to pursue a major curriculum leading to a degree. It requires a grade-point average of at least 2.00.

The Junior Certificate with Honors Privileges, which admits to the privilege of working for honors in the schools and departments providing honors work. To receive this certificate the student must have a grade-point average of at least 2.75, in addition to fulfilling all requirements for the Junior Certificate.

The Lower-Division Certificate, which recognizes the successful completion of two years of lower-division work. It is granted upon request to students whose desire has been only to round out their general education. The scholastic average specified for the Junior Certificate is not required. The Lower-Division Certificate does not admit to upper-division standing.

Group Courses

YEAR sequences applicable in meeting group requirements are listed below. These courses may also be taken as electives. Descriptions of the courses are printed under the several departmental headings in the COLLEGE OF LIBERAL ARTS section of this Catalog.

LANGUAGE AND LITERATURE GROUP

Classics

Lat 101, 102, 103. Latin Literature: Augustan Age. 3 hours each term.
Lat 201, 202, 203. Latin Literature: Silver Age. 3 hours each term.

English

- Eng 101, 102, 103. Survey of English Literature. 3 hours each term.
 Eng 104, 105, 106. Appreciation of Literature. 3 hours each term.
 Eng 107, 108, 109. Introduction to Literature. 3 hours each term.
 Eng 201, 202, 203. Shakespeare. 3 hours each term.

Germanic Languages

- GL 201, 202, 203. German Literature. 3 hours each term.

Romance Languages**FRENCH**

- RL 201, 202, 203. French Literature. 3 hours each term.
 RL 204, 205, 206. Seventeenth-Century French Literature. 3 hours each term.

SPANISH

- RL 207, 208, 209. Spanish Literature. 3 hours each term.

SCIENCE GROUP**General Science**

- BiS 101, 102, 103. Biological-Science Survey. 4 hours each term.
 PhS 101, 102, 103. Physical-Science Survey. 4 hours each term.
 PhS 104. Physical-Science Survey. 4 hours spring.

Biology**BOTANY**

- Bot 101, 102, 103. General Botany. 3 hours each term.
 Bot 204. The Lower Plants. 4 hours fall.
 Bot 205. The Higher Plants. 4 hours winter.
 Bot 206. Systematic Botany. 4 hours spring.
 Bot 207, 208, 209. General Bacteriology. 3 hours each term.

ZOOLOGY

- Z 104, 105, 106. General Zoology. 3 hours each term.
 Z 204, 205, 206. Vertebrate Zoology. 4 hours each term.

Chemistry

- Ch 104, 105, 106. General Chemistry. 4 hours each term.
 Ch 204, 205, 206. Analytical and Theoretical Chemistry. 4 or 5 hours each term.

Geology

- *G 101, 102, 103. General Geology. 3 hours each term.
 *G 104, 105, 106. General Geology Laboratory. 1 hour each term.
 G 201, 202, 203. Introduction to Field Geology. 1 to 3 hours each term.

Mathematics

- Mth 100. Intermediate Algebra. 4 hours.
 Mth 101, 102, 103. Elementary Analysis I, II, III. 4 hours each term.
 Mth 105. College Algebra. 4 hours.
 Mth 106. Plane Trigonometry. 4 hours.
 Mth 108. Mathematics of Finance. 4 hours.
 Mth 200. Analytical Geometry. 4 hours.
 Mth 201, 202, 203. Differential and Integral Calculus. 4 hours each term.
 Mth 205. Calculus. 4 hours.
 Mth 209. Mathematics of Life Insurance. 3 or 4 hours.

Physics

- †Ph 101, 102, 103. Essentials of Physics. 2 hours each term.
 †Ph 104, 105, 106. Essentials of Physics Laboratory. 1 hour each term.
 Ph 201, 202, 203. General Physics. 4 or 5 hours each term.
 Ph 207. Elementary Meteorology. 3 hours.
 Ph 208, 209. Descriptive Astronomy. 3 hours each term.

Psychology

- ‡Psy 201, 202, 203. General Psychology. 3 hours each term.
 ‡Psy 208, 209, 210. General Psychology Laboratory. 1 hour each term.

* Both G 101, 102, 103 and G 104, 105, 106 must be taken to satisfy the science group requirement.

† Both Ph 101, 102, 103 and Ph 104, 105, 106 must be taken to satisfy the science group requirement.

‡ Both Psy 201, 202, 203 and Psy 208, 209, 210 must be taken to satisfy the science group requirement.

SOCIAL-SCIENCE GROUP

General Social Science

- SSc 101, 102, 103. Background of Social Science. 3 hours each term.
 SSc 104, 105. Background of Social Science. 5 hours each term, winter and spring.

Anthropology

- Anth 201, 202, 203. General Anthropology. 3 hours each term.
 Anth 207, 208, 209. Introduction to Cultural Anthropology. 3 hours each term.

Economics

- Ec 201, 202, 203. Principles of Economics. 3 hours each term.
 Ec 204, 205. Principles of Economics. 5 hours each term, winter and spring.

Geography

- Geo 105, 106, 107. Introductory Geography. 3 hours each term.
 Geo 108, 109, 110. Introductory Geography Laboratory. 1 hour each term.

History

- Hst 104, 105, 106. Europe in Modern Times. 3 hours each term.
 Hst 204, 205, 206. World History. 3 hours each term.
 Hst 207, 208, 209. English History. 3 hours each term.

Philosophy

- Phl 201, 202, 203. Introduction to Philosophy. 3 hours each term.

Political Science

- PS 201, 202, 203. American Governments. 3 hours each term.

Psychology

- Psy 201, 202, 203. General Psychology. 3 hours each term.
 Psy 208, 209, 210. General Psychology Laboratory. 1 hour each term.

Sociology

- Soc 204, 205. General Sociology. 3 hours each term.
 Soc 206. Social Interaction. 3 hours spring.
 Soc 207. Problems of Child Welfare. 3 hours spring.
 Soc 208. Poverty and Dependency. 3 hours spring.

Other Lower-Division Courses

In addition to the courses applicable in meeting group requirements, the following lower-division courses in liberal arts and sciences are offered at the University. Descriptions of the courses are printed under the several departmental headings in the COLLEGE OF LIBERAL ARTS section of this Catalog.

LANGUAGE AND LITERATURE

General Arts and Letters

- AL 1, 2, 3. First-Year Japanese. 4 hours each term.
 AL 4, 5, 6. Second-Year Japanese. 4 hours each term.

Classics

GREEK

- Gr 1, 2, 3. Beginning Greek. 4 hours each term.

LATIN

- Lat 1, 2, 3. First-Year Latin and Caesar. 4 hours each term.
 Lat 4, 5, 6. Cicero and Vergil. 4 hours each term.
 Lat 7, 8. Beginning Latin and Caesar. 6 hours each term, winter and spring.

English

LITERATURE

- Eng 162. English Poetry (Oral). 3 hours any term.
 Eng 260. Survey of American Literature. 5 hours any term.
 Eng 264, 265, 266. Literature of the Modern World. 2 hours each term.

RHETORIC

- Rht K. Corrective English. 1 hour any term.
 Rht 111, 112, 113. English Composition. 3 hours each term.
 Rht 213, 214, 215. Short-Story Writing. 2 hours each term.
 Rht 216. Advanced Writing. 3 hours fall or spring.
 Rht 217. Business English. 3 hours any term.

SPEECH AND DRAMATIC ARTS

- SD 130, 131, 132. Extempore Speaking. 3 hours each term.
 SD 136. Parliamentary Procedure. 1 hour fall or spring.
 SD 141, 142, 143. Speaking Voice. 2 hours each term.
 SD 144, 145, 146. Choral Reading. 1 hour each term.
 SD 230, 231, 232. Argumentation and Persuasion. 3 hours each term.
 SD 234. Public Discussion. 2 hours any term.
 SD 241, 242. Interpretation. 2 hours each term.
 SD 244, 245, 246. Theater Workshop. 2 or 3 hours each term.
 SD 251, 252, 253. Introduction to the Theater Arts. 2 hours each term.

LIBRARY

- Lib 117. Use of the Library. 1 hour any term.

Germanic Languages**GERMAN**

- GL 1, 2, 3. First-Year German. 4 hours each term.
 GL 4, 5, 6. Second-Year German. 4 hours each term.
 GL 7, 8. First-Year German. 6 hours each term, winter and spring.

SCANDINAVIAN

- GL 11, 12, 13. Elementary Norwegian. 3 hours each term.
 GL 14, 15, 16. Second-Year Norwegian. 3 hours each term.
 GL 21, 22, 23. Elementary Swedish. 3 hours each term.
 GL 24, 25, 26. Second-Year Swedish. 3 hours each term.

Romance Languages**FRENCH**

- RL 1, 2, 3. First-Year French. 4 hours each term.
 RL 4, 5, 6. Second-Year French. 4 hours each term.
 RL 7, 8. First-Year French. 6 hours each term, winter and spring.

SPANISH

- RL 11, 12, 13. First-Year Spanish. 4 hours each term.
 RL 14, 15, 16. Second-Year Spanish. 4 hours each term.
 RL 17, 18. First-Year Spanish. 6 hours each term, winter and spring.

ITALIAN

- RL 31, 32, 33. First-Year Italian. 3 hours each term.
 RL 34, 35, 36. Second-Year Italian. 3 hours each term.

SCIENCE**Biology****BOTANY**

- Bot 217. Autumn Plant Life. 3 hours fall.
 Bot 218. Trees and Shrubs in Winter. 3 hours winter.
 Bot 219. Economic Plants. 3 hours spring.

ZOOLOGY

- Z 111, 112, 113. Human Biology. 3 hours each term.
 Z 211, 212, 213. Elementary Human Anatomy. 3 hours each term.
 Z 214. Field Zoology. 3 hours spring.

Chemistry

- Ch 220. Analytical Chemistry. 4 hours fall.
 Ch 223. Elementary Biochemistry. 4 hours spring.
 Ch 226, 227. Introductory Organic Chemistry. 4 hours each term.
 Ch 231. Qualitative Analysis. 4 hours spring.
 Ch 232. Quantitative Analysis. 3 to 5 hours fall or spring.
 Ch 233. Quantitative Analysis. 3 to 5 hours winter.

Geology

- G 290. Introduction to the Geology of Oregon. 3 hours.

Mathematics

- Mth 10. Elements of Algebra. 4 hours.
 Mth 20. Elements of Geometry. 4 hours.
 Mth 111, 112, 113. Introduction to Analysis. 2 hours each term.

Nursing Education

Nur 111, 112, 113. Backgrounds of Nursing. 2 hours each term.
 Nur 211, 212, 213. Modern Nursing Problems. 1 hour each term.

Physics

Ph 161. Rudiments of Photography. 2 hours.
 Ph 296. Practical Astronomy. 3 hours.

SOCIAL SCIENCE**General Social Science**

SSc 112, 113, 114. Problems of War and Peace. 1 hour each term.

Geography

Geo 215. Climatology. 3 hours.
 Geo 218. Field Geography. 2 or 3 hours spring.
 Geo 219, 220. Cartography. 3 hours each term, fall and winter.

Religion

R 111, 112, 113. Life Objectives. 2 hours each term.
 R 211, 212, 213. The Bible and Civilization. 3 hours each term.

Sociology

Soc 213, 214. Modern Social Problems. 3 hours each term, fall and winter.
 Soc 215. Modern Movements for Social Betterment. 3 hours spring.

Lower-Division Curriculum

Junior Certificate
Junior Certificate with Honors Privileges
Lower-Division Certificate

	Term hours		
	F	W	S
Freshman Year			
Year sequence in any one of the three groups.....	3-4	3-4	3-4
Year sequence in another of the three groups (may be deferred until sophomore year).....	3-4	3-4	3-4
English Composition (Rht 111, 112, 113).....	3	3	3
Military Science and Tactics (men).....	1	1	1
Health Education (women).....	1	1	1
Physical Education.....	1	1	1
Departmental or school requirements, or exploratory electives.....	4-2	4-2	4-2
	16	16	16
Sophomore Year			
Sophomore year sequence in one of the groups begun in the freshman year	3-4	3-4	3-4
Year sequence in a third group.....	3-4	3-4	3-4
Military Science and Tactics (men).....	1	1	1
Physical Education.....	1	1	1
Departmental or school requirements, or exploratory electives.....	8-6	8-6	8-6
	16	16	16

College of Liberal Arts

JAMES HENRY GILBERT, Ph.D., Dean of the College of Liberal Arts.

NELLIE E. FURNISH, Secretary to the Dean.

General Statement

THE College of Liberal Arts represents the ancient and continuing effort of men to extend the range of their experience beyond the narrow limits of the time and place in which they find themselves at birth. To achieve and enjoy such a freedom, men must know all they can about themselves and their environment, both physical and social. The liberal arts are a group of studies designed to assist and direct the exploration of man's nature and his position in the world.

By the help of some of these studies, we are able to compare our own experiences with those of men in other times, places, and circumstances, and thus share in the inherited wisdom and satisfactions of mankind. Through others, we deepen and extend our knowledge of our physical environment. Knowledge—scientific, historical, and literary—is the indispensable condition of the good life of free men.

From the founding of the University of Oregon, the liberal arts have remained the central core of the educational purpose of the institution. In the earliest University Catalogs, the several "courses" of liberal-arts instruction were rather loosely grouped under the "Collegiate Department," distinguished at first only from the "English Preparatory Department" but later also from the professional schools. In the Catalogs of the 1890s, the term "College of Letters" occurs, but only as a heading in lists of students and graduates.

As a part of the first formal organization plan for the University, inaugurated by President Strong in 1899, the College of Literature, Science and the Arts was established. The University continued to administer its liberal-arts program through this college until the reorganization of the Oregon State System of Higher Education in 1932.

Under the State System plan, a College of Arts and Letters and a College of Social Science were organized at the University, and major work in the physical and biological sciences was allocated to the School of Science at Oregon State College. The University continued to offer nonmajor service courses in science through the Lower Division and Service Departments.

In October 1941, the State Board of Higher Education authorized the University to re-establish a program of major undergraduate and graduate work in science, beginning with the academic year 1942-43. At its January 1942 meeting, the Board approved the merging of the College of Arts and Letters, the College of Social Science, and the science departments into a College of Liberal Arts.

The departments included in the new college are: Anthropology, Biology (including botany and zoology), Chemistry, Classics, Economics, English, Geology and Geography, Germanic Languages and Literatures, History, Mathematics, Philosophy, Physics, Political Science, Psychology, Religion, Romance Languages, and Sociology. All the departments, except the Department of Religion, offer major curricula leading to baccalaureate and graduate degrees.

Entrance Requirements. There are no entrance requirements, beyond the general entrance requirements of the University, for students intending to choose a major within the College of Liberal Arts.

Students intending to major in any of the natural sciences are, however, advised to present at least two units of high-school mathematics and two units of high-school science. Experience has proved that students who lack this preparation are handicapped in University work in science. Students planning to major in chemistry, mathematics, or physics or planning to prepare themselves for entrance to a medical school will find it to their advantage to take intermediate algebra, plane geometry, and trigonometry in high school.

Degrees. All the major departments of the College of Liberal Arts offer undergraduate work leading to the bachelor's degree and graduate work leading to the master's degree. At the present time, the following departments will accept candidates for the degree of Doctor of Philosophy: Economics, English, History, Psychology, Romance Languages, and Sociology.

Degree Requirements. The general requirements for a bachelor's degree with a major in the College of Liberal Arts are—a minimum of 186 term hours of University work, including:

(1) A minimum of 36 term hours in lower-division liberal-arts courses numbered 100-110 and 200-210, with at least 9 term hours in each of the fields of language and literature, science, and social science, and at least 9 additional term hours in courses numbered 200-210 in any one of the three fields. (For a classified list of courses satisfying this requirement, see pages 88-90.)

(2) A minimum of 62 term hours in upper-division courses.

(3) A minimum of 36 term hours in the student's major field, at least 24 of which must be in upper-division courses. In some fields, more than the 36-hour minimum are required to meet departmental standards. For certain interdepartmental majors (described below under **SPECIAL CURRICULA**), the major requirement is approximately 72 term hours of work distributed in several departments.

A more detailed statement of University requirements for the bachelor's degree may be found on pages 56-58. Special requirements of the several major curricula of the college are stated in the departmental sections and under **SPECIAL CURRICULA** below.

For requirements for advanced degrees, see **GRADUATE DIVISION**.

Special Curricula

IN ADDITION to the major curricula offered by the departments of the College of Liberal Arts, the college has arranged several programs of study utilizing the course offerings of the departments of the college and other divisions of the University to provide broad cultural education without departmental specialization and the basic liberal-arts preparation required for admission to technical training for the professions.

Curriculum in General Arts and Letters

The curriculum in general arts and letters is designed for students who want to build a program of general cultural studies around a central interest in language and literature. The work of the first two years serves as an introduction to the main currents of Western European culture, as embodied in representative works of literature, history, and philosophy. In the last two years the work in

the humanities, the history of scientific ideas, and the application of cultural history to the interpretation of modern trends of civilization, is more intensive.

The major in arts and letters is not one which leads to immediately practical results; it is, however, of unquestioned value in itself and as a preparation for intelligent citizenship, as well as an excellent foundation for the various professions.

The major in arts and letters leads to the Bachelor of Arts degree. The following courses are required:

Lower Division

(1) Introduction to Literature (Eng 107, 108, 109), or Survey of English Literature (Eng 101, 102, 103), or any year sequence in a foreign literature which has as a prerequisite two years (or equivalent) of foreign language in college; and Shakespeare (Eng 201, 202, 203).

(2) Two years of one foreign language.

(3) One of the following sequences in history: Europe in Modern Times (Hst 104, 105, 106); World History (Hst 204, 205, 206); English History (Hst 207, 208, 209).

Upper Division

(1) Any two of the following sequences in philosophy: History of Philosophy (Phl 431, 432, 433); Philosophy and Literature (Phl 411, 412, 413); Development of Scientific Thought (Phl 414, 415, 416).

(2) Two upper-division year sequences in English or foreign literature, chosen from: Literature of the Ancient World (AL 311, 312, 313); Introduction to Germanic Literature (AL 314, 315, 316); Dante and His Times (AL 477, 478, 479); or other upper-division sequences in English or foreign literature falling within the period prior to 1900.

Curriculum in General Science

The curriculum in general science is intended for students who wish to build a program of cultural studies around a central interest in science as an aspect of human civilization, and for prospective teachers in the secondary schools for whom a departmental science major may be too highly specialized.

The general-science major leads to the Bachelor of Arts or Bachelor of Science degree. The special requirements for a degree with a major in general science are—a minimum of 72 term hours in science (biology, chemistry, geology, mathematics, physics), distributed as follows:

(1) Four year sequences, numbered 100-110 or 200-210, one in each of four science departments.

(2) A minimum of 24 upper-division hours in science, including not less than 9 term hours in each of two science departments.

Curriculum in General Social Science

The curriculum in general social science is designed for students who wish broad cultural training, and for prospective teachers for whom a departmental major may be too highly specialized. In addition to fulfilling the general University requirements, students following this program must take a minimum of 72 hours in courses numbered 200 or above. This work must include four year sequences numbered 200-210, one in each of four of the following fields: an-

thropology, economics, geography, history, philosophy, political science, psychology, sociology. It must also include 36 upper-division hours in the social sciences, earned after receiving the Junior Certificate. The upper-division work must include one two-year sequence (not less than 18 hours) in one department, and one one-year sequence (not less than 9 hours) in each of two additional departments.

Curriculum in Pacific Basin Studies

The curriculum in Pacific Basin studies is planned as a liberal-arts program unified through a central interest in the life and problems of the geographical area known as the Pacific Basin. The curriculum includes courses selected from the offerings of the several schools and departments of the University, and is administered by an interdepartmental committee. Dr. Gordon Wright, assistant professor of history, is chairman of the committee. Students should consult Dr. Wright before registering for major work in Pacific Basin studies.

The following upper-division courses are required: Geography of Asia (Geo 431) or Geography of the Pacific (Geo 428); Beginnings and Development of Civilizations (Anth 414, 415, 416); Civilization and Art Epochs (AA 446, 447, 448); Civilizations of China and Japan (Hst 494, 495, 496); History of Social Thought (Soc 451); Economic Problems of the Pacific (Ec 446, 447); Far East in Modern Times (Hst 491, 492, 493).

The following courses are recommended: Japanese (AL 1, 2, 3, AL 4, 5, 6); American Foreign Relations (Hst 473); International Relations (PS 414); Living Religions of the Orient (R 463).

In addition to the undergraduate curriculum, work toward the Master of Arts or Master of Science degree is offered in the field of Pacific Basin studies. Programs of study will be planned in the light of the undergraduate preparation of individual students.

Premedical Curriculum

A premedical curriculum, including courses prescribed by the American Medical Association for entrance to standard medical schools, is offered at both the University of Oregon and Oregon State College. At each institution students pursuing this curriculum work under the supervision of a special Premedical Advisory Committee, to insure a selection of studies which will satisfy medical-school entrance requirements and the cultural needs of students planning to enter the profession of medicine. At the University the chairman of this committee is Dr. H. B. Yocom.

For entrance to standard medical schools, the student must not only complete certain prescribed work but also show an aptitude for medical studies. The medical-aptitude test of the Association of American Medical Colleges is given each year by the Premedical Advisory Committee to all students who expect to apply during the next academic year for admission to a medical school. Further knowledge of the student's ability is obtained through frequent conferences between the student and his instructors and authorized advisers.

The University of Oregon Medical School requires for admission at least three academic years of preparatory work (135 term hours), and recommends that the student, in his preparatory work, plan a balance in elective courses between courses in the liberal arts and courses (beyond the minimum requirements) in subjects required for admission to the Medical School.

The Medical School also requires that the student who enters without a Bachelor of Arts or Bachelor of Science degree must complete the work for one

of these degrees in the Oregon State System of Higher Education, or at the institution at which he received his premedical preparation, before entering upon the work of the third year at the Medical School. Since the University, together with most of the colleges and universities of the Pacific Northwest, recognizes credit earned during the first year at the Medical School as credit earned in residence toward a bachelor's degree, the student may obtain a bachelor's degree after one year at the Medical School.

Before entering the Medical School, the student should satisfy all requirements for the Junior Certificate, and all requirements for a degree (including University requirements and requirements for a major within the College of Liberal Arts) that cannot be satisfied at the Medical School. The courses taken during the first year of medical training, together with the science courses prescribed in the premedical curriculum, will satisfy all major requirements in general science or biology. Students selecting other liberal-arts majors must satisfy all major requirements before entering the Medical School, except that Biochemistry (BCh 411, 412), offered at the Medical School, may be counted toward the satisfaction of the major requirement in chemistry.

Kenneth A. J. Mackenzie Memorial Scholarships. Five \$200 scholarships are awarded annually for the study of medicine, in accordance with the following plan: one \$200 scholarship is awarded each year to the outstanding premedical student at the University of Oregon in the last year of his premedical studies; if the student enters the University of Oregon Medical School and continues to maintain a high scholastic record, the scholarship is renewable for each of his four years of medical training; if the student does not maintain a high scholastic record at the Medical School, his scholarship is transferred to the outstanding member of his Medical School class who has taken his premedical work at the University of Oregon. The scholarships are a memorial to Dr. Kenneth A. J. Mackenzie, former dean of the Medical School; they are endowed through a bequest from the late Mildred Anna Williams.

PREMEDICAL CURRICULUM

Freshman Year

	Term hours		
	F	W	S
General Zoology (Z 104, 105, 106).....	3	3	3
English Composition (Rht 111, 112, 113).....	3	3	3
General Chemistry (Ch 104, 105, 106).....	4	4	4
Introduction to Analysis (Mth 111, 112, 113).....	2	2	2
Survey of English Literature (Eng 101, 102, 103).....	3	3	3
Military Science (men) or General Hygiene (women).....	1	1	1
Physical Education	1	1	1
	17	17	17

Sophomore Year

General Physics (Ph 201, 202, 203).....	4	4	4
*Analytical and Theoretical Chemistry (Ch 204, 205, 206), or Analytical Chemistry (Ch 220) and Introductory Organic Chemistry (Ch 226, 227)	4	4	4
German or French	4	4	4
Military Science	1	1	1
Advanced Physical Education.....	1	1	1
Social Science	3	3	3
	17	17	17

* Students who elect three years of chemistry take Ch 204, 205, 206 in the sophomore year and Ch 430, 431, 432 in the junior year.

Junior Year

	Term hours		
	F	W	S
Vertebrate Zoology (Z 204, 205, 206).....	4	4	4
*Organic Chemistry (Ch 430, 431, 432).....	4	4	4
German or French	4	4	4
Electives	5-9	5-9	5-9
	17	17	17

Preparatory Nursing Curriculum

Nursing offers many opportunities for a woman who is well prepared. The Department of Nursing Education of the University of Oregon Medical School offers a five-year curriculum which leads to the Bachelor of Science degree and to a certificate in a nursing specialty, and prepares for state examinations for nurse registration. The student takes five or six terms of work at the University of Oregon at Eugene or at Oregon State College at Corvallis. This preparatory work is followed by three years in the Department of Nursing Education on the campus of the Medical School in Portland. The work in Portland is coordinated with clinical education in the Multnomah County Hospital School of Nursing and in the Doernbecher Memorial Hospital for Children, both located on the Medical School campus. In the fifth year of the curriculum, the student receives training in a nursing specialty.

Students in nursing education receive their degrees from the University, with the exception that students who take their first two years at Oregon State College receive their degrees from the latter institution.

PREPARATORY CURRICULUM

Freshman Year

	Term hours		
	F	W	S
Chemistry	4	4	4
Zoology	3	3	3
English Literature	3	3	3
English Composition (Rht 111, 112, 113).....	3	3	3
Physical Education	1	1	1
General Hygiene (PE 114, 115, 116).....	1	1	1
Elective or Backgrounds of Nursing (Nur 111, 112, 113).....	2	2	2
	17	17	17

Sophomore Year

Organic Chemistry (Ch 226, 227).....	4	4	-
Sociology	3	3	-
General Psychology (Psy 201, 202, 203).....	3	3	-
Physical Education	1	1	-
Elective or Modern Nursing Problems (Nur 211, 212, 213).....	4	4	-
	15	15	-

Interdepartmental Courses

General Arts and Letters

CHANDLER BAKER BEALL, Ph.D., Professor of Romance Languages.

GEORGE FREDERIC LUSSKY, Ph.D., Professor of Germanic Languages and Literatures.

† HAROLD JOYCE NOBLE, Ph.D., Associate Professor of History.

FREDERICK MALCOLM COMBELLACK, Ph.D., Instructor in Latin and Greek.

* For students who elect to take three years of chemistry.

† On leave of absence, winter and spring terms, 1941-42.

General Science

- RALPH RUSKIN HURSTIS, Ph.D., Professor of Zoology.
 DALLAS DEDRICK, Ph.D., Assistant Professor of Chemistry.
 ERNEST HOBART COLLINS, Ph.D., Instructor in Physics.
 LOWELL LEANDER JONES, Ph.D., Instructor in Zoology.
 CHARLES HAROLD SECOY, Ph.D., Instructor in Chemistry.

General Social Science

- VICTOR PIERPONT MORRIS, Ph.D., Professor of Economics.
 KARL WILLIAM ONTHANK, M.A., Dean of Personnel Administration.
 QUIRINUS BREEN, Ph.D., Assistant Professor of Social Science; Chairman, Social-Science Group.
 GORDON WRIGHT, Ph.D., Assistant Professor of History.
 JOHN EDWARD CAVANAGE, B.A., Graduate Assistant in Social Science.
 DANIEL HENRY KOCH, B.A., Graduate Assistant in Social Science.
 MAXWELL HUNTER MORRIS, B.A., Graduate Assistant in Social Science.
 RICHARD WILLIAM THOMAS, B.A., Graduate Assistant in Social Science.

CERTAIN courses offered by the College of Liberal Arts are broader in scope and objective than the instruction offered by any of the traditional liberal-arts departments, or fall within fields not at present represented in the departmental organization of the college. These courses are listed below under the headings: General Arts and Letters, General Science, and General Social Science.

GENERAL ARTS AND LETTERS

LOWER-DIVISION COURSES

- AL 1, 2, 3. **First-Year Japanese.** 4 hours each term.
 An introduction to the Japanese language, offered as an approach to the study of Japanese culture. Not offered 1942-43. Noble.
- AL 4, 5, 6. **Second-Year Japanese.** 4 hours each term.
 Grammatical forms, language structure, and practice in reading. Not offered 1942-43. Noble.

UPPER-DIVISION COURSES

- AL 311, 312, 313. **Literature of the Ancient World.** 3 hours each term.
 Greek and Latin writers considered with special reference to their influence on English literature. Combella.
- AL 314, 315, 316. **Introduction to Germanic Literature.** 3 hours each term.
 In English. Assigned readings covering the whole range of German literature. Lectures and discussions. Not offered 1942-43. Lussky.
- AL 477, 478, 479. **Dante and His Times.** (G) 3 hours each term.
 Survey of the historical and literary background of the *Divine Comedy*; careful study of the poem and of Dante's minor works; extensive readings from Petrarch and Boccaccio. Lectures and readings in English. Prerequisite: upper-division course in literature. Beall.

GENERAL SCIENCE

LOWER-DIVISION COURSES

BiS 101, 102, 103. Biological-Science Survey. 4 hours each term.

A survey of the fundamental principles of plant and animal biology, with emphasis on the structure and functions of the human body and on man's interactions with the living world. 3 lectures; 1 demonstration-quiz period. Not open to students who have taken General Zoology. Huestis, Jones.

PhS 101, 102, 103. Physical-Science Survey. 4 hours each term.

General introduction to the physical sciences; cosmic relations, principles of physics and chemistry, geologic processes, and man's relation to them. Special emphasis on the development and application of scientific method. 3 lectures; 1 quiz period. Collins, Dedrick, Secoy.

PhS 104. Physical-Science Survey. 4 hours spring.

Continuation of PhS 101, 102, with special emphasis on additional topics chosen from the field of chemistry. Primarily for students in physical education. 3 lectures, 1 two-hour laboratory period. Secoy.

GENERAL SOCIAL SCIENCE

LOWER-DIVISION COURSES

SSc 101, 102, 103. Background of Social Science. 3 hours each term.

Survey of the general field along the following lines: (1) orientation in each of the social sciences; (2) study of the method of science and its application to the social studies; (3) an attempt to create in the student the urge to independent thought through wide reading. Breen, Wright.

SSc 104, 105. Background of Social Science. 5 hours each term, winter and spring.

A two-term sequence covering same ground as SSc 101, 102, 103.

SSc 112, 113, 114. Problems of War and Peace. 1 hour each term.

Economic and social aspects of nationalism, consequences of war and international conflict, and agencies for promoting international cooperation and world peace. Open to all lower-division students. Morris.

UPPER-DIVISION AND GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

SSc 320. Personnel Problems of Junior Officers. 2 hours fall.

Organization and practice of guidance in student groups in the field of scholarship; personality-adjustment problems and techniques; methods and requirements in freshman courses; similar studies combined with actual practice. For house scholarship officers and students preparing for guidance work. Open to scholarship officers in living organizations; others by consent of instructor. Onthank, personnel staff.

SSc 411. Social-Science Synthesis for Teachers. (G) 3 hours fall or winter.

Round-table discussions and projects by students who are meeting the subject preparation requirement for teaching in the social sciences. The aim is to focus the data on actual issues presented by high-school courses in social and community problems.

SSc 412, 413, 414. Advanced Personnel Practice. (G) 2 hours each term.

Designed to give student leaders an understanding of their problems, and to develop techniques for handling these problems; study combined with actual practice; for scoutmasters, teachers, student deans, and others preparing for guidance work. Limited to advanced students holding positions of responsibility or preparing for professional practice. Prerequisite: consent of instructor; Soc 204, 205; elementary psychology. Onthank, personnel staff.

SSc 508. Social-Science Symposium. Terms and hours to be arranged.

A cooperative study of the social problems of the state of Oregon. Open to qualified senior and graduate students.

Anthropology

LUTHER SHEELEIGH CRESSMAN, Ph.D., Professor of Anthropology; Head of Department.

HOMER GARNER BARNETT, Ph.D., Instructor in Anthropology.

LOWER-division, upper-division, and graduate work in anthropology is offered at the University. The lower-division work is designed for students who desire a brief introductory survey only, as well as for those who expect to major in the field. The upper-division courses are arranged to provide a breadth of background and depth of perspective in human society for students in other departments, as well as an integrated curriculum for the specialist.

General Anthropology (Anth 201, 202, 203) and Introduction to Cultural Anthropology (Anth 207, 208, 209) are required for all majors.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

Anth 201, 202, 203. General Anthropology. 3 hours each term.

Origin and antiquity of man; development of racial types and their present distribution; growth of civilization; the dynamics of culture. Prerequisite: sophomore standing or consent of instructor. Cressman.

Anth 207, 208, 209. Introduction to Cultural Anthropology. 3 hours each term.

The nature of culture; its relation to psychology, biology, geography; the processes of culture: invention, growth, spread, stability, perpetuation; aspects of culture: language, arts, crafts, social institutions, government, religion, law, kinship; types of culture: accents, orientations, disharmonic developments, patterns, and channels. Barnett.

UPPER-DIVISION COURSES

Anth 311, 312, 313. Primitive Thought. 3 hours each term.

Primitive thought as manifested in language: grammar, word order, vocabularies, language acquisition, use, modification, spread. Primitive thought as reflected in art forms: painting, carving, modeling, drama, ritual, unwritten prose, poetry, oratory, mythology. Primitive knowledge: botany, zoology, biology, geography, astronomy, mechanics. Prerequisite: upper-division standing. Barnett.

Anth 401. Research in Anthropology. Terms and hours to be arranged.

Anth 405. Reading and Conference. Terms and hours to be arranged.

Anth 411, 412, 413. Problems of Race and Culture. (G) 2 hours each term.

A critical examination of the theories of the nature of races; theories of the origin and nature of culture, its time and spatial relationships, and its effects upon populations in the development of types. Prerequisite: Anth 207, 208, 209; or Anth 311, 312, 313; or consent of instructor. Cressman.

Anth 414, 415, 416. Beginnings and Development of Civilizations. 3 hours each term.

Beginnings of civilization; its growth in the Near East, Egypt, the Indus region, Europe, and Asia; diffusion to Oceania; beginnings in the New World. Prerequisite: upper-division standing. Alternates with other 400 courses. Cressman.

Anth 417, 418, 419. The American Indian. 3 hours each term.

Cultural, racial, and linguistic distribution; domesticated plants and animals, food habits; material culture, social organization, mythology and religion, art. Special attention to the high civilizations of the Incas, Aztecs, and Mayans. Some concentration on the Pacific Northwest in the fall term. Prerequisite: upper-division standing. Barnett.

Anth 420, 421, 422. American Archaeology. 3 or 4 hours each term.

Problems and methods of archaeology in America. Geological and geographical features involved in the relationships of Asia and the Western Hemisphere; the peopling of the New World and the dispersion of peoples; racial types and differentiation. Survey of the archaeology of North America, Middle America, and South America. Optional laboratory, 2 hours. Prerequisite: upper-division standing. Cressman.

Anth 423, 424, 425. The Peoples of the Pacific Rim. (G) 2 hours each term.

Environmental, climatic, and physiographic variations and the effect on cultures; utilization of natural resources and adaptation to sea and river habitat; population types; cultural variations, both archaeological and ethnographic; cultural contacts and migrations; linguistic affiliations. Fall: the northern periphery; winter: the Pacific island chain; spring: the eastern margin. Prerequisite: course in anthropology. Barnett.

Anth 431, 432, 433. Primitive Society. (G) 3 hours each term.

Organization and function of society; forms of social units: family, clan, totemic group, sex and age classes; voluntary associations: clubs, secret societies, occupational groups; political units: government, law, justice; social stratification. Religion: cults, animism, deism, ethics, prayer, ritual, sacrifice, priests, shamans, symbolism, magic. Prerequisite: previous work in anthropology. Barnett.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

Anth 501. Research in Anthropology. Terms and hours to be arranged.**Anth 503. Thesis.** Terms and hours to be arranged.**Anth 505. Reading and Conference.** Terms and hours to be arranged.**Anth 507. Seminar in Anthropology.** 3 hours any term.

Seminar for graduate students and selected seniors.

Biology

HARRY BARCLAY YOCOM, Ph.D., Professor of Zoology; Head of Department of Biology; Curator of Invertebrate Collections; Associate Director, Institute of Marine Biology.

LOUIS FORNIQUET HENDERSON, M.A., Research Professor Emeritus of Botany; Curator Emeritus of Herbarium.

RALPH RUSKIN HUESTIS, Ph.D., Professor of Zoology; Curator of Vertebrate Collections.

ARTHUR RUSSELL MOORE, Ph.D., Research Professor of General Physiology.

FRANK PERRY SIPE, M.S., Associate Professor of Botany.

*ALTON LOVELL ALDERMAN, Ph.D., Assistant Professor of Zoology.

LEROY ELLSWORTH DETLING, Ph.D., Assistant Professor of Botany; Curator of Herbarium.

CLARENCE WILLIAM CLANCY, Ph.D., Instructor in Zoology.

LOWELL LEANDER JONES, Ph.D., Instructor in Zoology.

HENRY WILLIAM SCHOENBORN, Ph.D., Instructor in Zoology.

ARNOLD LARSON SODERWALL, Ph.D., Instructor in Zoology.

THE courses offered by the Department of Biology are planned to give the student a broad background in the fields of animal and plant biology, and to provide effective training for premedical students, for students planning to become professional biologists, and for teachers of biology in the secondary schools.

It is strongly recommended that students majoring in biology take courses in general inorganic and organic chemistry and in general physics.

Departmental facilities, equipment, and teaching collections are adequate for the training of students in the fields of invertebrate and vertebrate zoology, in genetics, in plant ecology, and in systematic botany. The University Herbarium, maintained as a part of the Museum of Natural History, is especially rich in specimens from Oregon and the Pacific Northwest.

Institute of Marine Biology. The Oregon State System of Higher Education maintains an interinstitutional Institute of Marine Biology at Coos Head on the Oregon coast during the summer months, for the benefit of students of biology in the institutions of the State System. The institute is located on a 100-acre tract of coastland, given to the University by the Federal government in 1932 and 1941. The deeds of gift provide that the land "shall be used by the University of Oregon solely for scientific and educational purposes." The institute occupies a group of buildings erected by the Civilian Conservation Corps.

The Department of Biology recommends that students working toward an advanced degree in biology spend at least one summer at the Institute of Marine Biology or at another marine laboratory.

BOTANY

LOWER-DIVISION COURSES

Bot 101, 102, 103. **General Botany.** 3 hours each term.

An introductory study of plant life. Fall: structure and physiology of higher plants; winter: examples of the chief groups of the plant kingdom; spring: introduction to plant classification. 2 recitations; 1 three-hour laboratory period. Sipe.

Bot 204. **The Lower Plants.** 4 hours fall.

Typical structures and life histories of the algae, fungi, hepatics, and mosses. 2 lectures; 2 three-hour laboratory periods. Sipe.

* On leave of absence, 1941-42.

Bot 205. The Higher Plants. 4 hours winter.

Typical structures and life histories of the ferns, fern allies, gymnosperms, and flowering plants. 2 lectures; 2 three-hour laboratory periods. Sipe.

Bot 206. Systematic Botany. 4 hours spring.

Principles of plant classification; common plant families; collection and identification of Oregon plants. Prerequisite: Bot 101. 2 lectures; 2 two-hour laboratory periods. Sipe.

Bot 207, 208, 209. General Bacteriology. 3 hours each term.

Study of the fundamental principles of bacteriology. 2 lectures, 1 laboratory period. Prerequisite: Ch 104, 105, 106.

Bot 217. Autumn Plant Life. 3 hours fall.

Field and laboratory study of the more interesting and characteristic plants of the region around Eugene. 2 lectures; 1 three-hour laboratory period. Sipe.

Bot 218. Trees and Shrubs in Winter. 3 hours winter.

Study of woody plants as they appear in winter. 2 lectures; 1 three-hour laboratory period. Sipe.

Bot 219. Economic Plants. 3 hours spring.

Study of the plants of the world that are of economic value to man; botanical characteristics, relationships, distribution, ecology. Sipe.

UPPER-DIVISION COURSES

Bot 331. Introduction to Mycology. 3 hours fall.

Study of the structure and classification of some of the more common fungi. 2 lectures, 1 laboratory period and field trip. Prerequisite: Bot 101, 102, 103. Sipe.

Bot 332, 333. Ecology. 3 hours each term, winter and spring.

Study of plant life in relation to its environment. 2 lectures, 1 laboratory period. Prerequisite: Bot 206. Sipe.

Bot 421, 422, 423. Advanced Systematic Botany. (G) 4 hours each term.

Advanced study of higher plants. 2 lectures, 2 laboratory periods. Prerequisite: Bot 206. Detling.

Bot 451, 452, 453. Advanced Plant Morphology. (G) 4 hours each term.

Advanced study of morphology and life history of selected plant groups. 2 lectures, 2 laboratory periods. Prerequisite: Bot 204, 205. Sipe.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

Bot 501. Research. Terms and hours to be arranged.**Bot 503. Thesis.** Terms and hours to be arranged.**Bot 505. Reading and Conference.** Terms and hours to be arranged.**Bot 507. Seminar.** Terms and hours to be arranged.

ZOOLOGY

LOWER-DIVISION COURSES

Z 104, 105, 106. General Zoology. 3 hours each term.

Principles of animal biology. For premedical and nursing-education students, psychology majors, and others desiring fundamental work in zoology. 2 lectures; 1 three-hour laboratory period. Yocom, Schoenborn.

Z 111, 112, 113. Human Biology. 3 hours each term.

Introduction to human biology, designed especially for majors in physical education. Special consideration given in the spring term to problems in immunology and bacteriology. 2 lectures and 1 demonstration period each week. Clancy.

Z 204, 205, 206. Vertebrate Zoology. 4 hours each term.

Elements of comparative anatomy, gross and microscopic, and of vertebrate embryology. 2 lectures; 6 hours laboratory. Huestis, Solderwall.

Z 211, 212, 213. Elementary Human Anatomy. 3 hours each term.

An introduction to human anatomy. 2 lectures; 1 laboratory period. Prerequisite: Z 104, 105, 106. Clancy.

Z 214. Field Zoology. 3 hours spring.

The local fauna; its taxonomic arrangement, habits, and distribution. 2 lectures; 3 hours of laboratory or field work.

UPPER-DIVISION COURSES

Z 311, 312, 313. Elementary Human Physiology. 3 hours each term.

Principles of human physiology. Required of majors in physical education, elective for others properly qualified. The work of the spring term is concerned largely with the problems of the physiology of health and disease. 2 lectures; 1 laboratory period. Prerequisite: one year of chemistry and one year of zoology, or consent of instructor. Alderman, Jones.

Z 314. Evolution. 2 hours fall.

Some of the facts which bear upon theories of plant and animal development. Huestis.

Z 315. Heredity. 2 hours winter.

Elementary study of heredity and variation in plants and animals. Huestis.

Z 316. Eugenics. 2 hours spring.

Study of hereditary differences among human beings; application to questions of individual behavior and social policy. Huestis.

Z 380. Microtechnique. 2 hours fall.

Practical laboratory work in the preparation of biological material for microscopic study. 6 hours laboratory. Prerequisites: one year of biology and one year of chemistry, or consent of instructor. Alderman.

Z 401. Research. Terms and hours to be arranged.**Z 411, 412. Mammalian Anatomy.** 3 hours each term, winter and spring.

Detailed dissection of a typical mammal (the cat). Acquaints the student with mammalian structure; a useful preparation for human anatomy. 1 lecture, 6 hours laboratory. Prerequisite: two years of zoology. Huestis.

Z 430, 431, 432. Invertebrate Zoology. (G) 3 hours each term.

The structure, taxonomy, ecology, and life histories of the invertebrates. Special emphasis on the invertebrate fauna of Oregon. 2 lectures, 1 laboratory period. Prerequisite: two years of zoology. Yocom.

Z 451, 452, 453. Anatomy and Physiology of Exercise. (g) 3 hours each term.

A study of functional human anatomy, designed for seniors and graduate students in physical education. Open to qualified students in other fields. Demonstration dissections and lectures. Prerequisite: two years of biological science and senior standing. Clancy.

- Z 460. Protozoology.** (G) 3 hours fall.
Study of the structure, classification, distribution, physiology, and economic significance of the protozoa. 2 lectures, 1 laboratory period. Prerequisite: Z 430, 431, 432 or consent of instructor. Yocom.
- Z 461. Parasitology.** (G) 3 hours winter.
Parasitism as a study of the biological relationships of parasite and host, and the effect of such relationships on each. 2 lectures, 1 laboratory period. Prerequisite: Z 430, 431, 432 or consent of instructor. Yocom.
- Z 462. Fresh-Water Biology.** (G) 3 hours spring.
An ecological course dealing with the taxonomy, distribution, and adaptations of fresh-water organisms. 2 lectures, 1 laboratory period. Prerequisite: Z 430, 431, 432 or consent of instructor. Yocom.
- Z 470, 471. Genetics.** (G) 3 hours each term, fall and winter.
Lectures and conferences on the fundamentals of modern genetics, with laboratory practice in statistical analysis and experimental breeding. Prerequisite: two years of biology; previous work in both botany and zoology and in statistics recommended. Clancy.
- Z 480, 481. Experimental Zoology.** (G) 3 hours each term, winter and spring.
Advanced study of modern trends in experimental morphology and embryology. 2 lectures, 1 laboratory period. Prerequisite: Z 204, 205, 206. Alderman.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

- Z 501. Research.** Terms and hours to be arranged.
- Z 503. Thesis.** Terms and hours to be arranged.
- Z 505. Reading and Conference.** Terms and hours to be arranged.
- Z 507. Seminar.** Terms and hours to be arranged.

Chemistry

ADOLF HENRY KUNZ, Ph.D., Associate Professor of Chemistry; Acting Head of Department.

FREDERICK LAFAYETTE SHINN, Ph.D., Professor Emeritus of Chemistry.

DALLAS DEDRICK, Ph.D., Assistant Professor of Chemistry.

PIERRE VAN RYSSELBERGHE, Ph.D., Assistant Professor of Chemistry.

ROY CHESTER ANDREWS, M.A., Instructor in Chemistry.

ELIZABETH MARGARET BRADWAY, Ph.D., Instructor in Chemistry.

CHARLES HAROLD SECOY, Ph.D., Instructor in Chemistry.

THE undergraduate courses in chemistry offered by the University are intended primarily to provide a broad foundation for students planning to: (1) take advanced work in chemistry or other sciences; (2) enter medical school; or (3) teach in the secondary schools. General Chemistry (Ch 104, 105, 106), Analytical and Theoretical Chemistry (Ch 204, 205, 206), Organic Chemistry (Ch 430, 431, 432), and Physical Chemistry (Ch 440, 441, 442) are required of all majors in chemistry. Chemistry majors should also take mathematics

through calculus and at least one year of physics as early as possible in their University program. Courses in biology and geology are desirable electives.

Graduate training is offered in physical, analytical, inorganic, and organic chemistry, leading to the M.S. or M.A. degree. The graduate program consists of thesis work, seminars, and broad fundamental courses. The graduate student is advised to elect some advanced courses in other fields of science. In most cases, professional chemical-research positions are open only to persons having an advanced degree.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

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

Standard first-year college chemistry. In the spring term the laboratory work consists mainly of qualitative analysis. 3 lectures; 1 recitation; 1 three-hour laboratory period. Kunz, Dedrick, Andrews.

Ch 204, 205, 206. **Analytical and Theoretical Chemistry.** 4 or 5 hours each term.

A second-year sequence designed especially for students expecting to pursue further work in chemistry. The laboratory work is in quantitative analysis. Prerequisite: Ch 104, 105, 106; or consent of instructor. 3 lectures; 1 or 2 three-hour laboratory periods. Kunz.

Ch 220. **Analytical Chemistry.** 4 hours fall.

Designed to supplement and extend the work of Ch 104, 105, 106. Van Ryssselberghe.

Ch 223. **Elementary Biochemistry.** 4 hours spring.

3 lectures; 1 laboratory period. Bradway.

Ch 226, 227. **Introductory Organic Chemistry.** 4 hours each term.

Chemistry of the carbon compounds; the aliphatics, aromatics, and derivatives. 3 lectures; 1 three-hour laboratory period. Secoy.

Ch 231. **Qualitative Analysis.** 4 hours spring.

Classification, separation, identification of the common ions and cations. Prerequisite: Ch 205 or equivalent. 1 lecture; 3 three-hour laboratory periods. Secoy.

Ch 232. **Quantitative Analysis.** 3 to 5 hours fall or spring.

1 lecture; 2, 3, or 4 three-hour laboratory periods. Kunz.

Ch 233. **Quantitative Analysis.** 3 to 5 hours winter.

Continuation of Ch 232. 1 lecture; 2, 3, or 4 three-hour laboratory periods. Kunz.

UPPER-DIVISION COURSES

Ch 411, 412, 413. **Advanced Inorganic Chemistry.** (G) 2 hours each term.

A comprehensive study of the chemical elements and their compounds, including atomic, molecular, and crystal structure. 2 lectures. Prerequisite: two years of college chemistry. Dedrick.

Ch 430, 431, 432. **Organic Chemistry.** (g) 4 hours each term.

Comprehensive study of the chemistry of the compounds of carbon. 3 lectures, 1 laboratory period. Prerequisite: two years of college chemistry. Secoy.

Ch 440, 441, 442. **Physical Chemistry.** (g) 4 hours each term.

Comprehensive study of the theoretical aspects of physico-chemical phenomena. 3 lectures, 1 laboratory period. Prerequisite: two years of college chemistry or consent of instructor. Van Ryssselberghe.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

Ch 501. **Research.** Terms and hours to be arranged.

Ch 503. **Thesis.** Terms and hours to be arranged.

Ch 507. **Seminar.** Terms and hours to be arranged.

Ch 520, 521, 522. **Advanced Analytical Chemistry.** 2 or 3 hours each term.

Special topics in analytical chemistry, such as micro-analysis, electrometric titration, conductimetric analysis, spectroscopic analysis, etc. 1 lecture, 1 or 2 laboratory periods. Kunz.

Ch 540, 541, 542. **Advanced Physical Chemistry.** 3 hours each term.

The work of each term is selected from one of the following fields: colloidal chemistry; phase rule; kinetics of reactions; electrochemistry; catalysis. 3 lectures. Van Rysselberghe.

Ch 550, 551, 552. **Chemical Thermodynamics.** 3 hours each term.

Chemical energetics and the free energy of chemical substances. 3 lectures. Van Rysselberghe.

Classics

EDNA LANDROS, Ph.D., Assistant Professor of Latin and Greek; Acting Head of Department.

FREDERICK MALCOLM COMBELLACK, Ph.D., Instructor in Latin and Greek.

THE Department of Classics offers major curricula in Greek and Latin leading to the Bachelor of Arts degree, and graduate work in these fields leading to the degree of Master of Arts. Students who expect to acquire a knowledge of Greek literature should begin the study of the language in their freshman year. It is strongly urged that intending Latin majors come with at least three and if possible four units of high-school Latin. For nonmajor students who have had no Latin, the department offers a beginning service course, Lat 1, 2, 3.

GREEK

LOWER-DIVISION COURSES

Gr 1, 2, 3. **Beginning Greek.** 4 hours each term.

Gleason, *Greek Primer*; J. G. Worth, *Pallas Athene*. Landros.

UPPER-DIVISION COURSES

Gr 305. **Reading and Conference.** Terms and hours to be arranged.

Reading, arranged for the individual student.

AL 311, 312, 313. **Literature of the Ancient World.** 3 hours each term.

For description, see page 99.

Gr 311, 312, 313. **Beginning Greek.** 4 hours each term.

Covers the material of Gr 1, 2, 3, with additional special reading in the field of Greek literature and history. Landros.

Gr 314, 315, 316. **Plato's Dialogues and Homer's Iliad.** 4 hours each term.

Combella.

Gr 317, 318, 319. **Greek Tragedy.** 3 hours each term.

Selected plays of Aeschylus, Sophocles, and Euripides; survey of the history of the Greek drama. Combella.

- Gr 321, 322, 323. **Greek Historians.** 2 hours each term.
Herodotus, Thucydides, and Xenophon. Lectures on the minor historians. Fall term, Persian Wars; winter term, Sicilian Expedition; spring term, selected portions of Xenophon, *Hellenica*. Combellack.
- Gr 324, 325, 326. **Greek Comedy.** 3 hours each term.
The development of comedy from the beginning to the perfected New Comedy. Reading of Aristophanes and Menander. Combellack.
- Gr 351, 352, 353. **Greek Prose Composition.** 1 hour each term.
Not offered 1941-42. Combellack.
- Gr 405. **Reading and Conference.** Terms and hours to be arranged.
- Gr 411, 412, 413. **Plato and Aristotle.** (G) 3 hours each term.
Plato, *Republic*; Aristotle, *Ethics* and *Politics*. Reading supplemented by lectures and discussions on the theory and practice of education in ancient Greece. Combellack.
- Gr 414, 415, 416. **Attic Orators.** (G) 2 hours each term.
The beginnings and development of Attic oratory. Assigned reading in Antiphon, Andocides, Lysias, Isaeus, Isocrates, Aeschines, and Demosthenes. Landros.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

- Gr 503. **Thesis.** Terms and hours to be arranged.
- Gr 505. **Reading and Conference.** Terms and hours to be arranged.
- Gr 511, 512, 513. **Greek Literature.** Terms and hours to be arranged.
Graduate students choose what they wish to read from a list of selected authors. The historical context of the works read is emphasized. Combellack.

LATIN

LOWER-DIVISION COURSES

- Lat 1, 2, 3. **First-Year Latin and Caesar.** 4 hours each term.
The sequence begins with the *First Year Book* and closes with the reading of three books of Caesar's *Gallic War*. Landros.
- Lat 4, 5, 6. **Cicero and Vergil.** 4 hours each term.
For students who have had two years of Latin in high school, or three years without Cicero or Vergil. Landros.
- Lat 7, 8. **Beginning Latin and Caesar.** 6 hours each term, winter and spring.
A two-term sequence covering the work of Lat 1, 2, 3. Landros.
- Lat 101, 102, 103. **Latin Literature: Augustan Age.** 3 hours each term.
Horace, selected *Odes* and *Epodes*; Vergil, *Eclogues*; Livy, Books I and II. Combellack.
- Lat 201, 202, 203. **Latin Literature: Silver Age.** 3 hours each term.
Tacitus, *Agricola* and *Germania*; Pliny, selected *Letters*; Martial, selected *Epigrams*; Suetonius, selected *Lives*. Combellack.

UPPER-DIVISION COURSES

- Lat 311, 312, 313. **Latin Literature: Silver Age.** 3 hours each term.
Tacitus, *Agricola* and *Germania*; Pliny, selected *Letters*; Martial, selected *Epigrams*; Suetonius, selected *Lives*. Open to sophomores. Not open to students who have had Lat 201, 202, 203. Combellack.

Lat 314, 315, 316. **Ovid: The Metamorphoses.** 3 hours each term.
Landros.

Lat 330. **Advanced Latin Grammar.** 3 hours spring.

Survey of the sounds, forms, and syntax of classical Latin; relation of Latin to other languages; basis of Latin verse; introduction to the principles of philology. Landros.

Lat 405. **Reading and Conference.** Terms and hours to be arranged.

Lat 407. **Undergraduate Seminar.** (G) Terms and hours to be arranged.

Lat 461, 462, 463. **Latin Literature: Historians.** (G) 3 hours each term.
Livy, Tacitus, and others. Landros.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

Lat 503. **Thesis.** Terms and hours to be arranged.

Lat 505. **Reading and Conference.** Terms and hours to be arranged.

Lat 507. **Seminar.** Terms and hours to be arranged.

Lat 511, 512, 513. **Readings in Mediaeval Latin.** Hours to be arranged.
Landros.

Lat 514, 515, 516. **History of Latin Literature.** Hours to be arranged.
Not offered 1941-42. Landros.

Lat 526, 527, 528. **Historical Latin Grammar.** Hours to be arranged.
Landros.

Economics

JAMES HENRY GILBERT, Ph.D., Professor of Economics; Head of Department.

CALVIN CRUMBAKER, Ph.D., Professor of Economics.

EDWARD G. DANIEL, M.A., Miner Professor of Business Administration.

DONALD MILTON ERB, Ph.D., Professor of Economics.

VICTOR PIERPONT MORRIS, Ph.D., Professor of Economics.

LOUIS AUBREY WOOD, Ph.D., Professor of Economics.

DELBERT RANSOM FRENCH, Ph.D., Associate Professor of Economics.

*BEATRICE AITCHISON, Ph.D., Instructor in Economics.

ARMEN ALBERT ALCHIAN, A.B., Instructor in Economics.

JAMES CLINTON HARRIS, JR., B.A., Graduate Assistant in Economics.

†WALTER KRAUSE, B.A., Graduate Assistant in Economics.

HARRY CLARE PENTLAND, B.A., Graduate Assistant in Economics.

WALLACE ARTHUR WHITE, B.S., Graduate Assistant in Economics.

THE curriculum of the Department of Economics is intended not only to meet the needs of majors but also to provide nonmajor students with an insight into economic facts and problems, as a part of their liberal education and as training for intelligent citizenship. The study of economics is basic for professional training in law, business, and public service.

Principles of Economics (Ec 201, 202, 203) is required of all majors in economics, and prerequisite to all upper-division work. Students intending to

* Resigned, December 31, 1941.

† Resigned, March 10, 1942.

major in economics should take a year's work in college mathematics as a basis for courses in statistics. During the junior year all majors must take a year sequence in some well-defined field such as: History of Capitalism to 1750, The Industrial Revolution, The Age of the Corporation (Ec 311, 312, 313); Economic Problems of State Regulation, Economic Problems of Federal Regulation, Government Control of Private Business (Ec 435, 437, 438); Economics of Business Organization and Finance, Economics of Public Utilities, Economics of Overland Transportation (Ec 334, 335, 337); International Trade, International Economic Policies (Ec 440, 441, 442); Economic Problems of the Pacific (Ec 445, 446, 447). During the senior year the student must take Money, Banking, and Economic Crises, followed by Public Finance (Ec 413, 418, 419); or the sequence in Labor Problems, Organized Labor, and Labor Legislation (Ec 425, 426, 427). All seniors must take History of Economic Thought (Ec 470, 471, 472) and Economic Theory and Problems (Ec 475, 476, 477).

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

Ec 201, 202, 203. Principles of Economics. 3 hours each term.

Principles that underlie production, exchange, and distribution. Practical problems, such as monetary and banking reform, regulation of international trade, the taxation of land values, labor movements, regulation of railways, the control of the trusts, etc. Prerequisite: sophomore standing. Aitchison, Alchian, Crumbaker, French, Gilbert, Morris.

Ec 204, 205. Principles of Economics. 5 hours each term, winter and spring.

Two-term sequence covering same material as Ec 201, 202, 203. Wood.

UPPER-DIVISION COURSES

Ec 311. History of Capitalism to 1750. 3 hours fall.

The development of economic institutions in Europe and Colonial America to about 1750. Organization of agriculture, industry, commerce, and finance; changes in property rights and forms of contracts; increasing use of credit; economic freedom. Emphasis on understanding of the present. French.

Ec 312. Industrial Revolution. 3 hours winter.

Continuation of Ec 311, covering the period 1750-1850 in Europe and America. Emphasis on long-range social and economic effects of the industrial changes of the period. French.

Ec 313. Age of the Corporation. 3 hours spring.

Use of the corporation as a device for carrying "capitalism" to its present heights. Some emphasis on social and economic importance of "Big Business" in America. French.

Ec 334. Economics of Business Organization and Finance. 4 hours fall.

Descriptive study of the principal characteristics of the several types of business organization; rights, duties, and obligations of investors and managing officers; problems of promoting, organizing, and financing; political and economic problems of the modern giant corporation. Not offered 1942-43. Students may offer Elements of Finance (BA 222) as a substitute to satisfy major requirement. Crumbaker.

Ec 335. Economics of Public Utilities. 4 hours fall.

Analytic study of the economic relationships which establish a public interest in a given business enterprise. Critical study of economic and political problems attending the organization, financing, management, and development of intercorporate and public relations of public utilities. Crumbaker.

Ec 336. Economics of Water Transportation. 4 hours spring.

Economic problems of carriers by water in domestic and foreign commerce, on inland, coastal, and transoceanic waterways; development of a constructive public policy with regard to competition between carriers, the payment of subsidies and aids, and public regulation and control of carriers. Crumbaker.

Ec 337. Economics of Overland Transportation. 4 hours winter.

Economic problems arising out of the operation of contract and common carriers by public highway, airway, and railway. Passenger, freight, express, and mail services; theories of rate making; competition, unification, combination, and coordination of carriers. Crumbaker.

Ec 338. Economic Problems of Government Ownership. 4 hours spring.

Public enterprise studied historically as it involves railroads, banks, etc., and in its contemporary manifestations in connection with public utilities. Administration of government-owned business through chartered corporations and through government departments. Alternates with Ec 336. Crumbaker.

Ec 401. Economic Research. Terms and hours to be arranged.

Students whose records in departmental courses indicate ability of a high order may do advanced work along lines not covered by formal classroom courses. Prerequisite: senior standing and consent of instructor.

Ec 413. Money, Banking, and Economic Crises. (G) 5 hours fall.

Principles of money, laws controlling its value, methods for measuring price levels, and devices for stabilizing purchasing power. Monetary history of the United States and the present monetary system. Principles underlying sound banking and use of credit; the history, causes, and remedies for crises and panics. Gilbert, Aitchison, Alchian.

Ec 418, 419. Public Finance. (G) 4 hours each term, winter and spring.

Sound principles affecting public expenditure, the raising of revenue, budgetary legislation, financial organization, and the use of public credit. Various forms of taxes. A constructive plan for fiscal reform. Special consideration given to Oregon problems. Gilbert.

Ec 425. Labor Problems. (G) 4 hours fall.

Conditions under which laborers have worked since the industrial revolution. Trade-union policies; strikes and lockouts; trade agreements; conciliation and arbitration; immigration; unemployment; women and children in industry; prison labor; industrial education; etc. Open to students who have studied the principles of economics or the principles of sociology. Wood.

Ec 426. Organized Labor. (G) 4 hours winter.

History of the labor movement; aims, methods, and policies of trade unions, conservative and radical. Students required to interpret the philosophy of unionism and to evaluate the significance of the labor movement. Prerequisite: Ec 425. Wood.

Ec 427. Labor Legislation. (G) 4 hours spring.

Problems facing the employee, employer, and public which call for regulation through public authority. The question of how far such legislation is consistent with the interests of all classes concerned is considered. Wood.

Ec 429. Statistics and Applied Economics. (G) 3 hours spring.

The technique of collecting, classifying, and analyzing quantitative data relating to economic conditions and problems; graphic presentation of economic data through maps, charts, graphs, and diagrams. Prerequisite: Mth 325, 326; or Mth 337. Alchian.

Ec 435. Economic Problems of State Regulation. (G) 4 hours fall.

Organization, powers, and achievements of state commissions, with special reference to Oregon. Regulation of interstate services; comparative merits of state control and home rule; taxation and regulation of publicly owned utilities; regulation of holding companies. Prerequisite: Ec 334, 335, 336, 337, or 338; or consent of instructor. Crumbaker.

Ec 437. Economic Problems of Federal Regulation. (G) 4 hours winter.

Federal regulation of interstate common carriers and public utilities through Federal boards and commissions. Rates, service, competition, labor relations, security issues, coordination, and combination. Prerequisite: Ec 334, 335, 336, 337, or 338; or consent of instructor. Crumbaker.

Ec 438. Government Control of Private Business. (G) 4 hours spring.

Survey of the general movement to subject business and personal and property rights to regulation by state or Federal agencies. Examination of legislation affecting: trusts and combinations, issuance and marketing of securities, operation of security and produce exchanges, development of fair-trade practices; control under so-called national recovery agencies. Prerequisite: Ec 334, 335, 336, 337, or 338; or consent of instructor. Crumbaker.

Ec 440. International Trade. (G) 3 hours fall.

Theory of international trade; nature and effects of government interference in the form of bounties, subsidies, import and export duties; commercial policies of the more important nations. Not offered 1942-43.

Ec 441, 442. International Economic Policies. (G) 3 hours each term, winter and spring.

Economic problems originating in or aggravated by World War I, and the remedial policies proposed. The economic clauses of the Treaty of Versailles; reparations; interallied debts; economic activities of the League of Nations; economic causes and effects of World War II; international problems of the business depression and efforts at recovery. Not offered 1942-43.

Ec 445, 446, 447. Economic Problems of the Pacific. (G) 3 hours each term.

Resources, trade, economic policies, and interdependence in the Pacific area, with special emphasis on the Far East. Morris.

Ec 450, 451. Modern Theories of Social Reform. (G) 3 hours each term, winter and spring.

Various suggested theories involving more or less radical changes in the economic order, and criticism of these theories. Wood.

Ec 454, 455. Conservation of Natural Resources. (G) 3 hours each term.

Inventory of natural resources in water, soil, timber, and mineral wealth; practices leading to wasteful and extravagant use; public policy calculated to prevent waste, promote restoration, and encourage conservation. Daniel.

Ec 465. Economic Problems of Social Security. (G) 3 hours fall.

Historical background. Fiscal, administrative, and constitutional problems of social security. Foreign and American experience with unemployment and old-age insurance, with special reference to Oregon; compensation for industrial injuries and occupational diseases. Wood.

Ec 466. Labor and Remuneration. (G) 3 hours winter.

The course of real wages in Europe and America during several centuries. Successive wage theories evolved in the modern period. Analysis and correlation of present-day wage statistics in the United States. Systems of wage payment. Influence of trade unions on wages. Wood.

Ec 467. Labor and Agrarian Movements. (G) 3 hours fall.

Historical and critical study of 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; results appraised. Wood.

Ec 469. Measurement of Economic Trends. (G) 2 hours winter.

Recent developments in analysis of economic time series; the application of these to the measurement of economic trends. Prerequisite: Mth 325, 326; or Mth 337. Aitchison, Alchian.

Ec 470, 471, 472. History of Economic Thought. (G) 3 hours each term.

The evolution of man's ideas about economic matters. Prerequisite: Ec 201, 202, 203. French.

Ec 475, 476, 477. Economic Theory and Problems. (G) 2 hours each term.

Economic theories and their application to current economic problems. Value, price distribution, money and credit, public credit and finance, foreign trade and exchange, international and intercommunity debtor-creditor problems, tariffs, imperialism, international and domestic cartels and trusts, marketing and transportation, etc. Required for majors in economics. Prerequisite: senior standing. Crumbaker.

Ec 480, 481. Mathematical Economics. (G) 3 hours each term, fall and winter.

Study of the leading English and American economists employing the mathematical approach to economic theory and problems; analytical and critical examination of mathematical economics. Prerequisite: Mth 101, 102, 103 or equivalent; Ec 470, 471, 472 or Ec 475, 476, 477; and consent of instructor. Aitchison, Alchian.

Ec 482. Statistical Economics. (G) 3 hours spring.

Theory and practice in the quantitative verification of economic principles and in the solution of practical problems. 2 lectures; 1 laboratory period. Prerequisite: Mth 448; Ec 480, 481; and consent of instructor. Aitchison.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

Ec 501. Research in Economics. Terms and hours to be arranged.

Original work for thesis purposes. Gilbert, staff.

Ec 503. Thesis. Terms and hours to be arranged.**Ec 507. Economics Seminar.** Terms and hours to be arranged.

English

CLARENCE VALENTINE BOYER, Ph.D., Professor of English; Head of Department.

LOUISE SMARTT BELLONI, B.A., Secretary.

Language and Literature

*JULIA BURGESS, M.A., Professor Emeritus of English.

RUDOLF HERBERT ERNST, Ph.D., Professor of English.

MARY HALLOWELL PERKINS, M.A., Professor of English.

W. F. GOODWIN THACHER, M.A., Professor of English.

FRANKLIN DICKERSON WALKER, Ph.D., Professor of English.

* Deceased, February 12, 1942.

ALICE HENSON ERNST, M.A., Associate Professor of English.
 ROBERT DEWEY HORN, Ph.D., Associate Professor of English.
 EDWARD CHRISTIAN ALAN LESCH, Ph.D., Associate Professor of English.
 ERNEST GEORGE MOLL, A.M., Associate Professor of English.
 FREDERICK HOYT TROWBRIDGE, Ph.D., Associate Professor of English.
 FRANK GEES BLACK, Ph.D., Assistant Professor of English.
 BERTRAM EMIL JESSUP, Ph.D., Assistant Professor of English.
 JOHN CLEMENT MCCLOSKEY, Ph.D., Assistant Professor of English.
 VALBORG VICTORIA ANDERSON, M.A., Instructor in English.
 CHESTER ANDERS FEE, B.A., Instructor in English.
 HOYT CATLIN FRANCHÈRE, M.A., Instructor in English.
 FLORENCE GOULD, M.A., Instructor in English.
 EDWARD DOMINICUS KITTOE, M.A., Instructor in English.
 RANDALL VAUSE MILLS, M.A., Instructor in English.
 THOMAS FRANCIS MUNDLE, M.A., Instructor in English.
 *GARDINER BOLSTER STILLWELL, Ph.D., Instructor in English.
 ROBERT WILLIAM DENT, B.A., Graduate Assistant in English.
 HELEN PAULINE FORMOS, B.A., Graduate Assistant in English.
 JOHN J. GROSS, B.S., Graduate Assistant in English.
 †RAY STORLA HEWITT, B.A., Graduate Assistant in English.
 FREDERICK DEAN MOORE, B.A., Graduate Assistant in English.
 *ABRAM WALTER SMITH, B.A., Graduate Assistant in English.
 EDWARD DOYLE SMITH, B.S.S., Graduate Assistant in English.
 LAURETTA CROCKER SMITH, B.A., Graduate Assistant in English.
 *VERNON B. EDWARD STERNBERG, B.A., Graduate Assistant in English.
 HAROLD RAMSAY STOBIE, B.A., Graduate Assistant in English.
 JANE GRAY WARD, B.A., Graduate Assistant in English.

Speech and Dramatic Arts

WALFRED ANDREW DAHLBERG, M.A., Assistant Professor of Speech and Dramatic Arts; Acting Director of Division.
 ‡JOHN L. CASTEEL, M.A., Associate Professor of Speech and Dramatic Arts.
 OTTILIE T. SEYBOLT, A.M., Associate Professor of Speech and Dramatic Arts.
 HORACE W. ROBINSON, M.A., Assistant Professor of Speech and Dramatic Arts.
 §JACK BANGS, B.S., Instructor in Speech and Dramatic Arts.
 WILLIAM HOPPE, M.A., Instructor in Speech and Dramatic Arts.
 MARVIN A. KRENK, M.A., Instructor in Speech and Dramatic Arts.
 KIRT EARL MONTGOMERY, M.A., Instructor in Speech and Dramatic Arts.
 JOSEPH AUSTIN RANNEY, B.S., Graduate Assistant in Speech and Dramatic Arts.

* Resigned, March 17, 1942.

† Resigned, March 7, 1942.

‡ Resigned, May 31, 1942.

§ Resigned, March 18, 1942.

Library Training

BERNICE MARGUERITE RISE, A.B., B.S. in L.S., Assistant Professor of Library Training.

ETHEL R. SAWYER, Ph.B., Assistant Professor of Library Training.

BEVERLEY CAVERHILL, M.A., Instructor in Library Training.

MARJORIE CHESTER, B.A., Instructor in Library Training.

ELIZABETH FINDLY, A.B., B.S. in L.S., Instructor in Library Training.

THE Department of English offers instruction in literature, rhetoric, speech and dramatic arts, and library training. Major options are offered in English literature, American literature, speech and dramatic arts, and prelibrary. The lower-division courses in English are intended to supply the training in writing necessary for every educated man, to afford a cultural background for those students who can take only two years of work in the field, and to present the necessary foundation for major work in English.

Major Requirements. The general major requirements for a bachelor's degree in English are as follows :

(1) Greek, Latin, French, Spanish, or German during both the freshman and sophomore years (two successive years in one of the five languages).

(2) English or World History, and Biological or Physical Science.

(3) Survey of English Literature or Appreciation of Literature, and Shakespeare.

(4) Upper-division courses in literature,* as follows :

English Literature Option. Three upper-division year sequences in English literature, each totaling at least 9 term hours. One of the three should be either English Novel or English Drama, and one a period course in the 400 group or a sequence of individual authors in the 400 group. No two of the three should fall primarily in the same literary period.

American Literature Option. Two upper-division year sequences in English literature (each totaling at least 9 term hours), one either a period course in the 400 group or a sequence of individual authors in the 400 group; a minimum of 18 term hours of upper-division courses in American literature.

Option in Speech and Dramatic Arts. Two upper-division year sequences in English literature, each totaling 9 term hours, including either English Novel (Eng 367, 368, 369) or English Drama (Eng 434, 435, 436).

Prelibrary Option. Two upper-division year sequences in English literature, each totaling 9 term hours; one must be a type course, the other a period course.

State Teacher's Certificate. English majors intending to teach in the secondary schools must satisfy the education and subject requirements for a state teacher's certificate. (See SCHOOL OF EDUCATION.)

LITERATURE

The study of English literature as arranged by the department begins with an introduction to the general field. This is followed by : a more detailed study of periods; a careful analysis of the chief literary forms such as the novel, drama, and poetry; and a more intensive study of the major authors. Because of the great

* English 361, 362, 363 may not be used to satisfy the minimum requirements under (4).

value of philosophy and history for the understanding of literature, majors in English literature are advised to elect upper-division courses in these fields during the junior and senior years.

The option in American literature is planned to give the student a basic knowledge of English literature and, in addition, to provide a detailed and systematic study of American letters, together with their relations to social history and national culture. The sophomore survey course in American literature (Eng 260), required of majors in American literature, is followed by specialized courses in literary forms, such as the novel, poetry, and drama, and by studies in significant cultural movements. Students are advised to elect courses in philosophy and American history during their junior and senior years.

For general requirements for a major in English see page 116.

LOWER-DIVISION COURSES

***Eng 101, 102, 103. Survey of English Literature. 3 hours each term.**

From Beowulf to the present. Reading of representative authors, supplemented by lectures. Fall: Beowulf to Milton. Winter: Milton to Byron. Spring: Byron to the present time. Black, Fee, Franchère, Horn, Jessup, Lesch, McCloskey, Mills, Perkins, Stillwell, Trowbridge, Walker.

***Eng 104, 105, 106. Appreciation of Literature. 3 hours each term.**

The aim of this sequence is to stimulate intelligent enjoyment of literature by providing the student with a definite technique of appreciation. Readings in poetry and in prose cover the whole range of English literature. Emphasis placed on appreciation rather than on chronology or literary history. Satisfies the group requirement. Moll.

***Eng 107, 108, 109. Introduction to Literature. 3 hours each term.**

The purpose of this sequence is to stimulate the appreciation and criticism of literature through an examination of its motives and ideas. Study of some masterpieces in ancient, modern, and contemporary literature. Satisfies group requirement but not the freshman survey requirement for majors in English literature. R. Ernst.

Eng 162. English Poetry (Oral). 3 hours any term.

Classroom practice in reading aloud. Sawyer.

Eng 201, 202, 203. Shakespeare. 3 hours each term.

Study of the important plays, comedies, histories, and tragedies, in the light of Shakespeare's development. Required for majors. Boyer, Horn, Jessup, Lesch, McCloskey, Moll, Trowbridge.

Eng 260. Survey of American Literature. 5 hours any term.

American literature from its beginning to the present day. Black.

Eng 264, 265, 266. Literature of the Modern World. 2 hours each term.

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. R. Ernst.

UPPER-DIVISION COURSES

Eng 305. Reading and Conference. Terms and hours to be arranged.

* A student may register for only one of the three literature sequences: Eng 101, 102, 103; Eng 104, 105, 106; Eng 107, 108, 109.

- Eng 326. **American Prose.** 3 hours fall.
A representative selection of prose writers of the nineteenth and twentieth centuries.
- Eng 327. **American Poetry.** 3 hours winter.
The chief American poets of the nineteenth and twentieth centuries.
- Eng 328. **American Drama.** 3 hours spring.
A survey of American drama from colonial times to the present.
- Eng 329. **Literature of the West.** 3 hours spring.
The literature of the trans-Mississippi region from the days of exploration to the present, with emphasis on the influence of the frontier. Some attention to Oregon literature. Walker.
- *Eng 361, 362, 363. **Twentieth-Century Literature.** 3 hours each term.
Representative British and American literature from 1900 to the present. Franchère.
- Eng 367, 368, 369. **English Novel.** 3 hours each term.
From Richardson and Fielding to the present. Boyer.
- Eng 380. **Browning.** 3 hours fall.
Representative readings in the main divisions of Browning's work. Moll.
- Eng 391, 392, 393. **American Novel.** 3 hours each term.
A general survey of American fiction, with detailed study of important authors from Melville, Howells, James, and Mark Twain to the present. Walker.
- Eng 394, 395, 396. **Nineteenth-Century Poets.** 3 hours each term.
A study in successive terms of romantic, Victorian, and contemporary poets. Moll.
- Eng 403. **Thesis for Honors Candidates.** Terms and hours to arranged.
- Eng 405. **Reading and Conference.** Terms and hours to be arranged.
- Eng 407. **Seminar in Special Authors.** (G) Terms and hours to be arranged.
- Eng 411, 412, 413. **Anglo-Saxon.** (G) 3 hours each term.
Grammar and translation of selected passages. Beowulf, Judith. Perkins.
- Eng. 414. **Chaucer.** (G) 3 hours fall.
As much of Chaucer's work read as time permits, with careful attention to sources, poetical forms, pronunciation, and grammar. Required course for graduate students in English. Perkins, Lesch.
- Eng 415. **Late Mediaeval Prose and Poetry.** (G) 3 hours winter.
Prose and poetry of the fourteenth and fifteenth centuries, in relation to the social and literary ideas of the period. Not offered 1942-43. Perkins.
- Eng 416. **Arthurian Legend in English Literature.** (G) 3 hours spring.
The origin and growth of the Arthurian legend; its use as poetic material by English and American writers. Not offered 1942-43. Perkins.
- Eng 420. **Wordsworth.** (G) 3 hours winter.
Moll.
- Eng 421. **Spenser.** (G) 3 hours winter.
Lesch.

* Will not be accepted as a period course to satisfy the minimum requirements for a major in English.

- Eng 430. **Dryden.** (G) 3 hours winter.
Dryden's major works as poet, critic, and dramatist. Not offered 1942-43. Trowbridge.
- Eng 431, 432, 433. **Eighteenth-Century Literature.** (G) 3 hours each term.
The prose and poetry of the century studied in relation to the social, political, and aesthetic ideas which gave the period its peculiar character. Horn.
- Eng 434, 435, 436. **English Drama.** (G) 3 hours each term.
The development of English dramatic forms from the beginnings to modern times. Fall term: mediaeval to Elizabethan. Winter term: 1642 to 1870. Spring term: contemporary drama. R. Ernst.
- Eng 440. **Advanced Shakespeare.** (G) 3 hours fall.
An intensive study of several plays with primary emphasis on textual problems and sources. Prerequisite: sophomore sequence or any one-year sequence in Shakespeare. Lesch.
- Eng 447, 448, 449. **Seventeenth-Century Literature.** (G) 3 hours each term.
The poetry and prose from Jonson to Dryden studied in relation to the trends of thought and feeling which characterize the century. Black.
- Eng 450. **Pope.** (G) 3 hours spring.
Not offered 1942-43. Trowbridge.
- Eng 451. **Milton.** (G) 3 hours spring.
Lesch.
- Eng 457, 458, 459. **Literature of the Renaissance.** (G) 3 hours each term.
Fall term, Renaissance thought: Machiavelli, Castiglione; Rabelais, Montaigne; Erasmus, More, the English humanists; Sidney, Spenser. Winter term, Renaissance epic: Ariosto, Tasso; Spenser, Milton; Cervantes' *Don Quixote*. Spring term, English lyric from Wyatt to Herrick. Trowbridge.
- Eng 460. **Shelley.** (G) 3 hours spring.
Moll.
- Eng 465. **The New England Renaissance.** (G) 3 hours winter.
The rise of the New England literary school before the Civil War, with special attention to Emerson, Thoreau, Hawthorne, and their associates. Prerequisite: Eng 260 or equivalent. Black.
- Eng 481, 482, 483. **Nineteenth-Century Prose.** (G) 3 hours each term.
Main currents of thought as reflected in Carlyle, Mill, Newman, Ruskin, Huxley, Arnold, Pater. Not offered 1942-43. Boyer.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

- Eng 501. **Research.** Hours to be arranged.
- Eng 503. **Thesis.** Terms and hours to be arranged.
- Eng 505. **Reading and Conference.** Terms and hours to be arranged.
- Eng 507. **Seminar.** Terms and hours to be arranged.
Special Authors.
Romantic Tendencies in the Eighteenth Century. Trowbridge.
English Comedy. Horn.
Elizabethan Drama.
Evolution of Tragedy. R. Ernst.
American Literature. Walker.
History of Criticism. Jessup.

Eng 511, 512, 513. **Carlyle.** 2 or 3 hours each term.

Carlyle's relation as source or transmitter to the various literary, social, and intellectual movements of the day. Not offered 1942-43.

Eng 540. **Problems and Methods of Literary Study.** 3 hours fall.

Bibliography and the methods of literary research as an introduction to graduate work. Not offered 1942-43.

RHETORIC

The end sought in courses in rhetoric is to develop in the student ability to express himself clearly and forcefully in the English language. English Composition (Rht 111, 112, 113) is a required freshman course for all University students. Students who do superior work in English Composition may obtain additional instruction and practice in writing through the elective course, Advanced Writing (Rht 216). For advanced students courses are provided in special art forms, such as essay writing, versification, play writing, and short story.

Students who receive a low rating in a placement examination given to all entering students are required to take Corrective English (Rht K) before they are permitted to register for English Composition.

LOWER-DIVISION COURSES

Rht K. **Corrective English.** 1 hour any term.

No-grade course. A one-term course in the mechanics of English, required of freshmen who receive low ratings in a placement examination given all entering students. Such students must pass this course before they are permitted to register for any other work in written English.

Rht 111, 112, 113. **English Composition.** 3 hours each term.

The fundamentals of English composition and rhetoric; frequent written themes in the various forms of discourse. Special attention to correctness in fundamentals and to the organization of papers. Prerequisite: satisfactory rating in placement test or in Rht K. Black, staff.

Rht 213, 214, 215. **Short-Story Writing.** 2 hours each term.

Designed to develop proficiency in the art of writing the short story. Prerequisite: consent of instructor. Thacher.

Rht 216. **Advanced Writing.** 3 hours fall or spring.

Cultivation of style through practice in a variety of creative forms. Prerequisite: Eng 111, 112, 113 (with A or B grade) or equivalent, or consent of instructor.

Rht 217. **Business English.** 3 hours any term.

Study of modern practices in business correspondence, primarily for students of business administration. Attention paid to analysis and writing of the principal types of correspondence. Prerequisite: Rht 111, 112, 113. Kittoe.

UPPER-DIVISION COURSES

Rht 311, 312, 313. **Advanced Short-Story Writing.** 2 hours each term.

For students interested in creative writing, or in professional writing for magazines. Prerequisite: consent of instructor. Thacher.

Rht 314, 315. **Criticism.** 3 hours each term, fall and winter.

Critical analyses and reviews of poetry and fiction, supplemented by reading in critical theory. Prerequisite: consent of instructor. Walker.

Rht 316. Essay Writing. 3 hours fall or spring.

Advanced work in composition, based on a study of the various forms and models of the essay. Prerequisite: Rht 111, 112, 113. Horn.

Rht 317, 318, 319. Versification. 2 hours each term.

Verse writing, with study of various verse forms as mediums of expression. Analysis and discussion of class work. Open to freshmen and sophomores. Alternates with Rht 321, 322, 323. Prerequisite: consent of instructor. Not offered 1942-43. A. Ernst.

Rht 320. Advanced Essay Writing. 3 hours winter or spring.

Designed to develop proficiency in the art of essay writing. Prerequisite: Rht 316. Horn.

Rht 321, 322, 323. Play Writing. 3 hours each term.

Creative experiment in the writing of plays, with incidental study of models. Analysis and class discussion of student work in relation to problems of technique—plot, situation, dialogue, characterization, modern adaptations of the play form (radio play, dramatizations, the longer play in scenes). Alternates with Rht 317, 318, 319. Prerequisite: consent of instructor. A. Ernst.

Rht 324. English Composition for Teachers. 3 hours any term.

For students expecting to teach English in high schools. Practice in writing and a review of the rules of composition. Prerequisite: Rht 111, 112, 113. Perkins.

SPEECH AND DRAMATIC ARTS

The curriculum of the Division of Speech and Dramatic Arts is organized to provide instruction in the following major fields: public speaking, interpretation, theater and drama, radio, voice science, and speech re-education. The division offers professional training for teachers of speech, dramatic arts, and speech pathology; for acting and other theater vocations; and for radio writing and performance. It also offers a general program of training in public speaking for students who wish this preparation for business and public life.

Several programs of study have been planned to suit the different interests and professional aims of students choosing speech and dramatic arts as a major option.

Drama. For students whose special interest is in drama, the following courses are required:

(1) Lower division: Speaking Voice (SD 141, 142, 143); Interpretation (SD 241, 242); Theater Workshop (SD 244, 245, 246).

(2) Upper division: Stage Design (SD 351, 352, 353); Technique of Acting (SD 341, 342, 343); Play Production (SD 344, 345, 346); Guild Hall Players (SD 347, 348, 349); courses in English literature (see page 116).

Students in drama who expect to teach are required to take, in addition, two terms of Extempore Speaking (SD 130, 131) and one term of Argumentation and Persuasion (SD 230). To qualify for many positions, the drama teacher must also be able to give instruction in speech.

Speech. For students whose interest is in general training in speech and public speaking, the following courses are required:

(1) Lower division: Extempore Speaking (SD 130, 131, 132); Argumentation and Persuasion (SD 230, 231, 232).

(2) Upper division: Public Address (SD 330, 331, 332); Advanced Public Discussion (SD 309); Conduct of Group Discussion (SD 333); courses in English literature (see page 116).

Speech students who expect to teach are required to take, in addition, one term of Interpretation (SD 241) and Direction of School and Community Plays (SD 340).

Radio. For students interested in radio writing and performance, the following courses are required:

(1) Lower division: Speaking Voice (SD 141, 142, 143); Interpretation (SD 241, 242); Extempore Speaking (SD 130, 131, 132); Appreciation of Music (Mus 127, 128, 129).

(2) Upper division: Radio Program Production (SD 337, 338, 339); Advanced Public Discussion (SD 309) (radio workshop); Technique of Acting (SD 341, 342, 343); courses in English literature (see page 116).

Speech Pathology. For students preparing for professional work in the field of speech pathology, the following courses are required:

(1) Lower division: Speaking Voice (SD 141, 142, 143); Extempore Speaking (SD 130, 131, 132); Argumentation and Persuasion (SD 230, 231, 232); General Psychology (Psy 201, 202, 203).

(2) Upper division: Speech Pathology (SD 486, 487, 488); Speech Clinical Practice (SD 489, 490, 491); Clinical Methods in Psychology (Psy 431, 432); courses in English literature (see page 116).

Students of speech pathology who expect to teach are required to take, in addition, Direction of School and Community Plays (SD 340).

LOWER-DIVISION COURSES

SD 130, 131, 132. **Extempore Speaking.** 3 hours each term.

Fall: study of elementary speaking problems; selection of subject, speech purpose, and organization of materials; adjustment in delivery through classroom speeches. Winter: development of effective delivery in both action and use of voice. Spring: application of the principles of composition and delivery to speech situations. Bangs, Dahlberg, Krenk, Montgomery.

SD 136. **Parliamentary Procedure.** 1 hour fall or spring.

Study of parliamentary practices indispensable to the conduct of any business meeting. The class is organized as an assembly, with every member taking part in the capacity of secretary, chairman, and speaker from the floor. Much impromptu speaking. 2 recitations.

SD 141, 142, 143. **Speaking Voice.** 2 hours each term.

Study and practice of the principles of tone production; development of breath control, tone support, range, and resonance with freedom from nasality, harshness, and other abnormal qualities. Phonetic analysis of English sounds as a basis for pronunciation and for the development of clear and effortless enunciation. Seybolt, Hoppe.

SD 144, 145, 146. **Choral Reading.** 1 hour each term.

Group reading of poetry and rhythmic prose for choral effects. Aims: to quicken the individual's appreciation and enjoyment of poetry, to increase his powers in oral interpretation, and to improve the speaking voice. Seybolt.

SD 230, 231, 232. Argumentation and Persuasion. 3 hours each term.

Methods for study of questions arising in public discussion. Fall: argumentation; evidence, reasoning, investigation of problems and formation of conclusions. Winter: principles of audience psychology, characteristics of various audiences, attention and suggestion. Spring: motivation; principles underlying the response of audiences to the speaker and his argument. Prerequisite: SD 130. Dahlberg, Montgomery.

SD 234. Public Discussion. 2 hours any term.

Special sections for men's symposium, women's symposium, and radio. Preparation of speeches for delivery before public audiences. Total credit for SD 234 and SD 309 limited to 6 term hours. Prerequisite: consent of instructor. Dahlberg, Krenk, Montgomery.

SD 241, 242. Interpretation. 2 hours each term.

Oral interpretation of literature. Prerequisite: consent of instructor; open to freshmen by consent of instructor. Seybolt, Hoppe.

SD 244, 245, 246. Theater Workshop. 2 or 3 hours each term.

Planning and construction of stage settings, costumes, properties; principles of lighting; mechanics of the physical stage. Practical experience in connection with the production of plays. Prerequisite: consent of instructor. Robinson.

SD 251, 252, 253. Introduction to the Theater Arts. 2 hours each term.

Theater history. Analysis of design, craftsmanship, acting, playwriting, direction, criticism, management. Appreciation of drama, motion picture, and radio play as art forms. Courses in sequence, but may be taken separately. Open to freshmen. Robinson.

UPPER-DIVISION COURSES

SD 309. Advanced Public Discussion. 2 hours any term.

Special sections for men's symposium, women's symposium, and radio. Preparation of speeches for delivery before public audiences. Total credit for SD 234 and SD 309 limited to 6 term hours. Prerequisite: consent of instructor. Dahlberg, Krenk, Montgomery.

SD 330, 331, 332. Public Address. 3 hours each term.

Study of the more finished and formal types of public address. Fall: speech composition; characteristics of oral style. Winter: forms of oratory; the forensic, the deliberative, the conventional address, the sermon, the lecture. Spring: extended address; the student writes and delivers an extended lecture. Prerequisite: SD 230, 231, 232 or consent of instructor. Dahlberg.

SD 333. Conduct of Group Discussion. 2 hours fall or winter.

Principles and methods of conducting various types of group and conference discussions. The committee conference; the board meeting; the open forum; the arbitration council; the social, religious, or literary discussion group—these are taken as types for classroom projects. Methods for the chairman emphasized. Prerequisite: SD 130. Montgomery.

SD 334. Oral English for Teachers. 3 hours any term.

Designed to give the prospective teacher speech experience and training. Improvement in personal speech effectiveness sought through class criticism and instruction. Presentation of lesson plans and expositions, oral reading, informal talks. Required for English majors who intend to teach and who have had no other courses in speech.

- SD 337, 338, 339. Radio Program Production.** 2 hours each term.
Study of the practical aspects of radio program production. Fall term: problems of radio speaking, news reporting, interviews, round tables. Winter term: dialogue, radio drama. Spring term: radio production, timing, sound effects, advertising. Opportunities for actual broadcasts over station KOAC. Offered by the Division of Speech and Dramatic Arts in collaboration with the schools of Music, Journalism, and Business Administration. Prerequisite: SD 130, 131, 132; or SD 141, 142, 143; or consent of instructor. Krenk.
- SD 340. Direction of School and Community Plays.** 3 hours winter or spring.
For students who have not taken the regular courses in acting and play production. Designed primarily to familiarize prospective school teachers with the elementary problems of play production. The actor's voice, diction, and movement on the stage; stage business; the stage picture, simple and inexpensive settings, costuming, and lighting; play selection and casting; copy-right and royalty. Seybolt, Robinson.
- SD 341, 342, 343. Technique of Acting.** 3 hours each term.
Introduction to the principles of acting technique. Advanced problems in the analysis and presentation of character. Participation in one-act and full-length plays. Open to juniors and seniors. 6 or more laboratory periods. Robinson.
- SD 344, 345, 346. Play Production.** 3 hours each term.
For prospective directors of plays, operettas, and festivals in schools, colleges, and community theaters. Sources of dramatic material, choice of play, casting and rehearsal of players, production organization. Practical experience in directing a short play. 6 or more laboratory periods. Seybolt.
- SD 347, 348, 349. Guild Hall Players.** 3 hours each term.
A producing group selected from students who have shown marked ability in SD 341, 342, 343. Class limited in number. Prerequisite: SD 341, 342, 343. 6 or more laboratory periods. Seybolt.
- SD 351, 352, 353. Stage Design.** 3 hours each term.
The physical theater in its social and historical background; forms of theater auditoriums and types of stage settings; costume and lighting as elements of drama; types of theater production; trend of contemporary decoration. Prerequisite: consent of instructor. Robinson.
- SD 486, 487, 488. Speech Pathology.** 2 hours each term.
The theory of speech defects and methods of correction. Analysis of clinical procedures. Fall: speech psychology and voice science, in relation to problems of correcting articulatory defects. Winter: nervous speech disorders. Spring: diagnostic and therapeutic techniques. Some clinical experience. For more extensive clinical work, students should register for SD 489, 490, 491. Prerequisite: Psy 201, 202, 203 or consent of instructor. SD 486 or 487 prerequisite to SD 488.
- SD 489, 490, 491. Speech Clinical Practice.** 1 hour each term.
Students handle clinical cases and gain experience in the application of theories and methods of speech therapy. Students with defective speech may enter the clinic for correction of defects, but may not receive credit. Prerequisite: consent of instructor.
- SD 492, 493, 494. History and Literature of Oratory.** 3 hours each term.
Study of the masterpieces of oratorical literature, with attention to the rhetorical theories and practices of the times. Fall: Greek and Roman oratory. Winter: British oratory from Burke to Gladstone. Spring: American oratory; development from prerevolutionary times to the present. Not offered 1942-43.

LIBRARY

The University does not at the present time offer a major curriculum in librarianship. The courses listed below have three purposes: (1) to acquaint University students with the resources of the Library, and to provide instruction in the efficient use of these resources; (2) to provide sufficient instruction in librarianship to meet the needs of school librarians; and (3) to provide an introduction to librarianship for students contemplating a career in this field.

The courses for school librarians offered during the regular year and in the summer sessions satisfy the Oregon standards for teacher-librarians. Students completing 24 term hours of work in library courses are awarded a School Library Certificate by the University.

For students who are interested in entering a graduate library school, a special prelibrary option is offered by the Department of English. The option is intended to provide the broad liberal-arts preparation which is essential for professional library training. The requirements of the prelibrary option are:

- (1) At least two years of French or German.
- (2) At least 36 term hours in courses in English literature, including two upper-division year sequences (each totaling 9 term hours), one a period course (such as Seventeenth-Century Literature) and the other a type course (such as English Novel).
- (3) At least 18 term hours in the social sciences.

It is recommended that the student plan his program to include two years of a second foreign language (French or German), and at least 18 term hours in science. The work in science should include a year sequence with laboratory in botany, chemistry, physics, or zoology (this is required for admission to some library schools).

Only students who have a scholarship record which makes them eligible for honors should consider entering the field of librarianship. The use of the typewriter by the touch system should be learned, preferably in high school, by all persons planning to become librarians.

LOWER-DIVISION COURSE

Lib 117. Use of the Library. 1 hour any term.

Training in the use of the card catalog, periodical indexes, and reference books; practical experience in the preparation of bibliographies. As far as possible, problems are coordinated with the student's study program. Field, Caverhill.

UPPER-DIVISION COURSES

Lib 381. Elementary Reference Work. 3 hours winter.

Study of important reference books and other aids to the resources of the library. Practical problems in the use of reference tools. A more advanced course than Lib 117. Findly.

Lib 382. Book Selection and Evaluation. 3 hours spring.

General survey of the best books and authors, old and new, in various fields of writing; principles and standards of judgment interpreted and applied. Practice in book reviewing and annotation. Rise.

Lib 384. School Library Administration. 3 hours fall.

Organization, equipment, administration, and objectives of modern school libraries. Chester.

Lib 385. Library Practice. 3 hours any term.

Lectures by staff members; 60 hours laboratory practice; required reading of six books from a selected list. Prerequisite: 18 hours in library courses.

Lib 388, 389. Children's Literature. 3 hours each term, fall and winter.

A survey course intended to give an understanding and appreciation of the best literature for children of all ages. Practical training in book selection. Sawyer.

Lib 390. History of the Book. 3 hours spring.

The various forms, materials, and styles of writing and printing in which books have appeared from the earliest times to the present. Lectures, assigned reading, and study of examples of manuscripts and printing in the Nash, Burgess, and Homer collections of the University Library. 2 lectures, 1 three-hour laboratory period.

Geology and Geography

WARREN DU PRE SMITH, Ph.D., Professor of Geology and Geography; **Head of Department.**

ALFRED LEWIS LOMAX, M.A., Professor of Business Administration.

LLOYD WILLIAM STAPLES, Ph.D., Assistant Professor of Geology.

JAMES C. STOVALL, M.A., Instructor in Geography.

HERBERT JAMES VENT, B.S., Graduate Assistant in Geography.

THE Department of Geology and Geography serves three classes of students: (1) professional major students; (2) nonprofessional major students, who wish to build a broad cultural education around a central interest in geography and geology; and (3) students majoring in other fields who wish some acquaintance with the contribution of these studies to the understanding of the world and its problems.

For major students, the department provides work in three general fields of specialization: (1) petrology, mineralogy, and economic geology; (2) historical geology and palaeontology; (3) geography. The first of these fields has a natural alliance with physics and chemistry, the second a natural alliance with botany and zoology, and the third a natural alliance with the social sciences. The student should keep these alliances in mind when he chooses elective courses.

It is recommended that professional majors take, during their freshman and sophomore years, at least one year of work in each of the following fields: chemistry, physics, and mathematics.

The department has laboratory facilities for work in mineralogy, palaeontology, and petrography, including equipment for rock polishing and the making of thin sections. Working collections of ores, minerals, rocks, and fossils are available for student use. The Condon Museum of Geology contains excellent collections of rocks and minerals, and is especially rich in vertebrate fossils from the John Day Valley.

GEOLOGY

LOWER-DIVISION COURSES

G 101, 102, 103. **General Geology.** 3 hours each term.

Elementary study of the processes of nature affecting the surface of the earth; formation of economic geologic deposits; a survey of the main events in the history of the earth. If accompanied by G 104, 105, 106, this sequence satisfies the science group requirement. Smith.

G 104, 105, 106. **General Geology Laboratory.** 1 hour each term.
Staples.

G 201, 202, 203. **Introduction to Field Geology.** 1 to 3 hours each term.

Elementary field and laboratory work. Fall: elementary topographic mapping and cartography. Winter: rocks and minerals; laboratory and field study. Spring: field geology; intensive study and mapping of a small selected area near Eugene. Staples.

G 290. **Introduction to the Geology of Oregon.** 3 hours.

Lectures, assigned reading, and field trips, to acquaint the student with some of the salient features of the geology of the state. Prerequisite: G 101, 102, 103. Offered alternate years. Smith.

UPPER-DIVISION COURSES

G 312, 313, 314. **Mineralogy.** 4 hours each term.

Study of methods used in determinative mineralogy, such as blowpipe analysis, immersion and other optical methods; crystallographic studies; and a detailed study of the occurrence and properties of some of the important minerals. 2 lectures, 2 laboratory periods. Prerequisite: G 101, 102, 103; Ch 104, 105, 106. Staples.

G 381, 382, 383. **Introduction to Palaeontology.** 3 hours each term.

Elementary study of representative forms of extinct animals, principally from several phyla of the invertebrates and vertebrates. Prerequisite: G 103. Offered alternate years. Smith.

G 393. **Stratigraphy.** 3 hours.

The general principles involved in the genesis and subsequent history of stratified rocks; sedimentation, induration, weathering, and the methods of correlation of such formations. Essential for students in archaeology. Prerequisite: G 101, 102, 103. Offered alternate years. Smith, Staples.

G 411, 412, 413. **Economic Geology.** (g) 2 hours each term.

The general principles of deposition and the evaluation of metallic and non-metallic economic geologic deposits; principal economic deposits, domestic and foreign. 2 lectures. Prerequisite: G 312, 313, 314. Smith, Staples.

G 414, 415, 416. **Petrography.** (G) 4 hours each term.

Study of rocks and their alteration products; use of the petrographic microscope. 3 lectures, 1 laboratory period. Prerequisite: G 312, 313, 314; Ph 101, 102, 103 or Ph 201, 202, 203. Staples.

G 421. **Structural Geology.** (g) 4 hours.

Study of the origin, interpretation, and mapping of minor rock structures, and of major structures such as faults and folds. 3 lectures, 1 laboratory period. Prerequisite: G 104, 105, 106; Ph 101, 102, 103 or Ph 201, 202, 203. Smith.

G 451, 452. Pacific Coast Geology. (G) 3 hours each term.

Advanced study of the general geology of the west coast of the United States and Canada from Alaska to southern California; special problems of the region. Prerequisite: G 101, 102, 103; senior or graduate standing. Smith.

G 454, 455. Pacific Basin Geology. (G) 3 hours each term.

General survey of the geology of the Pacific Basin, with some consideration of the special problems of individual regions. Prerequisite: G 101, 102, 103; senior or graduate standing. Smith.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

G 503. Thesis. Terms and hours to be arranged.**G 505. Reading and Conference.** Terms and hours to be arranged.**G 507. Seminar.** Terms and hours to be arranged.**G 511. Advanced Microscopy.** 4 hours.

Designed to familiarize the student with microscopic technique in connection with polished sections, heavy mineral residues, and microchemical mineral determination. 2 lectures, 2 laboratory periods. Staples.

G 520. Advanced Economic Geology. 3 hours.

Emphasis on theories of the origin of mineral deposits; study of examples illustrating general principles. Student reports on selected types of deposits. Review of current literature. Smith, Staples.

GEOGRAPHY

LOWER-DIVISION COURSES

Geo 105, 106, 107. Introductory Geography. 3 hours each term.

A general introduction to the field of geography, in sequence as follows: Geo 105, principles of geography; Geo 106, economic geography; Geo 107, human geography. Stovall.

Geo 108, 109, 110. Introductory Geography Laboratory. 1 hour each term.

Laboratory exercises to supplement Geo 105, 106, 107. Stovall.

Geo 215. Climatology. 3 hours.

Preview of the elements of meteorology; intensive study of the climates of the earth, based upon Köppen's *Classification*. Offered alternate years. Prerequisite: Geo 105, 106, 107 or G 101, 102, 103. Stovall.

Geo 218. Field Geography. 2 or 3 hours spring.

Intensive study of a limited area near Eugene; elementary map making and studies of economic and human geography. Stovall.

Geo 219, 220. Cartography. 3 hours each term, fall and winter.

Study and practice of map making and map projection. Comparative study of different types used in the United States and in other countries. Prerequisite: G 101, 102 or Geo 105, 107. Stovall.

UPPER-DIVISION COURSES

Geo 314. Regional Geography. 3 hours fall.

The natural region as a geographic unit. Study of specially selected natural regions of the globe. Prerequisite: Geo 105, 106, 107. Stovall.

Geo 316. Geomorphology. 3 hours.

Systematic study of land forms in their relation to the cultural landscape. Emphasis on the geographic cycle in the study of topographic development. Offered alternate years. Prerequisite: Geo 105, 106, 107 or G 101, 102, 103. Smith.

Geo 317. Physiography of the United States. 3 hours.

Continuation of Geo 316. More detailed study of the physiography of the United States. Follows such books as Fenneman's *Physiography of the United States* and Bowman's *Forest Physiography*. Offered alternate years. Smith.

Geo 320. Political Geography. 3 hours spring.

Study of political boundaries and aspirations of various nations as they grow out of the natural regional setting. Such topics as colonies, raw materials, migrations, foreign trade reviewed in the light of the needs of individual nations and surrounding regions. Offered alternate years. Prerequisite: Geo 105, 106, 107. Stovall, Smith.

Geo 323, 324, 325. Physical and Economic Geography of the Pacific Northwest. 3 hours each term.

Study of the physiographic regions of the Pacific Northwest (Oregon, Washington, northern California, and British Columbia). The geomorphology of the region as a basis for an analysis of its economic geography and attendant social, historical, and political relationships. Lomax.

Geo 401. Research. Terms and hours to be arranged.**Geo 405. Reading and Conference. Terms and hours to be arranged.****Geo 422, 423, 424. Advanced Economic Geography. 3 hours each term.**

Intensive study of economic geography, designed for upper-division students. Prerequisite: Ec 201, 202, 203; and Geo 105, 106, 107 or G 101, 102, 103. Lomax.

Geo 426. Geography of Europe. (G) 3 hours.

Lectures and laboratory work; laboratory work based on Lobeck's *Physiographic Diagram of Europe*. Some of the special problems of Europe today studied in light of the physiographic and economic background of the continent. Offered alternate years. Prerequisite: Geo 105, 106, 107 or G 101, 102, 103. Smith.

Geo 428. Geography of the Pacific. (G) 3 hours.

Intensive study of the Pacific region; physical geography and natural resources; some attention to the outstanding social, economic, and political questions as they are influenced by the physical background of the more important countries bordering this ocean. Offered alternate years. Prerequisite: Geo 105, 106, 107 or G 101, 102, 103. Smith.

Geo 429. Geography of North America. (G) 3 hours.

Lectures, laboratory, and discussions on the physiography and resources of the continent, and social reactions as influenced by these. Laboratory study based on Lobeck's *Physiographic Diagram of the United States*. Offered alternate years. Prerequisite: Geo 105, 106, 107 or G 101, 102, 103. Stovall.

Geo 430. Geography of South America. (G) 3 hours.

Survey of the essential facts concerning the physical, economic, and human geography of the continent; the outstanding economic, social, and political trends in South America, as influenced by these facts. Offered alternate years. Prerequisite: Geo 105, 106, 107 or G 101, 102, 103. Smith.

Geo 431. Geography of Asia. (G) 3 hours.

Lectures, discussions, and laboratory. Survey of the physical geography of the continent, and of the main economic, social, and political problems in relation to geography. Prerequisite: Geo 105, 106, 107 or G 101, 102, 103. Offered alternate years, alternating with Geo 428 and Geo 430. Smith.

Geo 432. Geography of Africa. (G) 3 hours.

Lectures, discussions, and laboratory. Survey of the physical geography of the continent, and of the main economic, social, and political problems in relation to its geography. Prerequisites: Geo 105, 106, 107 or G 101, 102, 103. Offered alternate years. Smith, Lomax.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

Geo 501. Research. Terms and hours to be arranged.

Special problems in Pacific Northwest geography. Limited to qualified seniors and graduates.

Geo 503. Graduate Thesis. Terms and hours to be arranged.

Special problems based on field work in geography assigned according to the needs of the student.

Geo 505. Reading and Conference. Terms and hours to be arranged.**Geo 507. Seminar in Geography.** Terms and hours to be arranged.

Germanic Languages and Literatures

GEORGE FREDERIC LUSSKY, Ph.D., Professor of Germanic Languages and Literatures; Head of Department.

EDMUND PHILIP KREMER, J.U.D., Professor of Germanic Languages and Literatures.

FRIEDRICH GEORG GOTTLÖB SCHMIDT, Ph.D., Professor Emeritus of Germanic Languages and Literatures.

ASTRID MÖRK WILLIAMS, Ph.D., Assistant Professor of Germanic Languages and Literatures.

ROBERT LYNN CURRAN, B.A., Graduate Assistant in Germanic Languages and Literatures.

IN the Department of Germanic Languages and Literatures, lower-division, upper-division, and graduate instruction is offered in German and in the Scandinavian languages. The curriculum of the department is planned to provide specialized training for majors, to meet the cultural needs of nonmajor students, and to satisfy the language requirements of other fields and vocations.

The following courses are required of all majors in Germanic languages and literatures: Germanic Literature (GL 201, 202, 203 or GL 343, 344, 345); German Conversation and Composition (GL 334, 335, 336); Goethe's Faust (GL 413).

GERMAN

LOWER-DIVISION COURSES

GL 1, 2, 3. First-Year German. 4 hours each term.

Grammar; German composition; reading and translation of easy prose and poetry. Lussky, Kremer, Williams.

- GL 4, 5, 6. **Second-Year German.** 4 hours each term.
Grammar, composition, and conversation. Translation of standard German authors. Prerequisite: one year of college or two years of high-school German. Williams.
- GL 7, 8. **First-Year German.** 6 hours each term, winter and spring.
A two-term sequence covering the work of GL 1, 2, 3. For students entering in the winter term.
- GL 201, 202, 203. **German Literature.** 3 hours each term.
Third year. Reading of masterpieces of various periods. A general survey of German literature. Satisfies group requirement in language and literature. Lussky.

UPPER-DIVISION COURSES

Courses 300-399 are open to lower-division students.

- GL 305. **Reading and Conference.** 1 to 3 hours any term.
- AL 314, 315, 316. **Introduction to Germanic Literature.** 3 hours each term.
Lussky. For description see page 99.
- GL 320, 321, 322. **Scientific German.** 3 hours each term.
Recommended for students in architecture and allied arts, education, journalism, medicine, music, social science, and science. Students should consult the instructor before registering. Kremer.
- GL 331. **Die deutsche Novelle.** 3 hours fall.
Reading and discussion of outstanding "Novellen." Kremer.
- GL 332. **Modern German Drama.** 3 hours winter.
Representative dramatic masterpieces of the German postclassical period: Kleist, Hebbel, Grillparzer, Sudermann, Hauptmann, etc. Kremer.
- GL 333. **German Poetry.** 3 hours spring.
Poems of Goethe, Schiller, Uhland, etc. Kremer.
- GL 334, 335, 336. **German Conversation and Composition.** 2 hours each term.
Required for students planning to teach German. Lussky.
- GL 340, 341, 342. **German Culture and Civilization.** 2 hours each term.
A comparative survey of German and European civilization; illustrated by lantern slides. Lectures (in English) on philosophy, poetry, and life, and their relations and principal tendencies in German history. Kremer.
- GL 343, 344, 345. **German Literature.** 3 hours each term.
Third year. Reading of masterpieces of various periods. A special review of German literature. Not open to students who have taken GL 201, 202, 203. Lussky.
- GL 403. **Thesis.** Terms and hours to be arranged.
For students reading for honors in Germanic languages.
- GL 405. **Reading and Conference.** 1 to 3 hours any term.
- GL 407. **Seminar. (G)** Terms and hours to be arranged.
- GL 411. **Classical German Drama. (G)** 3 hours fall.
Representative dramatic masterpieces of the German classical period: Lessing, Goethe, Schiller, etc. Lussky.
- GL 412. **Modern German Novel. (G)** 3 hours winter.
Intensive study of a few representative masterpieces, accompanied by the reading of selections from many authors. Lussky.

- GL 413. **Goethe's Faust.** (G) 3 hours spring.
In German. Part I, with commentary. Lussky.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

- GL 503. **Thesis.** Terms and hours to be arranged.
GL 505. **Reading and Conference.** 1 to 3 hours any term.
GL 507. **Seminar.** Terms and hours to be arranged.
GL 508. **Seminar: German Philology.** 3 hours any term.
Gothic, Old High German, Middle High German, or Old Icelandic.

SCANDINAVIAN

LOWER-DIVISION COURSES

- GL 11, 12, 13. **Elementary Norwegian.** 3 hours each term.
Grammar and reading of easy prose. The texts are: Einar Haugen, *Beginning Norwegian*; O. Krogh, *Nyere Norsk Prosa, Riksmaal*. Alternates with GL 21, 22, 23. Williams.
GL 14, 15, 16. **Second-Year Norwegian.** 3 hours each term.
Reading of Norwegian authors; composition and conversation. Alternates with GL 24, 25, 26. Not offered 1942-43. Williams.
GL 21, 22, 23. **Elementary Swedish.** 3 hours each term.
Grammar and reading of easy prose. The texts are: Im. Björkhagen, *Modern Swedish Grammar*; A. L. Elmquist, *Swedish Reader*; Selma Lagerlöf, *En herrgardssägen*, or Strindberg, *Mäster Olof*. Alternates with GL 11, 12, 13. Not offered 1942-43. Williams.
GL 24, 25, 26. **Second-Year Swedish.** 3 hours each term.
Reading of Swedish authors; composition and conversation. Alternates with GL 14, 15, 16. Williams.

UPPER-DIVISION COURSES

- GL 451, 452, 453. **Scandinavian Literature, Life, and Culture.** 3 or 4 hours each term.
Educational, critical, biographical, and other works and treatises on the literary and cultural life of the Scandinavian countries. Williams.

History

- DAN ELBERT CLARK, Ph.D., Professor of History; Head of Department.
ANDREW FISH, Ph.D., Professor of History.
HENRY DAVIDSON SHELDON, Ph.D., Research Professor of History.
JOHN TILSON GANOE, Ph.D., Associate Professor of History.
*HAROLD JOYCE NOBLE, Ph.D., Associate Professor of History.
QUIRINUS BREEN, Ph.D., Assistant Professor of History.
GORDON WRIGHT, Ph.D., Assistant Professor of History.
MABEL McCLAIN, B.A., B.S., Research Associate in History.

* On leave of absence, winter and spring terms, 1941-42.

CHARLES FLOYD DELZELL, B.S., Graduate Assistant in History.

DAVID S. HALBAKKEN, B.A., Graduate Assistant in History.

DALE EVERINGTON STRICK, B.A., Graduate Assistant in History.

THE curriculum of the Department of History includes courses in world history and in the development of Western civilization, and a comprehensive program of elementary and advanced work in American and English history. Courses are also offered in the history of the Orient.

Special attention is given to culture history as a distinct field. See: World History (Hst 204, 205, 206); Intellectual History of Western Europe (Hst 414, 415, 416); Great Historians (Hst 417, 418, 419); History of Civilization in the United States (Hst 460, 461, 462); Forces and Influences in American History (Hst 479); Civilizations of China and Japan (Hst 494, 495, 496).

Requirements for Bachelor's Degree. For a bachelor's degree with a major in history, a student must complete 36 term hours of work in history, including: Modern Europe (Hst 341, 342, 343), History of the United States (Hst 371, 372, 373), Historical Method (Hst 420), and 12 additional hours in upper-division history courses. Students planning to teach in the secondary schools must take required education courses, and fulfill the subject-preparation requirement in social science. See SCHOOL OF EDUCATION.

Requirements for Master's Degree. In addition to requirements imposed by the Graduate Division, candidates for the master's degree with a major in history are required to take courses carrying graduate credit in three different fields of history. The student's fields must be approved by the department.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

Hst 104, 105, 106. **Europe in Modern Times.** 3 hours each term.

European history and the spread of European civilization from about the time of the religious reformation until the present. Fall term: 1500 to 1789. Winter term: 1789 to 1848. Spring term: 1848 to the present. Wright.

Hst 204, 205, 206. **World History.** 3 hours each term.

The great civilizations of the world in review. From the Stone Age to the present. Sheldon.

Hst 207, 208, 209. **English History.** 3 hours each term.

A general survey, covering political, economic, social, intellectual, and religious developments. Fish.

UPPER-DIVISION COURSES

Hst 341. **Modern Europe: 1815-1870.** 3 hours fall.

History of Europe from 1815 to the Franco-Prussian War. Wright.

Hst 342. **Modern Europe: 1870 to 1914.** 3 hours winter.

History of Europe from 1870 to the outbreak of the World War. Wright.

Hst 343. **Modern Europe Since 1914.** 3 hours spring.

History of Europe from the beginning of the World War to the present. Wright.

Hst 371, 372, 373. **History of the United States.** 3 hours each term.

From colonial times to the present day. Clark.

- Hst 377. Oregon History.** 2 hours any term.
Brief survey of the building of civilization in the Oregon Country. Clark, Ganoë.
- Hst 403. Thesis.** Terms and hours to be arranged.
- Hst 405. Reading and Conference.** Terms and hours to be arranged.
Readings and conferences with members of the staff. Designed for honors students.
- Hst 411. History of Greece.** (G) 3 hours fall.
Political and cultural history of ancient Greece. Breen.
- Hst 412, 413. History of Rome.** (G) 3 hours each term, winter and spring.
Winter term: history of Rome from its earliest beginnings to the end of the Republic. Spring term: the period of the Empire. Breen.
- Hst 414, 415, 416. Intellectual History of Western Europe.** (G) 3 hours each term.
Development of the Western European mind; origins of contemporary mental attitudes; history of the freedom of thought. Not offered 1942-43. Fish.
- Hst 417, 418, 419. Great Historians.** (G) 3 hours each term.
Study of the works of the great writers of history from the time of the Greeks, with special emphasis upon the historians of the nineteenth century. Fish.
- Hst 420. Historical Method.** (G) 2 hours.
Introduction to the method of historical research and history writing. Ganoë.
- Hst 421, 422, 423. Middle Ages.** (G) 3 hours each term.
History of Europe from the decline of the Western Roman Empire to the age of the councils. Fall term: to 1000 A.D. Winter term: to 1200 A.D. Spring term: to the Council of Constance. Breen.
- Hst 431. Renaissance.** (G) 3 hours fall.
The Italian phase of the Renaissance; its spread to other sections of Europe. Not offered 1942-43. Breen.
- Hst 432. Reformation.** (G) 3 hours winter.
The disruption of the Church in Western Europe, the Counter Reformation, and the religious wars. Not offered 1942-43. Breen.
- Hst 433. Age of Monarchy.** (G) 3 hours spring.
The rise of national states, with emphasis upon the period from the Treaty of Westphalia to the French Revolution. Not offered 1942-43. Breen.
- Hst 441, 442, 443. History of France.** (G) 3 hours each term.
Development of the French nation from its origins. Fall: origin and growth of the monarchy. Winter: the Old Regime, the Revolution, and the Napoleonic era. Spring: since 1815. Prerequisite: year sequence in European or world history; or major in French; or consent of instructor. Not offered 1942-43. Wright.
- Hst 445. Post-War Europe.** (G) 3 hours spring.
Study of the problems of Europe after the Great War, with emphasis upon their international aspects. Not open to students who have had Hst 343. Not offered 1942-43. Wright.
- Hst 446. Recent Germany.** (G) 3 hours fall.
Comparative study of the Empire and the Republic, treating the political, economic, and cultural life of the German people since 1871. Wright.

- Hst 447. Recent Russia.** (G) 3 hours winter.
Study of the tsarist regime in Russia, the work of the reformers, the successive revolutions, and the rise of the present government. Wright.
- Hst 448. The Balkans in Recent Times.** (G) 3 hours.
The Balkan states from 1878 to the present; social, political, and economic problems; their increasing importance as a factor in European international relations. Wright.
- Hst 460, 461, 462. History of Civilization in the United States.** (G) 2 hours each term.
Science, philosophy, religion, education, ethical standards, newspapers, magazines, development of social classes, cities, economic expansion, in their interrelations. Sheldon.
- Hst 463, 464, 465. British Overseas Empire.** (G) 3 hours each term.
History of the dominions; of India, and of the crown colonies. Prerequisite: 9 term hours in history or consent of instructor. Fish.
- Hst 466. Tudor England.** (G) 3 hours fall.
The political, social, economic, and intellectual development of England through the reigns of the Tudor sovereigns, 1485-1603. Not offered 1942-43. Fish.
- Hst 469. Twentieth-Century England.** (G) 3 hours spring.
Recent social, political, economic, and intellectual changes in Great Britain. Not offered 1942-43. Fish.
- Hst 470, 471, 472. Leading Americans.** (G) 2 hours each term.
Study of American leaders who have been outstanding in their periods. Not offered 1942-43. Ganoe.
- Hst 473, 474. American Foreign Relations.** (G) 3 hours each term.
History of the relations of the United States with other powers; the development of American foreign policies. Clark.
- Hst 475, 476. History of the West.** (G) 3 hours each term.
History of the American frontier. First term: the early American frontier. Second term: the trans-Mississippi West. Clark.
- Hst 477. History of the Pacific Northwest.** (G) 3 hours.
Detailed study, largely from sources, of the building of civilization in the Pacific Northwest. Required for graduate students planning to present theses in the field of Oregon history. Prerequisite: Hst 371, 372 or consent of instructor. Clark, Ganoe.
- Hst 478. History of Political Parties in the United States.** (G) 3 hours.
Origin and history of political parties in the United States; issues, policies; changes in methods of nomination; presidential campaigns; minor parties; etc. Prerequisite: 9 hours in United States history or consent of instructor. Not offered 1942-43. Clark.
- Hst 479. Forces and Influences in American History.** (G) 3 hours.
Geographic influences; influence of the frontier; inheritance and tradition; immigration; economic forces; nationalism; sectionalism; manifest destiny; democracy; leadership; etc. Prerequisite: 9 hours of United States history or consent of instructor. Not offered 1942-43. Clark.

- Hst 480, 481, 482. **History of Hispanic America.** (G) 3 hours each term.
From the establishment of the Spanish empire to the present. Prerequisite: 9 hours of history or consent of instructor. Ganoe.
- Hst 483, 484, 485. **Constitutional History of the United States.** (G) 3 hours each term.
Origin of the Constitution; development of the national government since 1787. Not offered 1942-43. Ganoe.
- Hst 486. **Colonial North America.** (G) 3 hours.
Advanced study of the establishment and development of European colonies in North America, with emphasis on the English colonies. Prerequisite: Hst 371 or consent of instructor. Ganoe.
- Hst 487, 488. **American Economic History.** (G) 3 hours each term, fall and winter.
All phases of the economic development of the United States. Given alternate years. Ganoe.
- Hst 491, 492, 493. **Far East in Modern Times.** (G) 3 hours each term.
Political, economic, and diplomatic history of China, Japan, and Korea, with some attention to Asiatic Russia and the Philippines, from the middle of the nineteenth century to the present. Noble, Wright.
- Hst 494, 495, 496. **Civilizations of China and Japan.** (G) 2 hours each term.
Origin, development, and influence of factors shaping the culture and civilization of China and Japan. Not offered 1942-43. Noble.
- Hst 497, 498, 499. **History of Japan.** (G) 3 hours each term.
History of Japan, from its beginnings to the present. Fall: from earliest times to 1333, end of the Minamoto Shogunate; winter: 1333-1868, covering the Ashikaga Shogunate, the Tokugawa Shogunate, the opening of Japan, and the restoration; spring: Japan since 1868—the Meiji, Taisho, and Showa eras. Prerequisite: 9 term hours of upper-division history courses or consent of instructor. Not offered 1942-43. Noble.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

- Hst 501. **History Research.** Terms and hours to be arranged.
Research problems assigned and supervised by the instructor in whose field the problem is found.
- Hst 503. **History Thesis.** Terms and hours to be arranged.
- Hst 505. **Reading and Conference.** Terms and hours to be arranged.
- Hst 507. **History Seminar.** Terms and hours to be arranged.
European History. Breen, Wright.
English History. Fish.
American History. Clark, Sheldon, Ganoe.
History of the Pacific Northwest. Clark, Ganoe.
History of the Far East. Noble.
- Ed 543. **History of American Education.** 3 hours fall.
The intellectual development of America with special reference to education. Open to seniors on consent of instructor. Not offered 1942-43. Sheldon.
- Ed 548, 549. **Liberalism and Modern Education.** 3 hours each term, fall and winter.
For students in history and education. Papers on source material. Not offered 1942-43. Sheldon.

Mathematics

ANDREW FLEMING MOURSUND, Ph.D., Associate Professor of Mathematics; Head of Department.

EDGAR EZEKIEL DECOU, M.S., Professor Emeritus of Mathematics.

KENNETH SMITH GHENT, Ph.D., Assistant Professor of Mathematics.

THURMAN STEWART PETERSON, Ph.D., Assistant Professor of Mathematics.

CARL, FREDERICK KOSSACK, Ph.D., Instructor in Mathematics.

MATHEMATICS courses at the University are designed to provide the training in rigorous thinking and analytical processes which is fundamental to a liberal education; to supply basic mathematical training for students in the social, biological, and physical sciences and in the professional schools; to prepare prospective teachers of mathematics; and to provide advanced and graduate work for students specializing in mathematics.

Courses Satisfying Science Group Requirement. Any three one-term courses in mathematics numbered 100-110 will satisfy the group requirement in science, provided that both Mth 102 and Mth 106 are not included. Mth 100 may not be taken for credit after the completion of any other course in the 100-110 group, except with the approval of the department. The courses in each of the sequences listed below are correlated to make up an integrated year's work. Majors in business administration should choose a sequence containing Mth 108.

(1) For students entering with only one year of high-school algebra: Mth 100, 105, 106; Mth 100, 101, 102; Mth 100, 101, 108; Mth 100, 105, 108.

(2) For students entering with at least one and one-half years of high-school algebra: Mth 101, 102, 103; Mth 101, 102, 108; Mth 105, 101, 108; Mth 105, 106, 108.

Sophomore Sequences. Any three one-term courses numbered 200-210 will satisfy the group requirement in science. Mth 200 may not be taken for credit by students who have earned credit in Mth 103.

Differential and Integral Calculus (Mth 201, 202, 203) is the standard sequence for students in the physical, biological, and social sciences.

Requirements for Bachelor's Degree. For a bachelor's degree with a major in mathematics, a student should complete 48 term hours of work in the field, including Differential and Integral Calculus (Mth 201, 202, 203) and at least 24 hours in upper-division mathematics courses.

The following courses are recommended as electives: General Physics (Ph 201, 202, 203) and other physics courses; General Chemistry (Ch 104, 105, 106); Principles of Economics (Ec 201, 202, 203); Statistics and Applied Economics (Ec 429); Logic (Phl 314, 315, 316); Development of Scientific Thought (Phl 414, 415, 416); Constructive Accounting (BA 111, 112, 113).

Recommendations for Prospective Teachers. Students intending to teach high-school mathematics must plan their programs to include the courses required for certification (see SCHOOL OF EDUCATION). Prospective mathematics teachers should also complete two terms of Differential and Integral Calculus (Mth 201, 202), and either Advanced Euclidean Geometry (Mth 415) or Ele-

ments of Projective Geometry (Mth 316) to secure the unqualified recommendation of the department. It is recommended that, to supplement the courses listed above, the student's program include 12 additional term hours in courses selected from: Mth 108, Mth 203, and upper-division mathematics courses.

Requirements for Master's Degree. Candidates for a master's degree with a major in mathematics should plan to take a year sequence in the 511-599 group, in addition to the research and seminar work required by the Graduate Division.

Statistics. At the University of Oregon all basic courses in statistical theory are offered by the Department of Mathematics. The following courses in applied statistics are offered by the Department of Economics, the Department of Psychology, the School of Business Administration, and the School of Education: Statistics and Applied Economics (Ec 429); Measurement of Economic Trends (Ec 469); Mathematical Economics (Ec 480, 481); Statistical Economics (Ec 482); Psychometrics (Psy 443); Business Statistics (BA 432); Advanced Business Statistics (BA 433); Educational Statistics (Ed 515, 516, 517). Mth 325, 326 or Mth 337 or equivalent is a prerequisite for all of these courses except Ed 515, 516, 517.

Through the cooperation of the several schools and departments offering work in statistics, a Statistical Laboratory, equipped with electric and hand-operated calculating machines, is maintained in Oregon Hall. The facilities of the laboratory and the advice of laboratory assistants are available to all students whose work involves statistical computations. By special arrangement, the Hollerith equipment maintained by the University in the Registrar's Office may be used by advanced students.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

Mth 10. Elements of Algebra. 4 hours.

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

Mth 20. Elements of Geometry. 4 hours.

Plane geometry, with an introduction to solid geometry. For students entering with less than one year of high-school geometry. Others may register only with consent of the instructor.

Mth 100. Intermediate Algebra. 4 hours.

Prerequisite: one year of high-school algebra.

Mth 101, 102, 103. Elementary Analysis I, II, III. 4 hours each term.

Algebra, graphic methods, and introduction to the simpler ideas of the calculus; logarithms and plane trigonometry; plane analytical geometry; some additional topics. Prerequisite: one and one-half years of high-school algebra or Mth 100.

Mth 105. College Algebra. 4 hours.

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

Mth 106. Plane Trigonometry. 4 hours.

Prerequisite: Mth 101 or Mth 105.

Mth 108. Mathematics of Finance. 4 hours.

Simple and compound interest and discount, annuities, periodic-payment plans, bonds, depreciation, and other topics related to business. Prerequisite: Mth 101 or Mth 105.

Mth 111, 112, 113. Introduction to Analysis. 2 hours each term.

Fundamentals of algebra and elementary trigonometry. Prerequisite: one year of high-school algebra.

Mth 200. Analytical Geometry. 4 hours.

Prerequisite: college algebra and plane trigonometry, or Mth 101, 102. Ghent, Kossack.

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

Standard sequence for students of physical, biological, and social sciences. Prerequisite: Mth 200 or Mth 101, 102, 103. Moursund, Peterson.

Mth 205. Calculus. 4 hours.

A brief course in calculus. Ghent.

Mth 209. Mathematics of Life Insurance. 3 or 4 hours.

A mathematical treatment of the theory of life-insurance and annuity premiums and reserves. Prerequisite: Mth 108. Moursund, Ghent.

UPPER-DIVISION COURSES

Mth 311. History of Elementary Mathematics. 3 hours.

Ancient, mediaeval, and modern mathematics; emphasis on the great human interest of this most ancient and most modern of the sciences. Prerequisite: one year of college mathematics. DeCou.

Mth 314. Advanced College Algebra. 3 hours.

An extension of the work in algebra given in freshman mathematics. Prerequisite: one year of college mathematics. Moursund, Peterson.

Mth 316. Elements of Projective Geometry. 3 hours.

Prerequisite: one year of college mathematics. Moursund.

Mth 325, 326. Foundations of Mathematical Statistics. 3 hours each term.

Collection, tabulation, and graphical presentation of statistical data; frequency distributions; measure of central tendencies (averages); dispersion; skewness; time series; linear correlation and regression. Necessary topics from algebra taught along with statistical material. Prerequisite: one year of high-school algebra. Kossack.

Mth 337. Elements of Statistics. 3 or 4 hours.

Same as Mth 325, 326, except that a working knowledge of algebra is assumed. Prerequisite: college algebra or consent of instructor. Moursund, Kossack.

Mth 411. Theory of Equations. (G) 3 hours.

Prerequisite: calculus or Mth 314. Ghent, Moursund.

Mth 412. Higher Algebra. (G) 3 hours.

Determinants, linear dependence, matrices, linear transformations, invariants, quadratic forms, and other topics selected to meet the needs of the students. Prerequisite: calculus and theory of equations. Ghent.

Mth 414. Solid Analytical Geometry. (G) 3 hours.

An analytical and differential study of curves and surfaces in a Euclidean space of three dimensions. Prerequisite: calculus. Peterson.

Mth 415. Advanced Euclidean Geometry. (G) 3 hours.

Modern developments in geometry based on the plane geometry of Euclid, dealing with the geometry of the straight line and the circle. Recommended for prospective teachers. Prerequisite: calculus or consent of instructor. DeCou, Moursund.

Mth 421, 422. Differential Equations. (G) 3, 2 hours.

A practical study of the solution of ordinary and partial differential equations. Prerequisite: calculus. Moursund or Peterson.

Mth 426. Probability. (G) 3 hours.

Theory of permutations, combinations, substitutions, and distributions. Theory of expectation, Tchebycheff's inequality, and the probability integral, with applications to problems in probability. Prerequisite: calculus and elements of statistics. Kossack.

Mth 431, 432, 433. Advanced Calculus. (G) 3 hours each term.

Selected topics not covered in first course in calculus. Prerequisite: calculus. Moursund or Peterson.

Mth 448. Advanced Statistical Method. (G) 3 hours.

Multiple and partial correlation; probability and the normal curve; curve fitting; classical sampling theory. Prerequisite: Mth 325, 326 or Mth 337; 3 hours of college mathematics beyond college algebra or a course in applied statistics. Moursund, Kossack.

Mth 449. Statistical Inference. (G) 3 hours.

Generalized frequency curves, small sampling theory, chi square test of significance, analysis of variance, statistical inference. Prerequisite: Mth 448 or consent of the instructor. Kossack.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

Mth 503. Thesis. Terms and hours to be arranged.**Mth 505. Reading and Conference. Terms and hours to be arranged.****Mth 507. Seminar. Terms and hours to be arranged.****Mth 521, 522. Advanced Differential Equations. 3 hours each term.**

Ordinary and partial linear differential equations and boundary value problems, with applications. Peterson.

Mth 533. Fourier Series. 3 hours.

Intended for students of considerable mathematical maturity. Moursund.

Mth 551, 552, 553. Theory of Functions. 3 hours each term.

Theory of functions of a real variable; introduction to analytical functions of a complex variable. Moursund.

Nursing Education

ELNORA ELVIRA THOMSON, R.N., Professor of Nursing Education; Director of Department.

RUTH VEE WHEELOCK, M.A., R.N., Associate Professor of Nursing Education.

WHILE the first two years of the curriculum in nursing education as given at the University are devoted chiefly to general and basic subjects in preparation for professional work at the Medical School and in hospitals, two year sequences in the backgrounds of the nursing profession are offered. These courses are taught by a member of the nursing-education faculty of the

University of Oregon Medical School. The preparatory nursing program on the University campus is under the administrative jurisdiction of the dean of the College of Liberal Arts.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

Nur 111, 112, 113. **Backgrounds of Nursing.** 2 hours each term.

The historical background of modern social and health movements; the relation of these to the evolution of nursing as a profession. Wheelock.

Nur 211, 212, 213. **Modern Nursing Problems.** 1 hour each term.

Present aims and problems of nursing at home and abroad. Wheelock.

Philosophy

HARVEY GATES TOWNSEND, Ph.D., Professor of Philosophy; Head of Department.

ARTHUR RUSSELL MOORE, Ph.D., Research Professor of General Physiology.

GEORGE REBEC, Ph.D., Prince Lucien Campbell Professor Emeritus of Philosophy.

BERTRAM EMIL JESSUP, Ph.D., Assistant Professor of Aesthetics.

CELESTINE JAMES SULLIVAN, JR., Ph.D., Assistant Professor of Philosophy.

THE usual approaches to philosophy are three: from literature and the arts, from the social sciences, and from the natural sciences. In the courses offered by the Department of Philosophy, consideration is given to the general problems and speculations which arise out of these special studies.

The lower-division courses in philosophy are designed for students who desire a brief introductory survey only, as well as for those who anticipate more advanced study. The upper-division courses offer a more intensive study of selected philosophical problems. A survey course should precede the more specialized work.

Before securing his degree, a student majoring in philosophy will be expected to have studied the chief works of a representative number of the following authors, whether or not they are read in formal courses: Plato, Aristotle, Augustine, Aquinas, Bacon, Descartes, Leibnitz, Spinoza, Hobbes, Locke, Berkeley, Hume, Kant, Hegel, and Schopenhauer.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

Phl 201, 202, 203. **Introduction to Philosophy.** 3 hours each term.

A study of selected elementary problems of knowledge (Phl 201), of natural philosophy (Phl 202), and of valuation and conduct (Phl 203). All three terms are required to satisfy the group requirement. They may, however, be taken in any order; the instruction is planned to enable students to profit by one or two terms' work without completing the sequence. Townsend, Sullivan.

UPPER-DIVISION COURSES

Phl 314, 315, 316. **Logic.** 3 hours each term.

The forms and methods of knowledge, the problem of inference, the nature of evidence, scientific method, and the function and limits of human understanding. Townsend.

- Phl 321, 322, 323. **Ethical and Political Theory.** 3 hours each term.
An inquiry into the nature of value and value systems. The ethical nature of man as revealed in an analysis of his desires and the forms of civilization. The individual in society; a critical and historical study of the forms of political organization. Sullivan.
- Phl 331, 332, 333. **Philosophy in America.** 3 hours each term.
Survey of philosophical history in America from colonial times to the present. Puritanism, transcendentalism, idealism, pragmatism, and realism. Townsend.
- Phl 351, 352, 353. **Contemporary Philosophy.** 3 hours each term.
Study of some common phases of recent philosophical theory, with special attention to Dewey, Santayana, Bergson, and Russell. No prerequisites, but not open to lower-division students. Sullivan.
- Phl 405. **Reading and Conference.** Terms and hours to be arranged.
For students who have had previous study in philosophy.
- Phl 407. **Undergraduate Seminar.** (G) Terms and hours to be arranged.
For students who have had previous study of philosophy.
- Phl 411, 412, 413. **Philosophy and Literature.** (G) 3 hours each term.
The philosophical backgrounds of the literature of modern Europe and America. Sullivan.
- Phl 414, 415, 416. **Development of Scientific Thought.** (g) 3 hours each term.
Preliminary study of classical and mediaeval beginnings, with thorough consideration of renaissance and modern scientific thinking. Special attention to the influence of science on contemporary thought in art and literature. Moore.
- Phl 421, 422, 423. **Aesthetics.** (G) 3 hours each term.
Major theories of beauty and the aesthetic experience—ancient, mediaeval, renaissance, modern, and contemporary. Evaluation of the theories in terms of fruitfulness in interpreting actual data of art in its various major categories, including music, the graphic and plastic arts, and literature. Readings from Plato, Aristotle, Aquinas, Kant, Hegel, Bosanquet, Croce, Dewey, Santayana, Prall, and others. Prerequisite: consent of instructor. Offered alternate years. Jessup.
- Phl 431, 432, 433. **History of Philosophy.** (g) 3 hours each term.
Survey of European thought from its Greek beginnings down to the present. Townsend.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

- Phl 503. **Graduate Thesis.** Terms and hours to be arranged.
- Phl 505. **Reading and Conference.** Terms and hours to be arranged.
- Phl 507. **Graduate Seminar.** Terms and hours to be arranged.
Subject selected from the problems and literature of philosophy in accordance with the interests of the group of students and faculty in attendance.

Physics

ALBERT EDWARD CASWELL, Ph.D., Professor of Physics; Head of Department.

WILL VICTOR NORRIS, Sc.D., Professor of Physics.

E. HOBART COLLINS, Ph.D., Instructor in Physics.

*MERLE ARTHUR STARR, Ph.D., Instructor in Physics.

CCOURSES in the Department of Physics are planned: (1) to provide basic training essential in nearly all fields of scientific endeavor, including the pure sciences, medicine, meteorology, engineering, etc.; (2) to train professional physicists and research workers in related fields; (3) to train teachers of the physical sciences for the secondary schools. The major requirements for a bachelor's degree in physics are as follows:

(1) General Physics (Ph 201, 202, 203); Electrical Measurements (Ph 431, 432, 433).

(2) Differential and Integral Calculus (Mth 201, 202, 203), and one year sequence in mathematics beyond calculus, usually including Differential Equations (Mth 421, 422).

(3) General Chemistry (Ch 104, 105, 106), and a course in physical chemistry or equivalent.

(4) At least two of the following year sequences: Advanced General Physics (Ph 411, 412, 413); Analytical Mechanics (Ph 451), Advanced Heat (Ph 452), Physical Optics (Ph 453); Introduction to Modern Physics (Ph 471, 472, 473).

Physics majors should take General Physics and General Chemistry and complete their mathematical preparation through calculus during their freshman and sophomore years. If possible, they are advised to take General Physics during the freshman year, and Advanced General Physics or Electrical Measurements during the sophomore year.

The department is equipped to conduct research, particularly in the fields of infra-red spectroscopy and the electrical and thermal properties of metals and alloys.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

Ph 101, 102, 103. **Essentials of Physics.** 2 hours each term.

Lectures in nonmathematical language, presenting fundamental principles. Fall: principles underlying transportation; heat and radiation. Winter: electricity and its application to radio, telephone, etc. Spring: light and sound, optical instruments, cinema, television, music, auditoriums. Students may enter any term. If accompanied by Ph 104, 105, 106, this sequence satisfies the science group requirement. Norris.

Ph 104, 105, 106. **Essentials of Physics Laboratory.** 1 hour each term.

Designed especially to accompany Ph 101, 102, 103, which must be taken at the same time. 2 hours conference and laboratory. Collins.

Ph 161. **Rudiments of Photography.** 2 hours.

Intended for students interested in photography as an avocation. No prerequisite. 1 lecture; 1 three-hour laboratory period. Caswell.

Ph 201, 202, 203. **General Physics.** 4 or 5 hours each term.

Standard first-year college physics. Properties of matter, mechanics, heat, electricity, sound, light; modern physics. Prerequisite: mathematical preparation approximately equivalent to Mth 111, 112, 113. 3 or 4 lectures and recitations; 1 three-hour laboratory period. Caswell, Collins.

* On leave of absence, 1941-42.

Ph 207. Elementary Meteorology. 3 hours.

Elementary treatment of the physics of the atmosphere. 3 lectures. Caswell.

Ph 208, 209. Descriptive Astronomy. 3 hours each term.

Descriptive treatment of the more important facts relating to the heavenly bodies. First term: constellations and the solar system. Second term: sun, stars, and galaxies. 2 lectures, 1 observation or laboratory period. Caswell.

Ph 296. Practical Astronomy. 3 hours.

Determination of time, latitude, longitude, and azimuth by astronomical methods. 1 lecture; 2 observation periods. Prerequisite: Ph 207 and trigonometry. Caswell.

UPPER-DIVISION COURSES

Ph 346. Sound. 3 hours.

The phenomena of vibration, for students interested in music. The scientific basis of harmony and music, and the physics of musical instruments. Starr.

Ph 369, 370, 371. Architectural Physics. 1 hour each term.

Physical principles involved in heating, ventilation, illumination, acoustics, etc. Correlated with Construction V (AA 369, 370, 371). Prerequisite: one year of general physics. Norris.

Ph 411, 412, 413. Advanced General Physics. (g) 3 hours each term.

Continuation of Ph 201, 202, 203. More intensive treatment of such topics as rigid dynamics, periodic motion, thermodynamics and molecular theory, electrical instruments, alternating currents, electron physics, geometrical and physical optics. For students planning to major in one of the physical sciences or in engineering. Prerequisite: Ph 201, 202, 203, and Mth 201, 202, 203. 2 lectures; 1 three-hour laboratory period. Norris.

Ph 431, 432, 433. Electrical Measurements. (g) 4 hours each term.

Direct- and alternating-current theory and measurements, magnetic properties of iron, transient phenomena, elements of radio, electron physics. 3 lectures, 1 laboratory period. Prerequisite: Ph 201, 202, 203; Mth 201, 202, 203. Collins.

Ph 451. Analytical Mechanics. (g) 4 hours fall.

Statics, dynamics of a particle, dynamics of rigid bodies. 4 lectures. Prerequisite: Ph 201, 202, 203; Mth 201, 202, 203. Norris.

Ph 452. Advanced Heat. (g) 4 hours winter.

Introductory course in thermodynamics and kinetic theory. 4 lectures. Prerequisite: Ph 201, 202, 203; Mth 201, 202, 203. Norris.

Ph 453. Physical Optics. (g) 4 hours spring.

Study of typical phenomena of refraction, dispersion, interference, diffraction, and polarization. 3 lectures, 1 laboratory period. Prerequisite: Ph 201, 202, 203; Mth 201, 202, 203. Norris.

Ph 462, 463. Advanced Meteorology. (g) 3 hours each term.

Dynamical, physical, and synoptic meteorology, with applications to aeronautics. Prerequisite: college physics and calculus. 3 lectures. Caswell.

Ph 471, 472, 473. Introduction to Modern Physics. (G) 3 or 4 hours each term.

Survey of recent developments in electron theory, quantum theory, radioactivity, atomic structure, and related topics. 3 lectures, 1 optional laboratory period. Prerequisite: Ph 431, 432, 433. Caswell.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

Ph 501. Research. Terms and hours to be arranged.

Ph 503. **Thesis.** Terms and hours to be arranged.

Ph 505. **Reading and Conference.** Terms and hours to be arranged.

Ph 507. **Seminar.** Terms and hours to be arranged.

Ph 511, 512, 513. **Modern Physical Theories.** 3 hours each term.

Study of such topics as theory of relativity, electron theory, quantum theory of radiation, quantum mechanics, nuclear physics, physics of solids. Topics varied from year to year to meet the needs of students. 3 lectures. Caswell, Starr.

Ph 521, 522, 523. **Theoretical Physics.** 3 hours each term.

Study of such topics as potential theory, conduction of heat, thermodynamics, electromagnetic theory, statistical mechanics. Topics varied from year to year to meet the needs of students. 3 lectures. Caswell, Norris, or Starr.

Political Science

WILLIAM CHARLES JONES, Ph.D., Professor of Political Science and Public Administration; Head of Department.

JAMES DUFF BARNETT, Ph.D., Professor Emeritus of Political Science.

WALDO SCHUMACHER, Ph.D., Professor of Political Science.

*HERMAN KEHRLI, M.A., Associate Professor of Political Science.

FRED VIRGIL CAHILL, JR., Ph.D., Instructor in Political Science.

THE courses in political science are designed to encourage independent thinking about political problems and to promote intelligent citizenship and effective participation in public affairs, through the critical study of the organization and practical operation of American, European, and international governments.

Training for Public Service. There is a growing demand in governmental agencies for university graduates with training in political science and related social sciences. Only superior students with sound preparation can qualify for desirable positions. The curriculum of the Department of Political Science seeks to provide the nucleus of a strong program of study to prepare students for careers in public service and administration.

In the freshman and sophomore years, the student's program should include basic courses in American government, economics, accounting, psychology, history, sociology, and geography. To an increasing extent a knowledge of statistics is an indispensable qualification for positions in public service. Students are advised to take college mathematics during their freshman or sophomore year to satisfy the prerequisite for admission to statistics courses.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSE

PS 201, 202, 203. **American Governments.** 3 hours each term.

Fall and winter: national and state governments, with special attention to practical operation and contemporary reforms. Spring: state and local governments, with special attention to practical operation and contemporary reforms in Oregon. Jones, Schumacher, Cahill.

* On leave of absence, 1941-42.

UPPER-DIVISION COURSES

- PS 311. **Elementary Law.** 4 hours fall.
A general introduction to the law for nonprofessional students. Cahill.
- PS 315. **City Government.** 4 hours winter.
Organization and operation of city government, with special attention to contemporary reforms in the United States. Jones.
- PS 326. **British Government.** 3 hours spring.
The organization and operation of the national government, with special attention to the relations between Parliament and the executive; local government in England. Cahill.
- PS 327. **Comparative Government: Democracies.** 3 hours winter.
Study of the governments of Canada, Australia, New Zealand, South Africa, Switzerland, and Sweden. Brief attention to India and Ireland, and other parts of the British Empire. Schumacher.
- PS 328. **Comparative Government: Dictatorships.** 3 hours spring.
Study of contemporary dictatorial government in Germany, Russia, Italy, and Japan. The philosophy and organization of the one-party state. Cahill.
- PS 346. **State and Local Governments.** 3 hours fall.
Organization and operation of state governments, counties, townships, school districts, and various types of utility districts, with special attention to conditions in Oregon. Jones.
- PS 403. **Thesis.** Terms and hours to be arranged.
Schumacher.
- PS 405. **Reading and Conference.** Terms and hours to be arranged.
Jones, Schumacher, Cahill.
- PS 411, 412, 413. **Principles of Public Administration.** (G) 3 hours each term.
General principles of administrative organization, public budgeting, personnel management, purchasing, and reporting, with special reference to the Federal government and to selected governmental agencies in Oregon. Jones.
- PS 414. **Political Parties and Election Problems.** (G) 4 hours spring.
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. Jones.
- PS 417. **International Relations.** (G) 4 hours fall.
The nature and history of international relations. Schumacher.
- PS 418. **World Politics.** (G) 4 hours winter.
Political and economic realities affecting international interdependence, conflict, and cooperation. Schumacher.
- PS 419. **International Organization.** (G) 4 hours spring.
The League of Nations, the World Court, and other types of international organization for the promotion of peace and concert between nations. Schumacher.
- PS 421. **Public Opinion.** (G) 4 hours winter.
Study of the methods of formation and control of public opinion. Schumacher.
- PS 422. **Political Problems.** (G) 4 hours spring.
Investigation of current governmental problems. Schumacher.

- PS 425. **The Executive in American Government.** (G) 4 hours.
A study of the growing importance of the executive branch in all fields of American government, with particular emphasis on the part played by the executive, and agencies attached to it, in legislative and judicial matters. Cahill.
- PS 427. **Foreign Service of the United States.** (G) 4 hours fall.
Organization, functions, and activities of the Department of State, and of our diplomatic and consular agencies. Comparisons with the foreign services of other countries. Prerequisite: PS 201, 202, 203 or equivalent. Schumacher.
- PS 431. **History of European Political Theory.** (G) 3 hours fall.
A chronological treatment of the development of political theories from the time of the Greeks to the present. Cahill.
- PS 432. **Contemporary Political Theory.** (G) 3 hours spring.
Study of the main concepts of political theory, mostly from the works of modern writers. Cahill.
- PS 433. **History of American Political Theory.** (G) 3 hours winter.
A chronological treatment of the development of American political theories from early colonial days to the present. Cahill.
- PS 442. **International Law.** (G) 4 hours spring.
Principles of international law. Schumacher.
- PS 450. **City Administration.** (G) 2 hours fall.
A study of the operation of city government, including planning, improvements, public health and safety, public utilities, and finance. Prerequisite: PS 411, 412, 413. Kehrlí.
- PS 451. **Public Personnel Administration.** (G) 2 hours winter.
A study of technical aspects of public personnel administration, with special projects. Prerequisite: PS 411, 412, 413; Mth 325, 326 or equivalent; Psy 341, 342 or equivalent. Kehrlí.
- PS 452. **Public Planning.** (G) 2 hours spring.
A study of recent developments in state, regional, and national planning, with attention to selected problems of administration. Jones.
- PS 484. **Constitutional Law.** (G) 4 hours fall.
Study of the Federal Constitution as interpreted by the courts. Chiefly a discussion of leading cases. Barnett.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

- PS 501. **Research in Political Science.** Terms and hours to be arranged. Schumacher.
- PS 503. **Graduate Thesis.** Terms and hours to be arranged. Jones, Schumacher.
- PS 505. **Reading and Conference.** Terms and hours to be arranged. Jones, Schumacher, Cahill.
- PS 507. **Seminar in Political Science.** Terms and hours to be arranged. Jones, Schumacher.

Psychology

HOWARD RICE TAYLOR, Ph.D., Professor of Psychology ; Head of Department.

ARTHUR RUSSELL MOORE, Ph.D., Research Professor of General Physiology.

LESTER F. BECK, Ph.D., Associate Professor of Psychology.

HAROLD RANDOLPH CROSLAND, Ph.D., Associate Professor of Psychology.

ROBERT W. LEEPER, Ph.D., Assistant Professor of Psychology.

LEONA ELIZABETH TYLER, Ph.D., Instructor in Psychology.

JOHN MELVIN LEIMAN, B.S., Graduate Assistant in Psychology.

PETER MATULAITIS, B.S., Graduate Assistant in Psychology.

MONROE SHELLEY, B.A., Research Assistant in Psychology.

WILLIAM LEE SPITZER, B.S., Graduate Assistant in Psychology.

WILLIAM ARTHUR WEST, B.S., Graduate Assistant in Psychology.

LOWER-division, upper-division, and graduate work in psychology is offered at the University. The lower-division courses are intended to prepare for major work in the field, and to provide an introduction to psychology as a part of the cultural education or professional training of nonmajor students.

The department has excellent facilities for psychological research. The University Library contains unusually extensive and complete files of the psychological journals.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

Psy 201, 202, 203. **General Psychology.** 3 hours each term.

Introductory study of behavior and conscious processes. Survey of experimental studies of motivation, learning, thinking, perceiving, and individual differences. Scientific approach to problems of personal and social adjustment. Crosland, Leeper, Taylor, Tyler.

Psy 208, 209, 210. **General Psychology Laboratory.** 1 hour each term.

Introduction to experimental methods. Laboratory work coordinated with Psy 201, 202, 203. One laboratory period each week. Beck.

UPPER-DIVISION COURSES

Psy 201, 202, 203 or equivalent is an indispensable prerequisite to all upper-division courses in psychology.

Psy 301. **Research.** Terms and hours to be arranged.

Special individual work on a selected problem for training in methods of research.

Psy 303. **Thesis.** Terms and hours to be arranged.

Undergraduate thesis work; recommended for but not required of major students in psychology.

Psy 305. **Reading and Conference.** Terms and hours to be arranged.

Reading arranged for students eligible to work for honors.

Psy 334, 335. **Social Psychology.** 3 hours each term, winter and spring.

Psychological processes involved in social communication, transmission of custom, social change, social cooperation and interdependence, group conflict,

public opinion, social control of the individual, crowd behavior, and leadership. Leeper.

Psy 336. Character and Personality. 3 hours winter.

Development, functioning, and measurement of personality in normal individuals, with emphasis upon the mode of operation of the social environment on personality, rather than upon material related to abnormal psychology. Leeper.

Psy 341, 342. Individual Differences. 2 hours each term, fall and winter.

Importance and extent of individual differences in various human traits; origin, measurement, and practical significance. Tyler.

Psy 411. Genetic Psychology. (G) 3 hours fall.

Study of the growth of behavior during the prenatal period, infancy, and early childhood. Facts and theories pertaining to the development of locomotion, perception, emotion, intelligence, language, and social behavior in the young child. Beck.

Psy 412. Adolescence, Maturity, and Senescence. (G) 3 hours winter.

Study of the behavior changes during adolescence, maturity, and old age. Intended to follow Psy 411. Beck.

Psy 413. Abnormal Psychology. (G) 3 hours spring.

Survey of various forms of unusual behavior, including anxiety states, hysteria, hypnotic and spiritualistic phenomena, and the major psychoses. Special attention to normal motives and adjustment mechanisms as they are exaggerated in the behavior of the so-called neurotic person. Beck.

Psy 415, 416, 417. Advanced Laboratory. (G) 2 hours each term.

Thorough training in laboratory techniques used in the study of problems of general psychology. Beck.

Psy 421, 422, 423. Systematic Psychology. (G) 2 hours each term.

Contemporary psychological systems, with special emphasis on Gestalt psychology, purposive behaviorism, topological psychology, and psychoanalysis. The aims of psychology as a science, the nature of explanation, and the nature and use of abstractions in psychology. Not offered 1942-43. Leeper.

Psy 431, 432. Clinical Methods in Psychology. (G) 3 hours each term, fall and winter.

Practice in administering, scoring, and interpreting individual and group examinations in the fields of intelligence, special aptitude, and personality. Consideration of essential statistical procedures. Special training in diagnosis of actual cases. Field work during laboratory periods. Tyler.

Psy 434, 435, 436. Physiological Foundations of Human Behavior. (G) 3 or 4 hours each term.

The material basis and physiology of animal behavior, nerve physiology, tropisms, and conditional reflexes; effects of environment and internal secretions on animal conduct. Lectures and laboratory, 3 hours; journal club, reviewing recent experimental studies, 1 hour. Prerequisites: General Chemistry and General Zoology, or consent of instructor. Moore.

Psy 443. Psychometrics. (G) 2 hours spring.

Principles underlying the construction, validation, and standardization of psychological tests and rating scales. Prerequisite: Mth 325, 326; or Mth 337; or Ed 515; or equivalent training. Tyler.

- Psy 451, 452, 453. Advanced Experimental Psychology.** (G) 3 hours each term.
Thorough study of periodical literature of general psychology, especially that which has not yet been summarized in textbooks. The point of view is consistently experimental. Opportunity offered for an experimental project to coordinate with class discussions. Crosland.
- Psy 458. Nature of Intelligence.** (G) 2 hours winter.
Survey of the history and theory of intelligence testing. Individual and group testing as exemplified in the Binet and Army Alpha scales. What such tests measure. Evaluation of the concept of "general intelligence." Prerequisite: Psy 201, 202, 203. Taylor.
- Psy 459. Theories of Mental Organization.** (G) 2 hours spring.
Methods of classifying and differentiating between traits. Experimental studies of "primary" abilities. Vocational significance of trait analysis. Practical problems in testing proficiency and aptitudes. Prerequisite: Psy 201, 202, 203. Taylor.
- Psy 461. Psychology of Testimony.** (G) 3 hours fall.
Psychological analysis of the reliability of testimony and proof of guilt. Crosland.
- Psy 462. Industrial Psychology.** (G) 2 hours winter.
The rise and scope of industrial psychology; principles underlying job analysis and vocational selection; research studies of accidents, fatigue, and monotony; industrial motivation from the psychological point of view. Prerequisite: Psy 201, 202, 203. Taylor.
- Psy 463. Personnel Procedures.** (G) 2 hours spring.
Use of tests and ratings in the selection of employees; job classifications and methods of evaluating service; actual practice in the selection of appropriate tests for various purposes. Prerequisite: Psy 201, 202, 203. Taylor.
- Psy 465. Motivation.** (G) 2 hours spring.
Review of changing conceptions with regard to motivation, particularly as a result of physiological studies, experimental work in the field of animal behavior, and the experimental and conceptual contributions of topological psychology. Alternates with Psy 469. Not offered 1942-43. Leeper.
- Psy 467. Conditioning.** (G) 2 hours fall.
A study of the experimental literature on conditioned responses; the significance of conditioning for theories of learning and for practical problems of emotional habits and social attitudes. Leeper.
- Psy 468. Trial-and-Error Learning.** (G) 2 hours winter.
Problem solving in its simplest form, overt trial-and-error learning; the development of skills important in industry, athletics, and music. Implications for general learning theory. Leeper.
- Psy 469. Ideational Learning.** (G) 2 hours spring.
Study of experimental and theoretical literature on memorizing, problem-solving thinking, and creative thinking. Leeper.
- Psy 470, 471. Comparative Psychology.** (G) 2 hours each term, fall and winter.
The contribution of research on animal behavior to basic experimental and theoretical problems of psychology, such as maturation, inheritance of abilities, learning, and nervous mechanisms of behavior. Classwork and individual laboratory projects. Alternates with Psy 467, 468. Not offered 1942-43. Leeper.

Psy 473, 474, 475. **History of Psychology.** (G) 2 hours each term.

Contemporary psychological concepts traced back to their origins; the influence of chronological and biographical factors stressed in connection with each topic. Crosland.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

Psy 501. **Research.** Terms and hours to be arranged.

Original work on a special problem of an advanced nature, under direction of a member of the staff.

Psy 502. **Research Symposium.** Terms and hours to be arranged.

Reports of original investigations by students and staff members; reviews of current research in related fields.

Psy 503. **Thesis.** Terms and hours to be arranged.

Thesis required of all candidates for advanced degrees.

Psy 507. **Seminar (Biopsychology).** 1 to 3 hours each term.

Given in a three-year cycle, with a different series of topics each year. Discussion of literature and experimental techniques. Topic for 1942-43: central nervous system. Moore.

Psy 511. **Psychology of Attention and Perception.** 2 hours fall.

Phenomena of attention, perception, and apperception considered from various points of view: objectivist, subjectivist, centralist, realist, idealist, empiricist, nativist, gestaltist. Special consideration of the modern conception of attention and perception influential in medicine, psychiatry, ethics, and education. Training in special techniques of research if desired. Crosland.

Psy 512. **Psychology of Memory and the Image.** 2 hours winter.

Various phases of mental organization manifested in conscious memory phenomena, and in imagination. Eidetic imagery, dissociation, assimilation, organization, and generalization of memory contents. Technical and practical applications considered. Practice in the methodology of this field if desired. Crosland.

Psy 516. **Seminar in Abnormal Psychology.** 2 hours fall.

Intensive study of the data and theories, including psychoanalysis, with special reference to current literature. Beck.

Psy 518. **Association.** 2 hours spring.

Doctrines of association, as related to habit formation, memories and imagination, imagery, attention, complexes and diagnosis of mental ailments, diagnosis of guilty knowledge, assimilation, conception, illusions, and hallucinations. The reflex arc and the irreversibility of nerve conduction. Practical research experience if desired. Crosland.

Psy 525, 526, 527. **Seminar in Experimental Psychology.** 2 hours each term.

Discussions and reports of experimental movements in contemporary psychology. Designed to supplement Psy 451, 452, 453, but open to upper-division or graduate students who have a satisfactory foundation for the work. Not offered 1942-43. Crosland.

Psy 530. **Seminar in Genetic Psychology.** 2 hours spring.

Intensive study of selected special topics in the theory, data, and methods of genetic psychology. Emphasis placed on the newer developments, including psychoanalysis and Gestalt. Beck.

Religion

PAUL BANWELL MEANS, Ph.D., Professor of Religion.

COURSES in religion were offered at the University for the first time during the academic year 1933-34, under the auspices of the faculty Committee on Religious and Spiritual Activities. In 1934-35 a nonmajor Department of Religion was established by the University as a regular part of its program of instruction in the liberal arts.

The Department of Religion is nonsectarian in spirit, the aim being to acquaint students with the far-reaching influence of religion in the cultural history of the world. The instruction is planned in accordance with the same standards of authoritative scholarship recognized in other departments of the institution.

Through these courses, the University seeks to develop an appreciation of the nature and processes of religious thought and experience, and to relate these facts to the life and problems of our time. The work is also intended to meet the needs of students whose major work in other fields fits them for positions of leadership, and who can become effective and influential in the religious and spiritual life of their communities through a better understanding of the power of religion over men's lives and over the destiny of civilization.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

R 111, 112, 113. Life Objectives. 2 hours each term.

An introduction to the history of our classical Hebrew-Christian heritage of religious ideas, designed to develop in the student the habit of reflective thinking in the evaluation of himself, of life, of the world, and of human society. Means.

R 211, 212, 213. The Bible and Civilization. 3 hours each term.

A survey of the literature of the Old Testament and the New Testament to discover its significance for civilization. How the Bible came into being; how its influence was preserved and extended. Means.

UPPER-DIVISION COURSES

R 322. Psychology of Religion. 3 hours winter.

A study of the psychology of various forms of religious behavior. Means.

R 323. Philosophy of Religion. 3 hours spring.

An inquiry into the nature of religion, with an effort to clarify its basic underlying convictions. An analysis of the religious factor in culture and civilization. Means.

R 461. Religions of Classical Antiquity. (g) 3 hours fall.

Theories of the origin of religion. Animistic religion, early Greek and Roman religion, religion of the Graeco-Roman world. Means.

R 462. Judaism and Christianity. (g) 3 hours winter.

History of the two religions; how they arose, the social conditions bearing on their development, their internal struggles, their beliefs. Means.

R 463. Living Religions of the Orient. (g) 3 hours spring.

Study of Islam, Hinduism, Buddhism, Confucianism, Taoism, Shinto, and other living religions, with special reference to their origins, organization, philosophy, and sacred literature. Means.

Romance Languages

RAY PRESTON BOWEN, Ph.D., Professor of Romance Languages; Head of Department.

CHANDLER BAKER BEALL, Ph.D., Professor of Romance Languages.

LEAVITT OLDS WRIGHT, Ph.D., Professor of Romance Languages.

*CARL LEONARD JOHNSON, Ph.D., Assistant Professor of Romance Languages.

ANNA MCFEELY THOMPSON, M.A., Assistant Professor of Romance Languages.

CHRISTINA ADELLA CRANE, Ph.D., Instructor in Romance Languages.

LAURENCE LESAGE, Ph.D., Instructor in Romance Languages.

ANIBAL VARGAS-BARON, M.A., Instructor in Romance Languages.

ANNE WUEST, M.A., Instructor in Romance Languages.

MAX DIETRICH KAMM, B.A., Graduate Assistant in Romance Languages.

ROBERT BAKER KNOX, B.A., Graduate Assistant in Romance Languages.

JOAN ELIZABETH MURPHY, B.A., Research Assistant in Romance Languages.

ERMA JEAN TAYLOR, B.A., Graduate Assistant in Romance Languages.

STUDENTS who enter with one unit of high-school French or Spanish and wish to continue the study of the language should register for First-Year French or First-Year Spanish. Students entering with two units of high-school credit in one of the languages should register for the second-year sequence, and those entering with three units should register for the third-year sequence.

Major students in Romance languages take either: (1) a minimum of 30 term hours of upper-division courses in French and as many courses in Spanish or Italian as they wish; or (2) a minimum of 24 hours of upper-division courses in Spanish with as many courses in French or Italian as they wish. Students will find Latin helpful in the study of Romance languages.

The curriculum of the department is planned to provide specialized training for majors, to meet the cultural needs of nonmajor students, and to satisfy the language requirements of other fields and vocations.

FRENCH

LOWER-DIVISION COURSES

RL 1, 2, 3. **First-Year French.** 4 hours each term.

Grammar, pronunciation, composition, conversation. Translation of easy French prose and poetry. Crane.

RL 4, 5, 6. **Second-Year French.** 4 hours each term.

Review of grammar, composition, conversation; translation of modern French authors. Crane, Thompson.

* On sabbatical leave, 1941-42.

- RL 7, 8. **First-Year French.** 6 hours each term, winter and spring.
Covers in two terms the work of RL 1, 2, 3. For students entering in winter term.
- RL 201, 202, 203. **French Literature.** 3 hours each term.
Third year. Reading of masterpieces of various periods. A general review of French literature. Crane.
- RL 204, 205, 206. **Seventeenth-Century French Literature.** 3 hours each term.
Reading of representative works of Corneille, Molière, Racine, LaFontaine, Madame de Sévigné, Pascal, and Descartes. Bowen.

UPPER-DIVISION COURSES

- RL 305. **Readings in Romance Languages.** Terms and hours to be arranged.
Bowen, Beall, Wright, Thompson, Johnson.
- RL 311, 312, 313. **French Literature.** 3 hours each term.
Third year. Reading of masterpieces of various periods. A general review of French literature. Not open to students who have taken RL 201, 202, 203. Crane.
- RL 314, 315, 316. **French Composition and Conversation.** 2 hours each term.
Meets on alternate days with RL 311, 312, 313.
- RL 317, 318, 319. **Intermediate French Composition.** 2 hours each term.
Includes phonetics. Prerequisite: RL 314, 315, 316. Bowen.
- RL 320, 321, 322. **French Pronunciation and Phonetics.** 2 hours each term.
Reading and dictation. Beall.
- RL 403. **Thesis.** Terms and hours to be arranged.
For students reading for honors in Romance languages. Bowen, Wright, Beall, Thompson, Johnson.
- RL 405. **Readings in Romance Languages.** Terms and hours to be arranged.
Bowen, Wright, Beall, Thompson, Johnson.
- RL 411, 412, 413. **Seventeenth-Century French Literature.** (G) 3 hours each term.
Reading of representative works of Corneille, Molière, Racine, La Fontaine, Madame de Sévigné, Pascal, and Descartes. Bowen.
- RL 417, 418, 419. **Nineteenth-Century French Novel.** (G) 3 hours each term.
Required of major students in French. Bowen.
- RL 420, 421, 422. **Modern French Drama and Poetry.** (G) 3 hours each term.
Johnson.
- RL 429, 430, 431. **French Culture and Civilization.** (G) 3 hours each term.
Historical, political, and social backgrounds of French literature and art. Alternates with RL 420, 421, 422. Johnson.

SPANISH

LOWER-DIVISION COURSES

- RL 11, 12, 13. **First-Year Spanish.** 4 hours each term.
Translation of common prose, conversation, composition, and grammar. Vargas-Baron, Wright.
- RL 14, 15, 16. **Second-Year Spanish.** 4 hours each term.
Review of grammar, composition, conversation; translation of modern Spanish authors. Thompson, Vargas-Baron, Wright.

- RL 17, 18. **First-Year Spanish.** 6 hours each term, winter and spring.
Covers in two terms the work of RL 11, 12, 13. For students entering in winter term.
- RL 207, 208, 209. **Spanish Literature.** 3 hours each term.
Third year. Reading of masterpieces of various periods. A general survey of Spanish literature. Thompson.

UPPER-DIVISION COURSES

- RL 341, 342, 343. **Spanish Literature.** 3 hours each term.
Third year. Reading of masterpieces of various periods. A general survey of Spanish literature. Not open to students who have taken RL 207, 208, 209. Thompson.
- RL 347, 348, 349. **Spanish Composition and Conversation.** 2 hours each term.
Meets on alternate days with RL 341, 342, 343. Vargas-Baron.
- RL 350, 351, 352. **Advanced Spanish Composition.** 2 hours each term.
Prerequisite: RL 347, 348, 349.
- RL 353, 354, 355. **Commercial Spanish.** 2 hours each term.
Spanish commercial correspondence, business forms, industrial readings, conversation. Study of Latin-American countries. Prerequisite: RL 14, 15, 16, or three years of high-school Spanish.
- RL 441, 442, 443. **Modern Spanish Literature.** (G) 3 hours each term.
Required of students majoring in Spanish. Thompson.
- RL 444, 445, 446. **Spanish-American Literature.** (G) 3 hours each term.
Required of students majoring in Spanish. Wright.

ITALIAN AND PORTUGUESE

LOWER-DIVISION COURSES

- RL 31, 32, 33. **First-Year Italian.** 3 hours each term.
Grammar, composition, and translation of modern authors. Beall.
- RL 34, 35, 36. **Second-Year Italian.** 3 hours each term.
Reading of modern authors. Composition. Beall.

UPPER-DIVISION COURSES

- RL 371, 372, 373. **Third-Year Italian.** 2 hours each term.
Reading of selections from representative works of great authors. Reports. Outline of Italian literature. Beall.
- RL 391, 392, 393. **Elementary Portuguese.** 2 hours each term.
Readings of Portuguese prose and poetry. Open to students who have had two years of Spanish.
- RL 474, 475, 476. **Fourth-Year Italian.** (G) 2 hours each term.
Emphasis upon the classical writers. Beall.
- AL 477, 478, 479. **Dante and His Times.** (G) 3 hours each term.
For description see page 99. Beall.

GRADUATE COURSES IN ROMANCE LANGUAGES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

- RL 503. **Thesis.** Three terms, hours to be arranged.
- RL 505. **Readings in Romance Languages.** Terms and hours to be arranged.

- RL 507. **French Seminar.** Hours to be arranged.
Bowen.
- RL 508. **Spanish Seminar.** Hours to be arranged.
Wright.
- RL 511, 512, 513. **Nineteenth-Century French Literature.** 3 hours each term.
Not offered 1942-43. Bowen.
- RL 514, 515, 516. **Eighteenth-Century French Literature.** 3 hours each term.
Beall.
- RL 517, 518, 519. **Sixteenth-Century French Literature.** 3 hours each term.
Not offered 1942-43. Beall.
- RL 520, 521, 522. **Romance Philology.** 2 hours each term.
Bowen.
- RL 523, 524, 525. **Vulgar Latin and Old Provençal.** 2 hours each term.
Wright.
- RL 529, 530, 531. **Sixteenth- and Seventeenth-Century Spanish Literature.** 3
hours each term.
Wright.
- RL 535, 536, 537. **Old Spanish.** 2 hours each term.
Wright.
- RL 538, 539, 540. **Old French Readings.** 2 hours each term.
Johnson.

Sociology

*PHILIP ARCHIBALD PARSONS, Ph.D., LL.D., Professor of Sociology; Head of
Department.

ELON HOWARD MOORE, Ph.D., Professor of Sociology; Acting Head of Depart-
ment.

SAMUEL HAIG JAMESON, Ph.D., Professor of Sociology.

LAWRENCE STEPHEN BEE, Ph.D., Assistant Professor of Sociology.

NANETTE ELIZABETH SCHMUKI, B.A., Graduate Assistant in Sociology.

LOWER-division, upper-division, and graduate courses in sociology are offered at the University. It is a major aim of the work in sociology to contribute to training in citizenship by giving the student an understanding of the principles that govern human associations and relationships. Particular attention is paid to attitudes and habits of mind, to characteristic reactions to public events and social institutions, and to contemporary social problems.

The basic sequence in General Sociology (Soc 204, 205) is prerequisite to most of the advanced courses in sociology. During their lower-division years, majors in sociology must take one of the following courses, in addition to General Sociology: Social Interaction (Soc 206), Problems of Child Welfare (Soc 207), Poverty and Dependency (Soc 208), or Modern Movements for Social Better-

* On sabbatical leave, 1941-42.

ment (Soc 215). Students who plan to do graduate work and research in sociology are advised to take college algebra during their freshman or sophomore year. Majors should consult their advisers in the Department of Sociology at the beginning of their junior year concerning additional requirements.

General Sociology, followed by Social Interaction, Problems of Child Welfare, or Poverty and Dependency, will satisfy the lower-division group requirements in social science.

DESCRIPTION OF COURSES

LOWER-DIVISION COURSES

Soc 204, 205. General Sociology. 3 hours each term.

Analysis of social organization and culture; social changes and movements as affected by culture and by biological and physical environmental factors. Prerequisite to advanced courses in sociology. Bee, Jameson, Moore.

Soc 206. Social Interaction. 3 hours spring.

The nature of contacts and reciprocal give-and-take processes among the various groups and types of human beings; analysis of the development of social personality, with special attention to social processes and the consequent results upon the interacting persons and groups. Jameson.

Soc 207. Problems of Child Welfare. 3 hours spring.

The child-welfare movement in the United States; the changing social and legal status of the child, child labor, juvenile delinquency, and other problems; current and proposed policies. Bee.

Soc 208. Poverty and Dependency. 3 hours spring.

The underlying causes of poverty; methods of social adjustment and social reorganization for its amelioration or elimination. Moore.

Soc 213, 214. Modern Social Problems. 2 hours each term, fall and winter.

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 studied in the light of historic examples, to determine whether or not continuous cultural evolution is possible. Parsons.

Soc 215. Modern Movements for Social Betterment. 3 hours spring.

Survey of traditional charities and corrections; development of the American system of public and private relief and reformation; the present movement in the direction of public welfare; recent radical movements in nondemocratic countries. Parsons.

UPPER-DIVISION COURSES

Soc 305. Reading and Conference. Terms and hours to be arranged.

Soc 318. Social Unrest. 3 hours winter.

Nature and causes of social unrest as manifested in political, economic, and social disturbances and movements. Illustrations drawn from unrest of women and youth, and from current disturbances in religion, philosophy, and art. Parsons.

Soc 327. Introduction to Social Research. 3 hours fall.

The development of scientific social research. An introduction to selected research projects in current sociological literature from the standpoint of methodology. Prerequisite: Soc 204, 205. Bee.

Soc 338. Matrimonial Institutions. 3 hours fall.

Study of the origin and development, nature and function, of the matrimonial institutions of contemporary civilization, with special consideration of current problems of marriage and the family. Prerequisite: Soc 204, 205 or consent of instructor. Parsons.

Soc 361, 362, 363. Sociological Aspects of Religious Institutions. 2 hours each term.

The relation of religion to the development of other social institutions and to contemporary social problems. Parsons.

Soc 403. Thesis for Honors Candidates. Three terms, hours to be arranged.**Soc 405. Reading and Conference.** Terms and hours to be arranged.**Soc 415. Criminology. (G)** 3 hours fall.

An analysis of the nature of the phenomenon of crime, with specific reference to the causative factors involved, *e.g.*, physical-environmental, physiological, and sociocultural; criticism of present attitudes toward crime and the criminal. Visits to penal and rehabilitative institutions required work in the course. Prerequisite: Soc 204, 205, or elementary psychology, or consent of the instructor. Jameson.

Soc 416. Penology. (G) 3 hours winter.

Theories underlying punishment. The history of penal treatment. A comparative approach to recent penal developments in America, Europe, and Asia. Special attention to studies bearing on the effectiveness of various institutional and noninstitutional methods. The professionalization of the penal service. Moore.

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

Nature and extent of delinquent behavior; contributing factors; current preventive programs and rehabilitating agencies. Prerequisite: Soc 204, 205, Soc 415; or consent of instructor. Jameson.

Soc 420. Social Control. 3 hours fall.

Techniques and agencies of control by which the behavior of crowds, classes, associations, and publics is consciously directed toward desired ends. Prerequisite: Soc 204, 205. Moore.

Soc 421. Principles of Social Legislation. (G) 3 hours winter.

Historical and critical analysis of the programs of legislative control in the fields of social welfare. Jameson.

Soc 422. Social Disorganization. (G) 3 hours spring.

Concept of disorganization in historical and contemporary sociological literature. Genesis, status, and problems of disorganized personalities in an organized society. Nature of personal and social crises, conflicts, adjustments, and readjustments. Prerequisite: Soc 206 or Psy 413. Jameson.

Soc 424. Methods of Social Work. 3 hours fall.

Introduction to the fields of social work for students who have professional interests in this direction; brief history of the development of social work; types of social case work; qualifications for and training of social workers. Prerequisite: Soc 204, 205. Moore.

Soc 425. Introduction to Psychiatric Social Work. 3 hours winter.

Psychiatric social work applied to family case work, child guidance, and various counseling services. Prerequisite: Soc 204, 205; Psy 201, 202, 203; and consent of instructor; Psy 413 recommended. Bee.

Soc 426. Public Welfare. 3 hours spring.

Designed for students training for public-welfare positions. General analysis of the scope of public welfare; principles, functions, and special problems relating to the organization and administration of public welfare. Prerequisite: Soc 204, 205 or consent of instructor. Moore.

Soc 431. Community Organization. (G) 3 hours winter.

The structure and functions of social organizations within the community; problems arising out of the disintegration of natural communities. Various proposals for meeting such problems through community organizations. Bee.

Soc 432. Sociology of Rural Life. (G) 3 hours fall.

Evolution of the American rural community, with emphasis on its functional changes. Comparison with European rural communities to show influence of mobility, land policies, and redistribution of functions on rural life and culture. Relation of types of organization and leadership to an integrated community life. Not offered 1942-43. Bee.

Soc 433. Sociology of the City. (G) 3 hours fall.

Analysis of the problems arising from the concentration of population under the complex and artificial conditions of modern urban and industrial life. Origin and development of cities; social and political approaches to the concept of the city; principles of city growth; natural population areas; problems of social control; current social policies. Bee.

Soc 435. Population and Population Theory. (G) 3 hours fall.

Theories of population, with reference to increase and decrease, and to the problems of quality; current programs of control, such as neo-Malthusianism, eugenics, etc. Not offered 1942-43. Moore.

Soc 437. Immigration and Race Relations. (G) 3 hours winter.

Analysis of human migrations in recent years, and the consequent development of "race consciousness." Attention focused primarily on race relations as a sociological concept in the general struggle for collective and personal status. Jameson.

Soc 447. Methods of Social Research. 3 hours winter.

The class plans and carries through to completion a research project designed to give experience in the various phases of actual research. Prerequisite: Soc 204, 205; Mth 100 and Mth 325, 326, or equivalent. Bee.

Soc 448. Social Analysis. (G) 2 hours spring.

A study of the theoretical premises, methods, techniques, and conclusions of research selected from sociological literature. Prerequisite: Soc 447 or equivalent. Bee.

Soc 451, 452. History of Social Thought. (G) 3 hours each term, fall and winter.

Conceptions of the nature and functions of society from early times to the twentieth century; emergence of sociological thought in the nineteenth century. The social thought of non-Europeans and Europeans up to Herbert Spencer and Lester F. Ward. Special emphasis on the relation of social thought to contemporary forces. Jameson.

Soc 453. Contemporary Sociological Theories. (G) 3 hours spring.

European and American sociological literature after Herbert Spencer and Lester F. Ward. Special attention to trends in the formation of sociological "schools," and to their exponents. Interpretation of current sociological theories. For seniors and graduate students only. Moore.

Soc 454. Principles of Sociology. (G) 3 hours fall.

Examination of the fundamental current concepts of sociology, with emphasis on attempts of precision and standardization. Analysis of the foundations in the fields of societal origins, societal evolution, societal processes, societal products, and sociological methodology. Open to seniors and graduate students. Jameson.

Soc 465. Problems of Social Institutions. (G) 3 hours spring.

Problems created by the faulty functioning of the social institutions which are primarily concerned with preserving and transmitting moral and social traditions. Parsons.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

Soc 501. Social Research. Terms and hours to be arranged.

Students work out projects in line with their special interests.

Soc 503. Thesis. Terms and hours to be arranged.**Soc 505. Reading and Conference.** Terms and hours to be arranged.**Soc 507. Seminar in Sociology.** 3 hours any term.

School of Architecture and Allied Arts

Faculty

ELLIS FULLER LAWRENCE, M.S., F.A.I.A., Dean of the School of Architecture and Allied Arts; Professor of Architecture.

PERCY PAGET ADAMS, A.B., B.S., Assistant Dean of the School of Architecture and Allied Arts; Professor of Graphics.

MABEL AUSTIN HOUCK, Secretary and Art Librarian.

ARTHUR LEE PECK, B.S., B.A., Professor of Landscape Architecture.

ANDREW McDUFFIE VINCENT, Professor of Drawing and Painting.

WALTER ROSS BAUMES WILLCOX, Professor Emeritus of Architecture.

VICTORIA AVAKIAN, M.F.A., Associate Professor of Applied Design.

OLIVER LAURENCE BARRETT, Associate Professor of Sculpture.

EYLER BROWN, M.Arch., Associate Professor of Architecture.

FREDERICK ALEXANDER CUTHBERT, M.L.D., Associate Professor of Landscape Architecture.

BROWNELL FRASIER, B.A., Associate Professor of Interior Design.

MAUDE IRVINE KERNS, B.A., B.S., Associate Professor of Art Education.

NOWLAND BRITTIN ZANE, Associate Professor of Space Arts.

WALLACE STANFORD HAYDEN, B.Arch., Assistant Professor of Architecture.

DAVID JOHN MCCOSH, Assistant Professor of Drawing and Painting.

HARLOW EMERICK HUDSON, Instructor in Architecture.

GEORGE STANLEY JETTE, B.L.A., Instructor in Landscape Architecture.

ARTHUR RIEHL, M.A., Instructor in Architectural Design.

LOUISE BARROWS SCHROFF, Instructor in Decorative Design.

SAVERINA GRAZIANO SMITH, M.F.A., Instructor in Art Education.

EDWARD KEENE TRUE, B.S. in Arch. Eng., Instructor in Architectural Design and Construction.

JACK WILKINSON, Instructor in Drawing and Painting.

LOUISE ROBISON ALMACK, B.A., Graduate Assistant in Interior Design.

CYRIL HARRY CONRAD, B.S., Graduate Assistant in Sculpture.

EARL REDONDO SCOTT, B.A., Graduate Assistant in Drawing and Painting.

General Statement

THE School of Architecture and Allied Arts offers instruction leading to baccalaureate and advanced degrees in architecture, interior design, landscape architecture, drawing and painting, sculpture, art education, and general art. There are no special requirements for admission to the school beyond the general University requirements listed under **ADMISSION**. Students seeking admission with advanced standing are required to exhibit their work or take an examination before transfer of credit is granted.

The school is housed in a group of buildings around an arcaded patio, at the northeast corner of the campus. The buildings contain drafting rooms, exhibition rooms, classrooms, an art library, and staff offices.

Students supply their own instruments and drawing materials. Supplies are obtainable within the building, at a branch store maintained by the University Co-op. The school supplies desks, easels, and drawing boards. All work done in class by students is the property of the School of Architecture and Allied Arts unless other arrangements are made with the instructor.

Degrees and Curricula. The following curricula are offered: five-year curricula in architectural design and in interior design, leading to the Bachelor of Architecture degree; a four-year curriculum in structural design in architecture, leading to the Bachelor of Science degree, offered in cooperation with the School of Engineering at Oregon State College; a five-year curriculum in landscape architecture, leading to the Bachelor of Landscape Architecture degree; four-year curricula, leading to the Bachelor of Arts or Bachelor of Science degree, in drawing and painting, sculpture, art education, and general art.

Students majoring in architectural design, in interior design, or in landscape architecture may obtain a Bachelor of Arts or Bachelor of Science degree (in addition to the professional degree) by completing the University requirements for the B.A. or B.S. degree. Such students must, however, complete at least 45 term hours after the awarding of the first bachelor's degree before the second will be awarded.

In cooperation with the School of Education, special courses are offered for students who intend to become teachers of art.

Work leading to the following advanced degrees is offered under the direction of the Graduate Division and the School of Architecture and Allied Arts: Master of Science (scholastic); Master of Arts (scholastic); Master of Architecture (technical); Master of Fine Arts (creative); Master of Landscape Architecture (technical). At least one year of resident work after satisfaction of requirements for the bachelor's degree is required for a master's degree. For further information concerning graduate study see **GRADUATE DIVISION**.

The following regulations govern the professional curricula leading to the Bachelor of Architecture degree, and the awarding of the degree.

(1) Trigonometry and an approved course in physics are prerequisite for Construction III (AA 320, 321, 322).

(2) A student may obtain each year credits in excess of those called for in the curricula outlined below, by demonstrating through examination that he has professional training, through experience or otherwise, which will justify the granting of additional credit and more rapid progress toward the degree.

(3) The student must earn 220 term hours of credit, of which 147 hours must be in the School of Architecture and Allied Arts. He must have completed all of the professional work

of the five-year major curriculum, and must have satisfied all University requirements for graduation, including required courses in physical education, military science, and health education. At least one year of residence is required.

(4) A student may take three hours of elective subjects each term in addition to the electives scheduled in the curricula, provided his record for the preceding years shows no grade below C.

(5) The five-year curriculum is planned for students of average preparation and ability. Students with superior preparation and ability may, through examination as provided under Rule 2, or by presenting work in design as provided under Rule 6, complete the required number of hours of professional work and graduate in less than five years.

(6) Before the professional degree in architectural design is granted, the student must receive a passing grade in each division of design. By special permission of the dean, a student may be allowed to do the work required in the courses in architectural design as rapidly as he is able. By arrangement with the Registrar, credit for work done in these courses before formal registration will be entered in the student's record when certified by the dean.

The rules printed above (with the omission of Rule 1) also govern professional curriculum leading to the Bachelor of Landscape Architecture degree and the awarding of the degree.

Architectural Design. In order that the student may be brought in touch with his professional work and co-workers as early as possible, the study of architectural design is begun in the freshman year. In the freshman year the student becomes familiar with the elementary factors of design through the execution of architectural problems and through lectures on design concepts by members of the faculty. In the sophomore year emphasis is placed on problems involving particular site situations and particular needs of people and society, and on specific space provisions for the satisfaction of these needs. In the third, fourth, and fifth years, the student executes problems of increasing magnitude and complexity. The five-year program is planned as a continuous experience, and is correlated with work in landscape architecture, interior design, and structural design.

All design problems are assigned individually. Competition as a method of teaching has been abandoned. Emphasis is placed on integrity of thought and expression, on stimulation of a spirit of cooperation, and on development of individuality.

All work is executed in the drafting room, where individual tables are assigned to students. The student confers with members of the faculty as he progresses toward the solution of his particular problem; through these individual discussions he is encouraged to see his problem and the general problems of design from a variety of points of view.

Because of the special nature of work in design, it is impossible to fix the amount of time necessary for the completion of projects required. The nominal time is five years. More or less time may be necessary, according to the student's preparation and ability.

Credits are calculated according to the amount of work accomplished; each problem is assigned a definite credit value.

Interior Design. Interior design is taught as a branch of architecture. The work of the first two years differs little from the first two years of the curriculum in architectural design. In the three years of upper-division work, the student specializes on interiors, studying the room as a problem of design, and the related problems of furnishing, function, construction, and beauty.

Structural Design. The student following the curriculum in structural design in architecture takes two years of work in the School of Architecture and Allied Arts at the University; at the beginning of his junior year, he transfers to Oregon State College to complete the last two years of the four-year curriculum in the School of Engineering.

Landscape Architecture. The instruction in landscape architecture is closely correlated with work in art and in architectural design. The classrooms and drafting quarters for landscape architecture are in the same building with those for art and architecture, so that from the beginning of their professional training students are closely associated with co-workers in related arts.

The campuses of the University of Oregon and Oregon State College are ideal out-of-door living laboratories for the study of plant materials and landscape design.

A major in landscape architecture takes one year of his professional training at the State College, studying plant material, plant propagation, soils, surveying, and other practical phases of the profession. The student who does his lower-division work at the University spends the third year at Corvallis, and returns to Eugene for the last two years of the curriculum. A student may, however, spend his first two years at the State College, completing during these years the required professional work offered at Corvallis, and transfer to the University for the last three years of professional work. Curricula for students who begin at Eugene and for those who begin at Corvallis are printed on pages 168-169.

Drawing and Painting. The aim of the instruction in drawing and painting is to provide the technical training necessary for individual expression and for an appreciative understanding of the visual arts. The special interests of students (landscape, portraiture, mural, illustration, commercial applications, etc.) are recognized and encouraged. All teaching is through individual criticism. The student works at his easel or drawing board on his particular problem, and receives individual attention and help from the instructor. Competition and mass training are both eliminated. The curriculum includes work in design, life, anatomy, and composition.

Sculpture. All work is executed in the sculpture studios under the personal direction and criticism of the instructor. The curriculum for students of sculpture includes work in drawing, painting, anatomy, composition, and design, in addition to instruction in sculpture, modeling, and casting. The suggested curriculum printed on page 170 is not mandatory in details. Deviations consistent with the general regulations of the University and the standards of the school may be made with the consent of the instructor.

Art Education. The curriculum in art education prepares students for supervision and teaching of art in the junior and senior high schools. The courses are designed to develop an appreciation of the beautiful, and to give freedom, spontaneity, and power of original self-expression in design, and some understanding of the designs and processes of the applied arts and crafts.

General Art. The curriculum in general art is planned for students who do not intend to become professional architects or artists, but who are interested in the arts as a part of a liberal education. The curriculum is also suited to the needs of students who wish a general training in the arts as a foundation for specialization in textile, costume, stage, and other forms of applied design.

Curricula in Architecture and Allied Arts

*Architectural Design—Interior Design—Structural Design—Landscape Architecture
Drawing and Painting—Sculpture—Art Education—General Art*

Suggested Curriculum in Architectural Design

B. Arch. Degree

MR. HAYDEN and MR. WILLCOX, Advisers

	Term hours		
	F	W	S
First Year			
Graphics I (AA 111, 112, 113).....	2	2	2
Architectural Drawing (AA 191).....	1	1	-
Architectural Modeling (AA 154, 155, 156).....	1	1	1
Lower-Division Architectural Design (AA 297).....	1-2	1-2	1-2
Landscape Architecture (LA 117, 118, 119).....	1	1	1
Construction I (AA 120).....	-	-	1
Group requirements (Physical-Science Survey; Essentials of Physics; Introductory Geography).....	5	5	5
English Composition (Rht 111, 112, 113).....	3	3	3
Military Science (men) or General Hygiene (women).....	1	1	1
Physical Education.....	1	1	1
	16-17	16-17	16-17
Second Year			
Introduction to Construction (AA 117, 118, 119).....	3	3	3
Graphics II (AA 211, 212, 213).....	2	2	2
Lower-Division Architectural Design (AA 297 continued).....	1-2	1-2	1-2
Lower-Division Drawing (AA 291).....	2	2	2
Lower-Division Landscape Design (LA 290).....	1-2	1-2	1-2
Architectural Rendering (AA 214, 215, 216).....	1	1	1
Lower-Division Composition (AA 292) ¹	2	2	2
Construction II (AA 220, 221, 222).....	1	1	1
Physical Education.....	1	1	1
Military Science (men).....	1	1	1
	15-17	15-17	15-17
Third Year			
Architectural History I (AA 337, 338, 339).....	2-3	2-3	2-3
Construction III (AA 320, 321, 322).....	3	3	3
Upper-Division Architectural Design (AA 497).....	4	4	4
Upper-Division Drawing (AA 491).....	1	1	1
Pen and Pencil (AA 398).....	1	1	1
Domestic Architecture I (AA 311, 312, 313).....	1-2	1-2	1-2
Group requirements.....	4	4	4
	16-18	16-18	16-18
Electives recommended: Introduction to Philosophy; Lower-Division Composition; Background of Social Science; psychology; World History; economics; foreign languages.			
Fourth Year			
Architectural History II (AA 340, 341, 342).....	2	2	2
Construction VI (AA 420, 421, 422).....	2	2	2
Upper-Division Architectural Design (AA 497 continued).....	6	6	6
Upper-Division Drawing (AA 491 continued).....	1	1	1
Construction IV (AA 323, 324, 325).....	2	2	2
Architectural Practice (AA 329, 330, 331).....	1	1	1
Electives.....	2	2	2
	16	16	16
Electives recommended: literature; painting; sculpture.			
Fifth Year			
Upper-Division Architectural Design (AA 497 continued).....	10	10	10
City Planning I (LA 353, 354, 355).....	2	2	2
Upper-Division Drawing (AA 491 continued).....	1	1	1
Architectural History III (AA 440, 441, 442).....	1	1	1
Construction V (AA 369, 370, 371).....	2	2	2
	16	16	16

¹ Recommended but not required.

Suggested Curriculum in Interior Design

B.Arch. Degree

MISS FRASIER, Adviser

	Term hours		
	F	W	S
First Year			
Interior Design Elements (AA 223, 224, 225).....	2	2	2
Graphics I (AA 111, 112, 113).....	2	2	2
Architectural Drawing (AA 191) or Architectural Modeling (AA 154, 155, 156).....	1	1	1
Lower-Division Architectural Design (AA 297).....	1	1	2
Construction I (AA 120).....	-	-	1
Survey of Creative Arts (AA 114, 115, 116).....	3	3	3
Group requirement.....	3	3	3
English Composition (Rht 111, 112, 113).....	3	3	3
Military Science (men) or General Hygiene (women).....	1	1	1
Physical Education.....	1	1	1
	17	17	19

Second Year			
Graphics II (AA 211, 212, 213).....	2	2	2
Lower-Division Drawing (AA 291), or Architectural Rendering (AA 214, 215, 216), or Architectural Modeling AA 154, 155, 156).....	1-2	1-2	1-2
Lower-Division Architectural Design (AA 297 continued).....	2	2	2
Landscape Architecture (LA 117, 118, 119).....	1	1	1
Group requirements and electives.....	6	6	6
Military Science (men).....	1	1	1
Physical Education.....	1	1	1
	14-15	14-15	14-15

Electives recommended: mathematics; foreign language; English; science (geology or biology); General Psychology.

Third Year			
Drawing, Modeling, or Painting.....	2-3	2-3	2-3
Upper-Division Interior Design (AA 498).....	4	4	4
Architectural History IV (AA 356, 357, 358).....	2	2	2
Lower-Division Applied Design (AA 296).....	2	2	2
Architectural History I (AA 337, 338, 339).....	2-3	2-3	2-3
Electives.....	3	3	3
	15-17	15-17	15-17

Electives as recommended above, with the addition of world literature, aesthetics, and Introduction to Philosophy.

Fourth Year			
Drawing or Painting.....	2	2	2
Upper-Division Interior Design (AA 498 continued).....	6	6	6
Domestic Architecture I (AA 311, 312, 313).....	2	2	2
Upper-Division Applied Design (AA 496).....	2	2	2
Architectural History II (AA 340, 341, 342).....	2	2	2
Electives.....	3	3	3
	17	17	17

Electives as recommended above.

Fifth Year			
Upper-Division Interior Design (AA 498 continued).....	10	10	10
Technique and Practice (AA 465, 466, 467).....	5	5	5
Civilization and Art Epochs (AA 446, 447, 448).....	2	2	2
	17	17	17

Suggested Curriculum in Structural Design in Architecture

B.S. Degree

MR. ADAMS, Adviser at University
MR. GRIFFITH, Adviser at State College

First Year (University)	Term Hours		
	F	W	S
Graphics I (AA 111, 112, 113).....	2	2	2
Architectural Drawing (AA 191), or Architectural Modeling (AA 154, 155, 156).....	1	1	1
Lower-Division Architectural Design (AA 297).....	1	1	2
Construction I (AA 120).....	-	-	1
Freshman Mathematics.....	4	4	4
Group Requirement.....	3	3	3
English Composition (Rht 111, 112, 113).....	3	3	3
Military Science (men) or General Hygiene (women).....	1	1	1
Physical Education.....	1	1	1
	16	16	18

Electives recommended: chemistry; geology; social science; foreign language.

Second Year (University)			
General Physics (Ph 201, 202, 203).....	4	4	4
Calculus (Mth 201, 202, 203).....	4	4	4
Lower-Division Architectural Design (AA 297 continued).....	2	2	2
Construction II (AA 220, 221, 222).....	1	1	1
Military Science (men).....	1	1	1
Physical Education.....	1	1	1
Electives.....	2	2	2
	15	15	15

Third Year (State College)			
Plane Surveying (CE 221, 222, 223).....	3	3	3
Strength of Materials (CE 351, 352).....	3	3	-
Structural Analysis (CE 382).....	-	4	-
Reinforced Concrete (CE 383).....	-	-	4
Materials of Engineering (ME 316).....	3	-	-
Structural Materials Laboratory (ME 415).....	-	3	-
Practical Electricity (IA 370).....	3	-	-
Welding Practice (IA 350).....	-	-	1
Forging and Welding (IA 250).....	-	-	2
Electives.....	5	3	7
	17	16	17

Fourth Year (State College)			
Structural Engineering (CE 481), Structural Design (CE 482).....	4	4	-
Building Design (CE 483).....	-	-	4
Masonry and Foundations (CE 472).....	-	4	-
Fluid Mechanics (CE 311).....	3	-	-
Estimating and Cost Analysis (CE 460).....	-	-	3
Steam, Air, and Gas Power (ME 346).....	-	-	3
Heating and Air Conditioning (ME 461).....	-	-	3
Industrial Electricity (EE 356).....	3	-	-
Electives.....	7	9	3
	17	17	16

Suggested Curriculum in Landscape Architecture

B.L.A. Degree

(Work in a foreign language is not required for the Bachelor of Landscape Architecture degree. Students wishing to earn the Bachelor of Arts degree take a modern foreign language during their freshman and sophomore years, and complete group requirements in language and literature or in social science in the fourth year of the curriculum.)

MR. CUTHBERT, Adviser at University

MR. PECK, Adviser at State College

FOR STUDENTS TAKING FIRST TWO YEARS AT UNIVERSITY

	Term Hours		
	F	W	S
First Year (University)			
Group requirement and electives	5	5	5
Graphics I (AA 111, 112).....	2	2	-
Lower-Division Architectural Design (AA 297).....	1	1	2
Landscape Architecture (LA 117, 118, 119).....	1	1	1
English Composition (Rht 111, 112, 113).....	3	3	3
Construction I (AA 120).....	-	-	1
Architectural Drawing (AA 191).....	1	1	1
Lower-Division Drawing (AA 291).....	1	1	1
Military Science (men) or General Hygiene (women).....	1	1	1
Physical Education	1	1	1
	16	16	16
Second Year (University)			
Botany (Bot 101, 102, 103).....	3	3	3
Lower-Division Drawing (AA 291 continued).....	1	1	1
Construction II (AA 220, 221, 222).....	1	1	1
Lower-Division Architectural Design (AA 297 continued).....	2	2	2
Lower-Division Landscape Design (LA 290).....	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
Electives	5	5	5
	16	16	16
Third Year (State College)			
Plant Materials (LA 326, 327, 328).....	3	3	3
History and Literature of Landscape Architecture (LA 356, 357, 358).....	2	2	2
Plane Surveying (CE 226, 223).....	3	-	3
Maintenance and Construction (LA 359, 360, 361).....	3	3	3
Plant Propagation (Hrt 311).....	-	3	-
Soils Improvement (Sis 215).....	2	-	-
Intermediate Landscape Design (LA 390).....	3 or (3)	or (3)	or (3)
Graphics II (AA 212).....	-	-	2
Electives	-	4	3
	16	15	16
Fourth Year (University)			
Upper-Division Landscape Design (LA 490).....	5	5	5
Construction VI (AA 421, 422).....	-	2	2
Office Practice (LA 337).....	-	2	-
Plant Composition (LA 491).....	3	3	3
City Planning I (LA 353, 354, 355).....	2	2	2
Field Practice (LA 335, 435).....	4	-	4
Group requirement in language and literature or in social science; or art and English electives.....	3	3	3
	17	17	19
Fifth Year (University)			
City Planning II (LA 492).....	2	2	2
Upper-Division Landscape Design (LA 490 continued).....	10	10	10
Architectural History I (AA 337, 338, 339).....	2-3	2-3	2-3
Electives	3	3	3
	17-18	17-18	17-18

Recommended electives: public speaking, City Government (PS 315). Real Estate (BA 425), Business Law (BA 416), foreign language.

FOR STUDENTS TAKING FIRST TWO YEARS AT STATE COLLEGE

	Term hours		
	F	W	S
First Year (State College)			
Graphics (AA 111, 112, 212).....	2	2	2
General Botany (Bot 201, 202, 203).....	3	3	3
Landscape Architecture (LA 279).....	—	—	3
History and Literature of Landscape Architecture (LA 356, 357, 358).....	2	2	2
English Composition (Eng 111, 112, 113).....	3	3	3
Lower-Division Architectural Design (AA 297).....	2	—	—
Construction (AA 120).....	—	1	—
Military Science (men) and Physical Education ¹	2	2	2
Group requirement in language and literature or social science ²	3	3	3
	17	16	18
Second Year (State College)			
Lower-Division Architectural Design (AA 297 continued).....	—	1	1
Lower-Division Landscape Design (LA 290).....	2	2	2
Plane Surveying (CE 226, 223).....	3	—	3
Plant Propagation (Hrt 311).....	—	3	—
Maintenance and Construction (LA 359, 360, 361).....	3	3	3
Plant Materials (LA 326, 327, 328).....	3	3	3
Soils Improvement (Sls 215).....	2	—	—
Military Science (men) and Physical Education.....	2	2	2
Electives.....	3	4	4
	18	18	18
Third Year (University)			
Lower-Division Architectural Design (AA 297 continued).....	2	2	2
Lower-Division Drawing (AA 291).....	3	3	3
Construction II (AA 220, 221, 222).....	1	1	1
Upper-Division Landscape Design (LA 490).....	3	3	3
Plant Composition (LA 491).....	3	3	3
Electives.....	6	6	6
	18	18	18
Fourth and Fifth Years (University)			
Same as for students beginning at University			

Suggested Curriculum in Drawing and Painting

B.A., B.S. Degrees

MR. VINCENT, Adviser

First Year			
Lower-Division Painting (AA 290).....	2	2	2
Lower-Division Drawing (AA 291).....	2	2	2
Lower-Division Composition (AA 292).....	2	2	2
Survey of Creative Arts (AA 114, 115, 116) or language.....	3-4	3-4	3-4
English Composition (Rht 111, 112, 113).....	3	3	3
Group requirements.....	3	3	3
Military Science (men) or General Hygiene (women).....	1	1	1
Physical Education.....	1	1	1
	17-18	17-18	17-18
Second Year			
Lower-Division Painting (AA 290 continued).....	3	3	3
Lower-Division Drawing (AA 291 continued).....	3	3	3
Lower-Division Composition (AA 292 continued).....	3	3	3
Military Science (men).....	1	1	1
Physical Education.....	1	1	1
Group requirement and electives.....	6	6	6
	17	17	17

¹ General Hygiene (PE 150), 2 term hours, is taken one term in place of physical education. Women take Social Ethics (PE 131) one term.

² Students taking modern language will complete group requirements in the fourth year at the University.

	Third Year		
	Term hours		
	F	W	S
Upper-Division Painting (AA 490).....	5	5	5
Upper-Division Drawing (AA 491).....	4	4	4
Upper-Division Composition (AA 492).....	3	3	3
History of Painting (AA 346, 347, 348).....	2-3	2-3	2-3
Electives	3	3	3
	17-18	17-18	17-18

Fourth Year			
Upper-Division Painting (AA 490 continued).....	5	5	5
Upper-Division Drawing (AA 491 continued).....	5	5	5
Upper-Division Composition (AA 492 continued).....	3	3	3
Electives	3	3	3
	16	16	16

Suggested Curriculum in Sculpture

B.A., B.S. Degrees

MR. BARRETT, Adviser

First Year			
Lower-Division Sculpture (AA 293).....	3	3	3
Lower-Division Drawing (AA 291).....	2	2	2
Lower-Division Sculpture Composition (AA 294).....	2	2	2
Survey of Creative Arts (AA 114, 115, 116).....	3	3	3
English Composition (Rht 111, 112, 113).....	3	3	3
Group requirements	3	3	3
Military Science (men) or General Hygiene (women).....	1	1	1
Physical Education	1	1	1
	18	18	18

Second Year			
Lower-Division Sculpture (AA 293 continued).....	4	4	4
Lower-Division Drawing (AA 291 continued).....	3	3	3
Lower-Division Sculpture Composition (AA 294 continued).....	2	2	2
Military Science (men).....	1	1	1
Physical Education	1	1	1
Group requirements and electives.....	5	5	5
	16	16	16

Third Year			
Upper-Division Sculpture (AA 493).....	5	5	5
Upper-Division Drawing (AA 491).....	4	4	4
Upper-Division Sculpture Composition (AA 494).....	2	2	2
Electives	6	6	6
	17	17	17

Fourth Year			
Upper-Division Sculpture (AA 493 continued).....	5	5	5
Upper-Division Drawing (AA 491 continued).....	4	4	4
Upper-Division Sculpture Composition (AA 494 continued).....	2	2	2
Electives	4	4	4
	15	15	15

Suggested Curriculum in Art Education

B.A., B.S. Degrees

MISS KERNS, Adviser

	First Year		
	Term hours		
	F	W	S
Design I (AA 166, 167, 168).....	2	2	2
Lower-Division Drawing (AA 291).....	2	2	2
Color Theory (AA 163, 164, 165).....	1	1	1
Foreign language	6-8	6-8	6-8
Social science			
Science	} two of these three subjects.....		
English Composition (Rht 111, 112, 113).....	3	3	3
Physical Education (PE 180).....	1	1	1
Health Education (PE 114, 115, 116).....	1	1	1
	16-18	16-18	16-18

Second Year

Lower-Division Sculpture (AA 293).....	2	2	2
Design II (AA 266, 267, 268).....	2	2	2
Lower-Division Applied Design (AA 296).....	2	2	2
Figure and Costume Sketch Class (AA 298).....	1	1	1
Representation I (AA 169, 170, 171).....	1	1	1
Lower-Division Painting (AA 290).....	-	-	2
Foreign language or science.....	3-4	3-4	3-4
General Psychology (Psy 201, 202).....	3	3	-
General Psychology Laboratory (Psy 208, 209).....	1	1	-
Physical Education (PE 180).....	1	1	1
Elective.....	-	-	2
	16-17	16-17	16-17

Third Year

Representation II (AA 269, 270, 271).....	1	1	1
Art Education (AA 414, 415).....	3	-	3
Fashion Illustration (AA 391).....	2	2	2
Interior Design I (AA 380, 381, 382).....	2	2	2
Upper-Division Applied Design (AA 496).....	-	2	2
Secondary Education (Ed 311).....	3	-	-
Educational Psychology (Ed 312).....	-	3	-
Principles of Teaching (Ed 313).....	-	-	3
Oregon History (Hst 377).....	-	-	2
Oregon School Law (Ed 316).....	2	-	-
Electives.....	3	6	2
	16	16	17

Fourth Year

Interior Design II (AA 383, 384, 385).....	2	2	2
Civilization and Art Epochs (AA 446, 447).....	2	2	-
Lower-Division Painting (AA 290).....	2	2	-
Representation III (AA 386, 387, 388).....	1	1	1
Special Methods (Ed 408).....	-	-	3
Supervised Teaching (Ed 415).....	-	-	9
Education electives.....	3	3	-
Courses in second subject-preparation field.....	7	7	2
	17	17	17

Fifth Year

Upper-Division Painting (AA 490).....	2	2	2
Lower-Division Sculpture Composition (AA 294).....	2	2	2
History of Painting (AA 346, 347, 348).....	2	2	2
Modern Educational Principles and Problems (Ed 511).....	-	-	3
Education electives.....	5	5	2
Courses in second subject-preparation field.....	3	6	6
Elective.....	2	-	-
	16	17	17

Suggested Curriculum in General Art

B.A., B.S. Degrees

MISS AVAKIAN, Adviser

	Term hours		
	F	W	S
Freshman Year			
Lower-Division Decorative Design (AA 295), Interior Design Elements (AA 223, 224, 225).....	2-3	2-3	2-3
Survey of Creative Arts (AA 114, 115, 116).....	3	3	3
From the following subjects, 3 to 5 hours.....	3-5	3-5	3-5
Lower-Division Applied Design (AA 296)			
Lower-Division Drawing (AA 291)			
Lower-Division Composition (AA 292)			
Lower-Division Sculpture (AA 293)			
Figure and Costume Sketch Class (AA 298)			
English Composition (Rht 111, 112, 113).....	3	3	3
Physical Education	1	1	1
General Hygiene (women) or Military Science (men).....	1	1	1
Group requirements and electives.....	4-6	4-6	4-6
	<u>17-22</u>	<u>17-22</u>	<u>17-22</u>

Sophomore Year

From the following subjects, 7 to 8 hours.....	7-8	7-8	7-8
Lower-Division Decorative Design (AA 295 continued)			
Lower-Division Applied Design (AA 296 continued)			
Lower-Division Drawing (AA 291 continued)			
Lower-Division Painting (AA 290)			
Lower-Division Sculpture (AA 293 continued)			
Lower-Division Composition (AA 292 continued)			
Physical Education	1	1	1
Military Science (men).....	1	1	1
Electives and group requirements	6-8	6-8	6-8
	<u>15-18</u>	<u>15-18</u>	<u>15-18</u>

Junior Year

Civilization and Art Epochs (AA 446, 447, 448).....	2	2	2
From the following subjects, 10 to 11 hours.....	10-11	10-11	10-11
Upper-Division Decorative Design (AA 495)			
Upper-Division Drawing (AA 491)			
Upper-Division Painting (AA 490)			
Upper-Division Sculpture (AA 493)			
Upper-Division Composition (AA 492)			
Fashion Illustration (AA 391)			
Electives	3	3	3
	<u>15-16</u>	<u>15-16</u>	<u>15-16</u>

Senior Year

From the following subjects, 12 to 13 hours.....	12-13	12-13	12-13
Upper-Division Decorative Design (AA 495 continued)			
Upper-Division Applied Design (AA 496)			
Upper-Division Drawing (AA 491 continued)			
Upper-Division Painting (AA 490 continued)			
Upper-Division Sculpture (AA 493 continued)			
Upper-Division Composition (AA 492 continued)			
Interior Design I (AA 380, 381, 382)			
Electives	3	3	3
	<u>15-16</u>	<u>15-16</u>	<u>15-16</u>

Description of Courses

ARCHITECTURAL DESIGN, INTERIOR DESIGN, AND STRUCTURAL DESIGN

LOWER-DIVISION COURSES

AA 111, 112, 113. Graphics I. 2 hours each term.

Principles of orthographic projection or descriptive geometry; applications to the construction of plans and elevations, projections of points, lines, and planes, and correct location of shades and shadows for design problems. Adams, True.

AA 117, 118, 119. Introduction to Construction. 3 hours each term.

Study of mathematics as related to building construction, including the elements of algebra, trigonometry, and calculus. Adams, True.

AA 120. Construction I. 1 hour spring.

Introduction to architectural elements by means of individual research and observation. Sketching of existing examples, with class discussion. Willcox.

AA 154, 155, 156. Architectural Modeling. 1 hour each term.

The student studies architectural forms and details by actually creating the forms in clay, and thus strengthens his perception of three dimensions for work on problems in design. Hudson, Willcox.

AA 191. Architectural Drawing. 1 hour each term.

A course in freehand perspective, intended to develop skill in depiction of imagined forms in planes and solids. Hudson, Riehl.

AA 211, 212, 213. Graphics II. 2 hours each term.

Fall: completion of work in shades and shadows; winter and spring: applications of descriptive geometry to drawing of linear perspectives. Practical methods of constructing perspectives. Brown.

AA 214, 215, 216. Architectural Rendering. 1 hour each term.

Use of India ink and water color in making rendered drawings; application to architectural design problems. Brown.

AA 220, 221, 222. Construction II. 1 hour each term.

Introduction to building materials; materials in design, properties of materials, specifications. Hayden.

AA 223, 224, 225. Interior Design Elements. 2 hours each term.

Introduction to the scope, aims, and technique of interior design, with special emphasis on: color theory as related to interior design; textile decoration (hand block, color screen, air brush); flower arrangement. Open to non-majors. Frasier.

AA 297. Lower-Division Architectural Design. 1 to 5 hours any term.

No-grade course. Credit earned each term determined by work completed. Normally 4 term hours earned the first year and 6 hours the second year. First year: fundamental principles of design organization; basic building needs of society and the individual. Second year: simple problems in architectural planning; solutions evolved that require the making of well-executed architectural drawings. Work correlated with LA 117, 118, 119. During the second year, equal attention is given to architectural and to landscape considerations.

UPPER-DIVISION COURSES

- AA 311, 312, 313. Domestic Architecture I.** 1 to 4 hours each term.
The principles and requirements of domestic architecture applied to the execution of plans and elevations of residential buildings, and to the landscape design of the property. Lawrence, Riehl.
- AA 320, 321, 322. Construction III.** 3 hours each term.
Intended to follow trigonometry; application of mathematics to the designing of structures. True.
- AA 323, 324, 325. Construction IV.** 2 hours each term.
Introduction to the making of working drawings, including scale and full-size details; writing of specifications and supervision. Prerequisite: AA 311, 312, 313. Brown, Hayden.
- AA 329, 330, 331. Architectural Practice.** 1 hour each term.
Problems of professional ethics, business relations, office management, etc. Willcox.
- AA 337, 338, 339. Architectural History I.** 2 or 3 hours each term.
Study of the historic styles of architecture, supplemented by individual investigation of historic ornament. Open to nonmajors. Lawrence.
- AA 340, 341, 342. Architectural History II.** 2 hours each term.
Continuation of AA 337, 338, 339. Lawrence, Riehl.
- AA 356, 357, 358. Architectural History IV.** 2 hours each term.
History of interior design, with emphasis on the development of the architectural background, on the history of furniture, textiles, and other accessories, and on their relation to modern architectural design, interior design, and industrial design. Required for majors in interior design, open to upper-division nonmajors. Frasier.
- AA 369, 370, 371. Construction V.** 2 hours each term.
Mechanical accessories to buildings; plumbing, heating, ventilation, electric lighting, and acoustics. Adams.
- AA 411, 412, 413. Domestic Architecture II.** (G) 1 to 4 hours each term.
Continuation AA 311, 312, 313. Lawrence, Riehl.
- AA 420, 421, 422. Construction VI.** (G) 2 hours each term.
Constructive design, continuing the work of AA 320, 321, 323. Trusses in wood and steel, plate girders, reinforced concrete, retaining walls, etc. Adams.
- AA 440, 441, 442. Architectural History III.** 1 hour each term.
History of modern architecture. Continuation of AA 340, 341, 342. Lawrence.
- AA 465, 466, 467. Technique and Practice.** 5 hours each term.
Business, estimating methods, and ethics for interior decorators. Frasier.
- AA 497. Upper-Division Architectural Design.** (G) 1 to 10 hours any term.
No-grade course. Credit earned each term determined by work completed. Normally 12 term hours earned the third year, 18 the fourth year, and 30 the fifth year. During these three years a progressive series of problems in architectural design and planning are studied, including short-time sketch problems and elaborate, carefully studied drawings. Some problems studied in collaboration with students in LA 490.

AA 498. Upper-Division Interior Design. (G) 1 to 10 hours any term.

No-grade course. Credit earned each term determined by work completed. Normally 12 term hours earned the third year, 18 the fourth year, and 30 the fifth year. During these three years a progressive series of related problems in interior design are studied; sketches and carefully executed drawings are made, some in orthographic projection and some in perspective. Frasier.

LANDSCAPE ARCHITECTURE**LOWER-DIVISION COURSES****LA 117, 118, 119. Landscape Architecture.** 1 hour each term.

Introduction to landscape architecture; survey of the principles and ideals of the art. Peck.

LA 290. Lower-Division Landscape Design. 1 to 5 hours each term.

Design of small residence properties, the ordinary city lot, town house property, and suburban residence properties of not more than three acres. Prerequisite: LA 117, 118, 119. Cuthbert, Jette.

UPPER-DIVISION COURSES**LA 335. Field Practice.** 4 hours fall.

Field problems in surveying, grading, and layout work for construction. Prerequisite: CE 223. Jette.

LA 337. Office Practice. 2 hours winter.

Professional ethics, office management, and principles of superintendence. Prerequisite: upper-division standing. Cuthbert, Jette.

LA 353, 354, 355. City Planning I. 2 hours each term.

Fall and winter: history and significance of city planning; modern achievements in zoning, housing, and city and regional planning. Spring: economic, practical, and aesthetic factors; study and solution of a simple practical problem in town planning. Cuthbert, Hudson, Willcox.

LA 401. Special Studies. Terms and hours to be arranged.**LA 403. Senior Thesis.** Terms and hours to be arranged.**LA 405. Senior Assigned Reading.** Terms and hours to be arranged.**LA 407. Senior Seminar.** Terms and hours to be arranged.**LA 435. Field Practice.** 4 hours spring.

Continuation of LA 335, the field work being correlated with a major design problem. Cuthbert, Jette.

LA 490. Upper-Division Landscape Design. (G) 1 to 10 hours any term.

No-grade course. Normally 15 term hours of credit are earned the fourth year and 30 term hours the fifth year. Suburban and country estates, school grounds and parks, cemeteries, golf courses, housing developments, and subdivisions. Some problems studied in collaboration with students in AA 497. Trips are made so that the student may study actual examples of good planning. Prerequisite: LA 290. Cuthbert, Jette.

LA 491. Plant Composition. 1 to 5 hours any term.

No-grade course. Design of planting of trees, shrubs, and flowers. Lectures, field trips, and drafting. Maximum credit, 12 term hours. Prerequisite: LA 326, 327, 328. Cuthbert.

LA 492. City Planning II. (G) 1 to 6 hours any term.

No-grade course. A course in civic design. Maximum credit, 12 term hours. Architecture students who have taken LA 353 may take this course for 1 to 2 hours credit. Majors in landscape architecture are required to have had LA 353, 354, 355, and take this course for 6 hours credit. Cuthbert, Hudson.

GRADUATE COURSES

LA 490, 492 may be taken for graduate credit.

LA 501. Special Studies. Terms and hours to be arranged.**LA 503. Graduate Thesis.** Terms and hours to be arranged.**LA 505. Graduate Assigned Reading.** Terms and hours to be arranged.**LA 507. Graduate Seminar.** Terms and hours to be arranged.

DRAWING AND PAINTING

LOWER-DIVISION COURSES

AA 290. Lower-Division Painting. 2 to 3 hours any term.

A study of the fundamentals of painting. Instruction in the use of oil color, water color, and other media. Although registration is permitted any term, it is desirable that the work be started in the fall. Fifteen hours required for upper-division standing.

AA 291. Lower-Division Drawing. 1 to 3 hours any term.

Fundamentals of drawing. Training in observation and selection of significant elements. Work in various media. Although registration is permitted any term, it is desirable that the work be started in the fall. Fifteen hours required for upper-division standing (6 hours for nonmajors).

AA 292. Lower-Division Composition. 2 to 3 hours any term.

Principles of space, tone, and color organization. Work in abstract and pictorial forms. Basic training either for appreciation of the arts or for creative work. Although registration is permitted any term, it is desirable that the work be started in the fall. Fifteen hours required for upper-division standing.

AA 298. Figure and Costume Sketch Class. 1 hour any term.

No-grade course. Sketching from costumed models, to develop ability to observe clearly and record accurately.

UPPER-DIVISION COURSES

AA 346, 347, 348. History of Painting. 2 or 3 hours each term.

Development of painting from the prehistoric era to the present. Special emphasis on the characteristics of individual painters and of their periods. Wilkinson.

AA 398. Pen and Pencil. 1 hour any term.

Technique of rendering with pen and pencil. Riehl.

AA 490. Upper-Division Painting. (G) 2 to 5 hours any term.

Advanced problems in portrait, figure, and still life, in all media. Eighteen hours required for graduation (plus 15 hours in AA 290, total 33 hours).

AA 491. Upper-Division Drawing. (G) 1 to 5 hours any term.

Advanced work in drawing. Study of form from the figure. Eighteen hours required for graduation (plus 15 hours in AA 291, total 33 hours).

AA 492. Upper-Division Composition. (G) 2 to 5 hours any term.

No-grade course. Advanced problems in composition. Mural decorations; illustrations; practical problems carried out in oil, fresco, and other media. Eighteen hours required for graduation (plus 15 hours in AA 292, total 33 hours).

SCULPTURE

LOWER-DIVISION COURSES

AA 293. Lower-Division Sculpture. 2 to 5 hours any term.

First year: fundamental principles studied in clay and stone; construction taught by the combinations of the simplest forms. Second year: continuation of first year's work, with the addition of research, study of anatomy, and construction. Eighteen hours required for upper-division standing. Barrett.

AA 294. Lower-Division Sculpture Composition. 2 to 4 hours any term.

Extensive research during first year in ancient sculpture composition. Original compositions in clay. Nine hours required for upper-division standing. Barrett.

UPPER-DIVISION COURSES

AA 493. Upper-Division Sculpture. (G) 2 to 6 hours any term.

Progressive series of problems in sculpture, including original sketches in clay from life, as well as carefully executed works in stone. Thirty hours required for graduation (plus 18 hours in AA 293, total 48 hours). Barrett.

AA 494. Upper-Division Sculpture Composition. (G) 2 to 4 hours any term.

No-grade course. Continuation of AA 294. Research in all periods of art. Nine hours required for graduation (plus 9 hours in AA 294, total 18 hours). Barrett.

ART EDUCATION

LOWER-DIVISION COURSES

AA 163, 164, 165. Color Theory. 1 hour each term.

Study of color with reference to its scientific background and artistic use. Practical applications in dress, the home, the commercial world, and the theater. Creative use of color for individual art expression. Kerns.

AA 166, 167, 168. Design I. 2 hours each term.

Study of basic art structure—elements, line, dark and light, and color. Structural organization of designs for textiles, advertising, posters, etc., with application to crafts and applied arts. Kerns.

AA 169, 170, 171. Representation I. 1 hour each term.

Rendering of positive and negative space by use of naturalistic and abstract forms. Creation of rhythms, static and dynamic, on picture plane by lines, planes, and volumes. Exercises in organization of structural form of picture composition, motivated by still life, flowers, landscape, and human figure. Problems of form and color in pencil, charcoal, water color, oil. Kerns.

AA 266, 267, 268. Design II. 2 hours each term.

Continuation of AA 166, 167, 168. Study of nature forms in landscape, human figure, and abstract composition. Study of historical crafts in relation to modern technique and the teaching problem. Fall: wood block; winter and spring: batik. Kerns.

AA 269, 270, 271. Representation II. 1 hour each term.

Continuation of AA 169, 170, 171, with more advanced problems along the same lines. Prerequisite: AA 169, 170, 171. Kerns.

UPPER-DIVISION COURSES

AA 380, 381, 382. Interior Design I. 2 hours each term.

Great periods of interior architecture and decorative furnishings, and the evolution of the social groups and environments in which they developed. The house plan; walls, windows, ceilings, and floors; decorative textiles and hangings. Required of majors in art education; open to upper-division students in other departments. Frasier.

AA 383, 384, 385. Interior Design II. 2 hours each term.

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 pictures. Color and color schemes. Frasier, Smith.

AA 386, 387, 388. Representation III. 1 hour each term.

Prerequisite: AA 269, 270, 271. Kerns.

Ed 408. Special Teaching Methods. 3 hours winter.**AA 414, 415. Art Education.** 3 hours each term, fall and spring.

Subject matter, materials, and method of presentation; observation of art classes in the city schools and University High School; lesson plans and courses for grade and high schools; assigned readings. Illustrative material for teaching of craft and industrial-art processes. Students must register for Ed 408 in the winter term. Kerns.

Ed 415. Supervised Teaching. 1 to 10 hours any term.

One year of supervised teaching in Eugene public schools or the University High School, for majors in art education. Maximum total credit, 12 term hours. Kerns, Smith.

GENERAL ART

LOWER-DIVISION COURSES

AA 114, 115, 116. Survey of Creative Arts. 3 hours each term.

The arts explained through their human and social causes. Types of usefulness the arts serve today. What appreciation is, how the habit of appreciation may be developed, and how it relates to daily living and to individual needs. Zane.

AA 295. Lower-Division Decorative Design. 2 to 3 hours any term.

Section 1: Study, through creative exercises, of the principles of industrial design—elements, form, color, material, texture. Analysis of current industrial art. The relation of art to industry. Emphasis, fall and winter, on textile design; spring, on ceramic design. For freshman majors in general art. Section 2: Study of the principles underlying plastic expression, rhythm, balance, variety, emphasis. Sources of design forms. The relation of medium to structure, style, expression in design. For sophomore majors in general art. From 6 to 9 hours credit may be earned each year. Zane, Schroff.

AA 296. Lower-Division Applied Design. 2 to 4 hours any term.

The student may work in one or more of the following crafts: Pottery, including the study of ceramic design, clays, engobes, glazes, processes used in ceramic production, and firing of different types of wares. Weaving, including the setting up of the loom for various types of weaving; study of

pattern, color, and texture in woven articles. Jewelry, including lectures and demonstrations of the various processes involved in design and execution. Twelve term hours in any section required for upper-division standing (4 hours for nonmajors). Avakian.

UPPER-DIVISION COURSES

AA 376, 377, 378. **Advanced Art Appreciation.** 3 hours each term.

Advanced exercises in perception and interpretation of art forms. Special problems in appreciation of Oriental arts and of contemporary American painting. Methods of appreciative approach studied comparatively. Zane.

AA 391. **Fashion Illustration.** 2 to 3 hours any term.

Analysis of style as interpreted through the current mode; drawing of the fashion figure, with emphasis on line, tone, and color composition. Layout making, rendering of textures, methods of reproduction. Handling of various media. Prerequisites: one year of life drawing, and one year of AA 298 or equivalent. Smith.

AA 446, 447, 448. **Civilization and Art Epochs.** (G) 2 hours each term.

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 photographs, lantern slides, colored plates, etc. Prerequisite: upper-division standing. Zane.

AA 495. **Upper-Division Decorative Design.** (G) 2 to 3 hours any term.

Emphasis on free personal expression on the part of the student, with the aim of building up an individual professional style. From 6 to 9 hours may be earned each year during the third and fourth years. Zane, Schroff.

AA 496. **Upper-Division Applied Design.** (G) 2 to 6 hours any term.

No-grade course. Continuation of AA 296. Students in pottery undertake more involved projects, such as tiles for interior and exterior decoration or garden pottery. Students in weaving do more advanced work than that required in AA 296, such as household accessories in curtains, draperies, decorative linen for the table, and tapestry wall hangings. Students in jewelry do work in enameling and related processes. From 6 to 18 hours may be earned in pottery and weaving each year during the third and fourth years. Eighteen hours in any section required for graduation (plus 12 hours in AA 296, total 30 hours). Avakian.

HONORS COURSES

The student may register in these courses for special work in: architectural design, interior design, drawing and painting, sculpture, and art education.

AA 401. **Special Studies.** Terms and hours to be arranged.

AA 403. **Senior Thesis.** Terms and hours to be arranged.

AA 405. **Senior Assigned Reading.** Terms and hours to be arranged.

AA 407. **Senior Seminar.** Terms and hours to be arranged.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

AA 501. **Special Studies.** Terms and hours to be arranged.

AA 503. **Thesis.** Terms and hours to be arranged.

AA 505. **Assigned Reading.** Terms and hours to be arranged.

AA 507. **Seminar.** Terms and hours to be arranged.

School of Business Administration

Faculty

VICTOR PIERPONT MORRIS, Ph.D., Dean of the School of Business Administration; Professor of Economics.

RUTH MAY THOMPSON, B.B.A., Instructor in Business Administration; Secretary to the Dean.

LORENE MARGUTH, B.A., Secretary of the School of Business Administration.

JESSE HICKMAN BOND, Ph.D., Professor of Business Administration.

ORIN KAY BURRELL, M.A., C.P.A., Professor of Business Administration.

NEWEL HOWLAND COMISH, Ph.D., Professor of Business Administration.

EDWARD G. DANIEL, M.A., Miner Professor of Business Administration.

CARDINAL LYLE KELLY, M.A., C.P.A., Professor of Business Administration.

ALFRED LEWIS LOMAX, M.A., Professor of Business Administration.

W. F. GOODWIN THACHER, M.A., Professor of Advertising.

LEE CLEVELAND BALL, M.B.A., Associate Professor of Business Administration.

DANIEL DUDLEY GAGE, JR., Ph.D., Associate Professor of Business Administration.

WILBUR POWELSON RIDDLESBARGER, A.M., J.D., Associate Professor of Business Administration.

ARTHUR BENJAMIN STILLMAN, M.B.A., Associate Professor of Business Administration.

WESLEY C. BALLAINE, Ph.D., Assistant Professor of Business Administration.

LLOYD M. FAUST, B.S., Assistant Professor of Business Administration; Research Associate.

DONALD K. GRIFFITH, M.S., Instructor in Business Administration.

FRANK SHORT, B.S., Instructor in Business Administration.

JESSIE MAY SMITH, B.S.S., Instructor in Business Administration.

WILLIAM R. APPELSON, B.A., Graduate Assistant in Business Administration.

J. ANGUS BECKETT, B.S., Graduate Assistant in Business Administration.

LAWRENCE N. JOLMA, B.A., Graduate Assistant in Business Administration.

JEAN SULLIVAN, B.S., Graduate Assistant in Business Administration.

A. GARR THOMPSON, B.S., Graduate Assistant in Business Administration.

General Statement

THE training for leadership in business offered by the University through the School of Business Administration is planned to include a program of studies in economics, law, and the liberal arts and sciences, closely correlated with professional business courses. Majors are expected to acquire a sound knowledge of the social sciences basic to an understanding of present-day business problems.

The school has no special entrance requirements beyond the University requirements for admission to first-year or freshman standing.

Curricula. The School of Business Administration offers four-year curricula leading to the Bachelor of Business Administration, Bachelor of Arts, and Bachelor of Science degrees; a five-year curriculum in accounting for students preparing for C.P.A. examinations; and graduate work leading to the Master of Business Administration, Master of Arts, and Master of Science degrees. A general business curriculum has been planned for lower-division students. For juniors and seniors the school offers an upper-division curriculum in general business, and specialized work in various fields: accounting, advertising and selling, finance, marketing and merchandising, foreign trade, industrial management. A six-year combined curriculum has been arranged in business administration and law, leading to two degrees—Bachelor of Business Administration and a law degree.

Teacher Training in Business Administration. The State Board of Higher Education has assigned teacher training in business administration to the University, and teacher training in secretarial science to the State College. The work at the University has been organized to meet the demand for well-prepared teachers of business in the secondary schools. The curriculum in business administration leading to the degree of Bachelor of Science provides satisfactory training for teaching in this field. Teacher-training work is conducted jointly by the School of Business Administration and the School of Education. Students intending to teach should consult the dean of the School of Education concerning required and desirable courses in business and in education. For information concerning requirements for a state teacher's certificate, see SCHOOL OF EDUCATION.

Secretarial Science. Graduates in business administration frequently find skill in typing and shorthand great assets in the business world. For students who have not acquired these skills before coming to the University, the University offers service courses in Typing (SS 121, 122, 123) and Stenography (SS 111, 112, 113). (See page 194.)

Requirements for Baccalaureate Degrees. The following requirements must be satisfied by majors in business administration for any bachelor's degree:

- (1) University requirements (see DEGREES AND CERTIFICATES).
- (2) Forty-eight term hours in courses in business administration, including 24 hours of upper-division work, and including: Constructive Accounting (BA 111, 112, 113), Elements of Organization and Production (BA 221),* Elements of Finance (BA 222), Elements of Marketing (BA 223).
- (3) Business English (Rht 217), 3 hours.
- (4) Principles of Economics (Ec 201, 202, 203), 3 hours each term.

* This requirement will be waived in years when BA 221 is not offered.

Special requirements for particular degrees are :

Bachelor of Business Administration. One year of Business Law (BA 416, 417, 418) ; three courses from the following optional management series : Finance Management (BA 459), Sales Management (BA 435), Business Statistics (BA 432, 433), and either Production Management (BA 413) or Personnel Management (BA 414).

Bachelor of Arts. In addition to 48 hours in business administration, 36 hours in language and literature, including two years (normally 24 term hours) of a foreign language.

Bachelor of Science. In addition to 48 hours in business administration, 36 hours in social science or in science and mathematics.

Graduate Work in Business Administration. Students who hold a bachelor's degree from an accredited college or university, and who have completed a total of 45 term hours of undergraduate work (or equivalent) in business administration and economics, may register in the Graduate Division for work in business administration leading to the M.B.A., M.A., or M.S. degrees. A student is normally able to earn in one year the 45 hours of graduate credit required for the master's degree. Of these 45 hours, 15 may be taken in some approved allied field selected as a minor. A candidate for the master's degree must present a satisfactory thesis in the field of business administration (for which he will receive 9 hours of credit). He must take an oral qualifying examination and a final oral examination. All requirements must be completed within five years. For the M.A. degree a reading knowledge of one foreign language is required.

Graduates of accredited colleges and universities who wish to take work in business administration, but who do not wish to become candidates for advanced degrees, may register in the Graduate Division and be extended the privileges of classification as a graduate student. Such students may take courses which best suit their individual needs, without regard for the requirements stated above.

For further information on graduate work, see GRADUATE DIVISION.

Bureau of Business Research. The school maintains a Bureau of Business Research for the study of business problems peculiar to the state and to the Northwest. The entire staff, aided by research assistants, cooperates in carrying on the work of the bureau. Studies are frequently undertaken at the request of business men and officials of the state. Graduate students and many seniors assist in the study and solution of problems as a part of their training. The bureau publishes the OREGON BUSINESS REVIEW, a monthly periodical devoted principally to the analysis of current business and economic trends in Oregon and the Pacific Northwest.

The Foreign Trade Advisory Board assists the faculty in shaping the curriculum in foreign trade, and in planning and carrying out the program of the Bureau of Business Research. The members of the board are :

JOHN G. BARNETT, Portland.

F. H. CHAPMAN, Assistant Vice-President, First National Bank, Portland.

H. K. CHERRY, Portland.

W. W. CLARK, Clark & Wilson Lumber Co., 10504 N.W. St. Helens Road, Portland.

ARTHUR J. FARMER, Manager, Portland Chamber of Commerce, Portland.

ARTHUR HANTON, Archer-Daniels-Midland Co., Board of Trade Building, Portland.

L. W. HARTMAN, Vice-President, J. T. Steeb & Co., Board of Trade Building, Portland.
 A. M. SCOTT, Export Manager, Pillsbury Flour Mills Co., Lewis Building, Portland.
 JOHN A. SPROUSE, JR., Sprouse-Reitz Co., 1900 N.W. 22nd Avenue, Portland.
 GEORGE T. TAYLOR, Import Manager, Meier & Frank, Portland.
 PHIL THURMOND, Manager, Foreign Trade Department, Portland Chamber of Commerce, Portland.
 E. A. VALENTINE, Fireman's Fund Insurance Co., Board of Trade Building, Portland.

Curricula in Business Administration*

B.B.A., B.A., B.S., M.B.A., M.A., M.S. Degrees

Accounting—Advertising and Selling—Finance—Foreign Trade—General Business—Industrial Management—Marketing and Merchandising—Business Administration and Law

Lower-Division Curricula

During the freshman and sophomore years, the student must satisfy the lower-division group requirements for students in professional schools—a year sequence in each of two of the following three groups: language and literature, social science, and science.

GENERAL BUSINESS† (Suggested Curriculum)

	Term hours		
	F	W	S
Freshman Year			
Constructive Accounting (BA 111, 112, 113).....	4	4	4
English Composition (Rht 111, 112, 113).....	3	3	3
Freshman Mathematics	4	4	—
Mathematics of Finance (Mth 108).....	—	—	4
Electives—Physical-Science Survey; Biological-Science Survey; literature; Survey of Creative Arts; foreign language; introductory course in speech; Appreciation of Music; Elementary Journalism; home economics	4	4	4
Military Science (men) or General Hygiene (women).....	1	1	1
Physical Education	1	1	1
	17	17	17
Sophomore Year			
Retail Accounting (BA 211).....	3	—	—
Principles of Cost Accounting (BA 212).....	—	3	—
Analysis of Financial Statements (BA 213).....	—	—	3
Business English (Rht 217)	3	—	—
Elements of Finance (BA 222); Elements of Marketing (BA 223).....	—	4	4
Principles of Economics (Ec 201, 202, 203).....	3	3	3
Electives—literature; psychology; geography; history; Introduction to Philosophy; Extempore Speaking; Shakespeare; foreign language; American Governments; sociology	5	5	5
Military Science (men)	1	1	1
Physical Education	1	1	1
	16	17	17

* Except for University requirements and the courses listed above as required of majors, the courses included in these curricula are only suggested. Students are allowed considerable freedom in substituting other courses which satisfy individual needs.

† Women students majoring in business administration may elect a minor in home economics.

ADVERTISING AND SELLING

(Suggested Curriculum)

The courses in advertising and selling are designed to give the student an acquaintance with the whole field of selling operations. Students interested in advertising should consult Professor W. F. G. Thacher early in the freshman year.

	Term hours		
	F	W	S
Freshman Year			
Constructive Accounting (BA 111, 112, 113).....	4	4	4
English Composition (Rht 111, 112, 113).....	3	3	3
Freshman Mathematics	4	4	—
Mathematics of Finance (Mth 108).....	—	—	4
Electives—literature, language, or philosophy.....	3	3	3
Military Science (men) or General Hygiene (women).....	1	1	1
Physical Education	1	1	1
	16	16	16
Sophomore Year			
Business English (Rht 217).....	3	—	—
Elements of Finance (BA 222); Elements of Marketing (BA 223).....	—	4	4
Backgrounds of Publishing (J 311, 312, 313).....	3	3	3
Principles of Economics (Ec 201, 202, 203).....	3	3	3
Elementary Journalism (J 111, 112, 113).....	2	2	2
Psychology	3	3	3
Military Science (men)	1	1	1
Physical Education	1	1	1
	16	17	17

Upper-Division Curricula

The fulfillment of the lower-division group requirements in liberal arts and sciences should be considered as a minimum requirement only. Majors in business administration should endeavor to take additional courses in liberal arts and sciences during the junior and senior years. A few of the many courses that may be taken with profit are listed in the following curricula.

GENERAL BUSINESS*

(Suggested Curriculum)

Junior Year			
	F	W	S
Production Management (BA 413).....	4	—	—
Finance Management (BA 459).....	—	—	5
Sales Management (BA 435).....	—	4	—
Business Policy (BA 453).....	—	3	—
Elements of Statistics (Mth 337).....	3	—	—
Business Statistics (BA 432).....	—	3	—
Advanced Business Statistics (BA 433).....	—	—	3
Business Law (BA 416, 417, 418).....	4	4	4
Advanced Cost Accounting (BA 487, 488).....	—	3	3
Electives—Insurance; Real Estate; Office Organization and Management; Economics of Public Utilities; English; history; biological science; physical science.....	5	—	2
	16	17	17
Senior Year			
General Advertising (BA 439).....	3	—	—
Principles of Salesmanship (BA 442).....	—	—	3
Investments (BA 463, 464).....	3	3	—
Personnel Management (BA 414).....	—	—	4
Bank Management (BA 460).....	—	3	—
Economic Theory and Problems (Ec 475, 476, 477).....	2	2	2
History of Economic Thought (Ec 470, 471, 472).....	3	3	3
Electives—Credit Management; Income-Tax Procedure; Introduction to Philosophy; English; history; biological science; physical science.....	5	5	4
	16	16	16

* Women students majoring in business administration may elect a minor in home economics.

ACCOUNTING
(Suggested Curriculum)

The School of Business Administration offers two curricula in accounting: (1) a four-year managerial curriculum for those interested in securing positions in the accounting department of business firms, banks, or manufacturing establishments; (2) a four- or five-year curriculum for students who wish to become certified public accountants.

	Term hours—		
	F	W	S
Junior Year			
Accounting Theory and Practice (BA 483, 484, 485).....	3	3	3
Municipal Accounts and Audits (BA 486).....	3	—	—
Advanced Cost Accounting (BA 487, 488).....	—	3	3
Production Management (BA 413).....	4	—	—
Finance Management (BA 459).....	—	5	—
Sales Management (BA 435).....	—	—	4
Business Law (BA 416, 417, 418).....	4	4	4
Electives—Business Statistics; Advanced Business Statistics; International Trade; Labor Problems; Personnel Management.....	3	2	3
	17	17	17
Senior Year			
Advanced Accounting Theory and Practice (BA 490, 491, 492).....	3	3	3
Auditing (BA 494, 495).....	—	3	3
Money, Banking, and Economic Crises (Ec 413).....	5	—	—
Income-Tax Procedure (BA 493).....	3	—	—
Merchandising (BA 436).....	—	—	4
Business Policy (BA 453).....	—	3	—
Electives—International Finance; History of Economic Thought; Public Finance; Insurance; Credit Management; English literature.....	5	7	6
	16	16	16
Graduate Year			
C. P. A. Problems (BA 520, 521, 522).....	5	5	5
Graduate Seminar (BA 507).....	2	2	2
Minor field.....	5	5	5
Electives.....	3	3	3
	15	15	15

ADVERTISING AND SELLING
(Suggested Curriculum)

Junior Year			
General Advertising (BA 439).....	3	—	—
Problems in Distribution (BA 434).....	4	—	—
Sales Management (BA 435).....	—	4	—
Retail Merchandising (BA 436).....	—	—	4
Personnel Management (BA 414).....	—	4	—
Credit Management (BA 437).....	3	—	—
Elements of Statistics (Mth 337).....	3	—	—
Business Statistics (BA 432).....	—	3	—
Advanced Business Statistics (BA 433).....	—	—	3
Electives—Reporting; decorative design; economic geography; history.....	3	5	9
	16	16	16
Senior Year			
Advertising Production (BA 440).....	—	—	3
Advertising Problems (BA 444).....	3	—	—
Retail Advertising (BA 445, 446, 447).....	1	1	1
Business Law (BA 416, 417, 418).....	4	4	4
Finance Management (BA 459).....	—	5	—
Principles of Salesmanship (BA 442).....	—	—	3
Production Management (BA 413).....	4	—	—
Industrial Psychology (Psy 462).....	—	2	—
Personnel Procedures (Psy 463).....	—	—	2
Electives—Editing; Business Policy; English or American literature; sociology or advanced economics.....	5	4	4
	17	16	17

FINANCE
(Suggested Curriculum)

	Term hours		
	F	W	S
Junior Year			
Production Management (BA 413).....	4	-	-
Finance Management (BA 459).....	-	-	5
Sales Management (BA 435).....	-	4	-
Elements of Statistics (Mth 337).....	3	-	-
Business Statistics (BA 432).....	-	3	-
Advanced Business Statistics (BA 433).....	-	-	3
Bank Management (BA 460).....	-	3	-
Public Finance (Ec 418, 419).....	-	4	4
Money, Banking, and Economic Crises (Ec 413).....	5	-	-
Electives—Insurance; Real Estate; Municipal Accounts and Audits; Office Organization and Management; Economics of Public Utilities; advanced foreign language.....	4	2	4
	16	16	16
Senior Year			
Business Law (BA 416, 417, 418).....	4	4	4
Investments (BA 463, 464).....	3	3	-
Investment Analysis (BA 465).....	-	-	3
Economic Theory and Problems (Ec 475, 476, 477).....	2	2	2
History of Economic Thought (Ec 470, 471, 472).....	3	3	3
Electives—Accounting Theory and Practice; Credit Management; Per- sonnel Management; International Finance; Income-Tax Procedure; Introduction to Philosophy; English literature.....	3	3	3
	15	15	15

MARKETING AND MERCHANDISING
(Suggested Curriculum)

Junior Year			
Problems in Distribution (BA 434).....	4	-	-
Sales Management (BA 435).....	-	4	-
Merchandising (BA 436).....	-	-	4
General Advertising (BA 439).....	3	-	-
Advertising Production (BA 440).....	-	-	3
Business Law (BA 416, 417, 418).....	4	4	4
Electives—Insurance; Real Estate; Office Organization and Manage- ment; Foreign-Trade Technique; economics; journalism; history; sociology; political science; English.....	5	8	5
	16	16	16
Senior Year			
Personnel Management (BA 414).....	4	-	-
Advertising Problems (BA 444).....	3	-	-
Retail Advertising (BA 445, 446, 447).....	1	1	1
Principles of Salesmanship (BA 442).....	-	-	3
Finance Management (BA 459).....	-	-	5
Credit Management (BA 437).....	3	-	-
Economic Theory and Problems (Ec 475, 476, 477).....	2	2	2
History of Economic Thought (Ec 470, 471, 472).....	3	3	3
Industrial Psychology (Psy 462).....	-	2	-
Personnel Procedures (Psy 463).....	-	-	2
Electives—Research in Marketing; Statistics; Business Policy; Man- ufacturing; Foreign-Trade Marketing; economics; Income-Tax Pro- cedure; philosophy; psychology; history; geography; education; bio- logical science; physical science.....	1	8	-
	17	16	16

FOREIGN TRADE
(Suggested Curriculum)

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 solving the trade problems of the Pacific states, particularly the Northwest, with countries of

the Pacific Basin and other trade territories of the world. The curriculum, worked out in consultation with the Foreign Trade Advisory Board (see page 182), prepares the student for positions in exporting and importing houses, marine-insurance firms, banks, ocean-transportation companies, and governmental services.

	Junior Year		
	Term hours		
	F	W	S
Production Management (BA 413).....	-	4	-
Personnel Management (BA 414).....	-	-	4
Finance Management (BA 459).....	-	-	5
Traffic Management (BA 450, 451).....	3	3	-
Problems in Distribution (BA 434).....	-	4	-
Sales Management (BA 435).....	-	-	4
Money, Banking, and Economic Crises (Ec 413).....	5	-	-
Foreign-Trade Technique (BA 471, 472, 473).....	3	3	3
American Foreign Relations (Hst 473, 474).....	3	3	-
Electives—History of China and Japan; Railway Economics; Water Transportation; Geography of South America.....	3	-	-
	17	17	16

Senior Year			
Business Law (BA 416, 417, 418).....	4	4	4
Foreign-Trade Marketing (BA 475, 476, 477).....	3	3	3
International Trade (Ec 440).....	3	-	-
International Economic Policies (Ec 441).....	-	3	-
Elements of Statistics (Mth 337).....	3	-	-
Business Statistics (BA 432).....	-	3	-
Advanced Business Statistics (BA 433).....	-	-	3
Electives—Economic Problems of the Pacific; International Organization and World Politics; International Law.....	3	3	6
	16	16	16

INDUSTRIAL MANAGEMENT
(Suggested Curriculum)

Junior Year			
Personnel Management (BA 414).....	-	-	4
Manufacturing (BA 412).....	4	-	-
Production Management (BA 413).....	-	4	-
Money, Banking, and Economic Crises (Ec 413).....	5	-	-
Retail Merchandising (BA 436).....	-	-	4
Elements of Statistics (Mth 337).....	3	-	-
Business Statistics (BA 432).....	-	3	-
Advanced Business Statistics (BA 433).....	-	-	3
Advanced Cost Accounting (BA 487, 488).....	-	3	3
Accounting Theory and Practice (BA 483, 484, 485).....	3	3	3
Electives.....	2	3	-
	17	16	17

Senior Year			
Business Law (BA 416, 417, 418).....	4	4	4
Investments (BA 463, 464).....	3	3	-
Property Insurance (BA 481).....	-	-	3
Credit Management (BA 437).....	3	-	-
Finance Management (BA 459).....	-	-	5
History of Economic Thought (Ec 470, 471, 472).....	3	3	3
Industrial Psychology (Psy 462).....	-	2	-
Personnel Procedures (Psy 463).....	-	-	2
Electives.....	3	4	-
	16	16	17

BUSINESS ADMINISTRATION AND LAW

The fields of business and law are so intimately interrelated that the student trained in both is doubly prepared for either profession. The University offers a combined six-year curriculum, leading to two degrees, the B.B.A. and a law degree. A student following this curriculum registers in the School of Law in his senior year, after three years of general business training. For his first year of law he receives 48 term hours of credit toward his B.B.A. degree. The student receives the B.B.A. degree at the end of his first year of law, and the law degree when he has completed the regular three-year law curriculum.

Freshman and Sophomore Years
(Same as General Business)

	Term hours		
	F	W	S
Personnel Management (BA 414) or Production Management (BA 413)....	4	—	—
Finance Management (BA 459).....	—	—	5
Sales Management (BA 435).....	—	4	—
History of Economic Thought (Ec 470, 471, 472).....	3	3	3
Money, Banking, and Economic Crises (Ec 413).....	5	—	—
Electives—history, economics, philosophy.....	4	9	8
	16	16	16

Advanced Work

The part of this combined curriculum offered by the School of Law consists of the regular three-year law curriculum. The first year of work in the School of Law is fully prescribed, and consists of the following courses: Contracts, Criminal Law, Personal Property, Common-Law Procedure, Rights in Land, Legal Bibliography, and Torts. In the second and third years some election is provided for; selection may be made from the following courses: Agency, Bankruptcy, Bills and Notes, Partnerships and Corporations, Municipal Corporations, Constitutional Law, Equity, Evidence, Insurance, Mortgages, Code Pleading, Administrative Law, Trial Practice, Sales, Trusts, Wills, Taxation, Domestic Relations, Conflict of Laws, Titles, Legislation, Damages, Suretyship, Legal Ethics, International Law.

Description of Courses

BUSINESS ADMINISTRATION

LOWER-DIVISION COURSES

BA 111, 112, 113. Constructive Accounting. 4 hours each term.

An introduction to the field of accounting and business administration. Technique of account construction; preparation of financial statements. Application of accounting principles to practical business problems; study of proprietorship from the standpoint of the single owner, the partnership, and the corporation. Required of all majors and prerequisite to all advanced work in business administration. Stillman, staff.

BA 211. Retail Accounting. 3 hours fall.

Study of accounting principles and procedures peculiar to retail stores. Practical problems assigned for the purpose of familiarizing the student with necessary forms and retail accounting routine. Prerequisite: BA 111, 112, 113. Ball.

BA 212. Principles of Cost Accounting. 3 hours winter.

The basic principles of cost accounting; departmentalization; expense allocation; designed primarily for students interested in general accounting. Prerequisite: BA 111, 112, 113. Ball.

BA 213. Analysis of Financial Statements. 3 hours spring.

Managerial accounting, including accounting theory and practice, for effective management and control of industrial and trading concerns. Emphasis on the preparation, analysis, and interpretation of balance sheets and operating reports. Prerequisite: BA 111, 112, 113. Ball.

BA 221. Elements of Organization and Production. 4 hours any term.

Principles of management as applied to commercial and industrial concerns; management problems (standardization, incentives, organization, and control), as solved by Taylor and subsequent industrial managers. Required of all majors. Not offered 1942-43.

BA 222. Elements of Finance. 4 hours any term.

How a modern business enterprise is launched, secures long- and short-term funds, manages its capital and earnings; public control of financial institutions. Required of all majors. Prerequisite: BA 111, 112, 113 or equivalent. Ballaine, Gage, Riddlesbarger.

BA 223. Elements of Marketing. 4 hours any term.

Methods, policies, and problems involved in marketing raw materials and manufactured products. Private and cooperative marketing channels, auctions, exchanges, primary and secondary middlemen; demand creation, assembly, standardization, packaging, financing, risk taking, distribution, market news. Required of all majors. Ballaine, Comish, Lomax.

UPPER-DIVISION COURSES

BA 401. Research. Terms and hours to be arranged.

Supervised individual work in some field of special interest. Subjects chosen must be approved by major professor. Prerequisite: senior standing. Morris, staff.

BA 407. Seminar in Business Problems. (G) Hours to be arranged.

Prerequisite: BA 221, 222, 223. Morris, Daniel, staff.

BA 412. Manufacturing. (G) 4 hours fall.

A brief study of about twenty of the principal manufacturing industries of the United States; history, technical processes, and vocabulary. An elementary knowledge of physics and chemistry desirable as preparation. Prerequisite: BA 221, 222, 223. Bond.

BA 413. Production Management. (G) 4 hours fall or winter.

Analysis of cases representing actual problems in assembling and processing materials in a modern plant. Prerequisite: BA 221, 222, 223. Bond.

BA 414. Personnel Management. (G) 4 hours winter or spring.

Principles and policies involved in obtaining and maintaining a competent cooperative working force. Reconciliation of the wants of the worker and the employer; labor problems; recruiting, selection, placement, training, remuneration, health, safety, risks, grievances, turnover, transfer, classification, supervision, promotion, and personal development. Prerequisite: BA 221, 222, 223. Bond.

BA 415. Regional Planning for Commerce and Industry. (G) 2 hours spring.

Manufacturing and commercial industries in the Pacific Northwest; their relation to foreign and domestic markets, personnel, raw materials, and power. Lomax.

BA 416. Business Law. (G) 4 hours fall or winter.

Application of fundamental legal principles to typical business situations illustrated by selected cases. Formation, interpretation, and discharge of contracts. The law of bankruptcy, insurance, and suretyship. Riddlesbarger.

BA 417. Business Law. (G) 4 hours winter or spring.

The law of agency, the law of negotiable instruments, types of negotiable instruments, creation of negotiable instruments, consideration, delivery, rights and liabilities of parties, the law of real-property mortgages, landlord and tenant, and mechanics' lien law. Riddlesbarger.

BA 418. Business Law. (G) 4 hours fall or spring.

The law of personal property, sales, bailments, and chattel mortgages; the law of business organization, partnerships, corporations, unincorporated associations, business trusts, and joint-stock companies. Riddlesbarger.

- BA 423. Office Organization and Management.** 2 hours spring.
Elements of office organization, office management, office records and systems. Special study of the office manager as an executive, and his qualifications. Prerequisite: junior standing; consent of instructor. Thompson.
- BA 425. Real-Estate Fundamentals.** (G) 3 hours fall or winter.
Problems relating to the purchase, transfer, lease, and financing of land and buildings; home building, site selection, principles of house-and-lot evaluation. Open to nonmajor students. Gage.
- BA 426. Real-Estate Practice.** (G) 3 hours winter or spring.
Application of the principles of land and building management from the standpoint of the broker and owner-operator; real-estate practices and institutions, including brokerage, selling, advertising, mortgage lending, operative building, and subdividing. Prerequisite: BA 425. Gage.
- BA 427. Real-Estate Appraising.** (G) 3 hours spring.
Designed to acquaint the advanced student with the specific factors affecting the value of land and buildings; the effect of city structure, zoning, and city planning; demonstrations of various techniques in appraising; the preparation of an appraisal report. Prerequisite: BA 425. Gage.
- BA 432. Business Statistics.** (G) 3 hours any term.
Applications of the principles of statistical methods to business and economic numerical data, with emphasis upon sources of data, original investigations, data presentation through use of carefully prepared charts and tables, and introduction to analysis of data in solution of business management problems. Prerequisite: Mth 337, or Mth 325, 326, or equivalent. Gage.
- BA 433. Advanced Business Statistics.** (G) 3 hours spring.
Analysis and interpretation of business data, and intensive study of statistical practices peculiar to that data; time-series analysis, types and uses of index numbers, correlation; estimating, forecasting, advanced charting technique, preparation of statistical reports. Prerequisite: BA 432 or equivalent. Gage.
- BA 434. Problems in Distribution.** (G) 4 hours fall or winter.
Critical study of marketing problems. Relative strength and weaknesses of retail marketing channels, such as general, variety, department, and chain stores; merits and limitations of wholesale marketing channels; extent and adaptability of direct marketing; use of trademarks and brands; employment of price-determination methods. Prerequisite: BA 223. Comish.
- BA 435. Sales Management.** (G) 4 hours winter or spring.
Structure and problems of sales organizations; sales policies; control of sales operations; sales planning; market analysis; coordination of production and sales; selection, training, and management of salesmen; methods of paying salesmen; apportionment of sales territories; methods of increasing the efficiency of sales organizations. Prerequisite: BA 223. Comish.
- BA 436. Retail Merchandising.** (G) 4 hours fall or spring.
Retail organizations, practices, policies, and problems. Emphasis on stock-control systems, buying, methods of sales promotion, plant operation, personnel, methods of wage payment, credit, finance, receiving and marketing, markup, markdown, turnovers, pricing, style changes, trends in retailing, expense classification and distribution. Prerequisite: BA 223. Comish.
- BA 437. Credit Management.** (G) 3 hours fall.
The credit and collection problems of retail and mercantile concerns, studied from the standpoint of the credit manager. Emphasis on the source of credit information, the use of agency reports, installment credit methods, and credit control. Prerequisite: BA 222, 223 and Rht 217. Gage.

BA 438. Industrial Purchasing. 3 hours winter.

A critical study of different forms of industrial and governmental buying organizations; the sources of goods, buyers' functions, purchasing procedures and methods, inspection, price policies, and purchasing budgets. Prerequisite: BA 222, 223 or equivalent. Comish, Ballaine.

BA 439. General Advertising. (G) 3 hours any term.

Advertising as a factor in the distributive process; evolution and organization of the advertising agency; the "campaign"; function of research and testing; use of media: newspapers, magazines, broadcasting, outdoor advertising, direct mail, dealer display, packages, etc.; the trademark. Thacher.

BA 440. Advertising Production. (G) 3 hours fall or spring.

Instruction and practice in the preparation of advertisements, with emphasis on writing advertising copy and designing simple layouts for various types of goods and media. A brief study of typography, and of the mechanics of printing and engraving as they are used in advertising. Thacher.

BA 442. Principles of Salesmanship. (G) 3 hours spring.

Principles and techniques of personal salesmanship; selling reactions. From the standpoints of seller and buyer. Prerequisite: BA 223. Comish.

BA 443. Space Selling. (G) 3 hours winter.

The salesmanship of advertising, including a description of the organization and methods of the advertising department of newspapers and other publications. Prerequisite: BA 439. Not offered 1942-43.

BA 444. Advertising Problems. (G) 3 hours winter.

The student is given an opportunity to cultivate his judgment through consideration of actual marketing and merchandising problems, in the solution of which advertising may be a factor. Thacher.

BA 445, 446, 447. Retail Advertising. (G) 1 hour each term.

Organization of the advertising department of retail stores; the advertising budget; the advertising plan; advertising for large and small retail stores; media; copy for different media; layout, illustration, type; special sales plans. Study of advertising problems and preparation of advertising copy. Prerequisite: BA 439, 440; BA 436. Short, Thacher.

BA 450, 451. Traffic Management. (G) 3 hours each term, fall and winter.

The services, organization, management, charges, traffic, and public relations of railroad and airway carriers; theory and application of railroad rates. Interstate Commerce Commission cases. Lomax.

BA 453. Business Policy. (G) 3 hours winter.

The aim is to coordinate the specialized work given in the school, and to illustrate the interdependence of different departments of a business concern. Open to upper-division majors who have had Principles of Economics and who have had or are taking Business Law. Prerequisite: BA 221, 222, 223. Daniel.

BA 459. Finance Management. (G) 5 hours winter or spring.

A study, from the manager's point of view, of financial problems involved in 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 developed by analysis and discussion. Prerequisite: BA 221, 222, 223. Burrell.

BA 460. Bank Management. (G) 3 hours winter.

Banking principles and practice. Instruction by the case method; discussion of specific problems in commercial banking; analysis of various types of bank loans and investments, bank liquidity, expansion and development, general administrative problems, and cooperative control and supervision. Prerequisite: BA 222 and Ec 413. Gage.

BA 463. Investments. (G) 3 hours fall.

Economic principles governing capital and interest; classification and development of methods for evaluating various kinds of investment securities; formulation of an investment policy. Prerequisite: BA 221, 222, 223. Burrell.

BA 464. Investments. (G) 3 hours winter.

A detailed study of the special phases of investments, including taxation, mathematics, brokerage services, and the stock markets; a brief study of the relation of investments to business cycles and forecasting. Prerequisite: BA 463. Burrell.

BA 465. Investment Analysis. (G) 3 hours spring.

Application of investment principles to the analysis of specific securities in the industrial, public-utility, and railroad fields. Individual corporation reports and their relation to security valuation. Prerequisite: BA 463, 464. Burrell.

BA 466. Business Cycles. (G) 3 hours fall.

A study of economic changes; classification and analysis of business-cycle theories. The availability, use, and limitations of business barometers in forecasting; their possible application to the business enterprise. Burrell.

BA 467. Public-Utility Management. (G) 3 hours spring.

Production, distribution, and finance problems of public utilities; rates, accounting methods, flotation of securities, public relations, and consolidations. Prerequisite: BA 221, 222, 223. Not offered 1942-43.

BA 471, 472, 473. Foreign-Trade Technique. (G) 3 hours each term.

Comprehensive study of export and import procedures, ocean shipping, marine insurance, financing of foreign shipments, commercial treaties, tariffs; particular stress on the business practices involved. Prerequisite: BA 221, 222, 223. Lomax.

BA 474. Foreign Exchange and International Finance. (G) 3 hours spring.

An analysis of foreign-exchange principles and practices involved in the financing of export and import shipments. Not offered 1942-43.

BA 475, 476, 477. Foreign-Trade Marketing. (G) 3 hours each term.

Channels of distribution in foreign trade; sales methods and problems; marketing the world's staple commodities; analysis of major trade territories of the world, particularly as outlets for products of Oregon and other Pacific states. Prerequisite: BA 471, 472, 473. Lomax.

BA 479. Casualty Insurance. (G) 3 hours fall.

Organization of companies, risks covered, and contracts, in accident insurance of all types. Automobile, plate glass, elevator, public liability, steam boiler, burglary, robbery, forgery, etc. Prerequisite: upper-division standing; consent of instructor. Daniel.

BA 480. Life Insurance. (G) 3 hours winter.

Types of life insurance, contracts, rate making, reserves, selection of risks, life insurance and the state. Prerequisite: upper-division standing; consent of instructor. Daniel.

BA 481. Property Insurance. (G) 3 hours spring.

Economic and legal principles and leading practices upon which various kinds of property insurance are based. Nature of coverage, types of underwriters, types of contracts; analysis of the policy contract, special endorsements, and factors underlying the determination of rates and adjustment of losses. Prerequisite: upper-division standing; consent of instructor. Bond.

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

Acquaints the student with the many impacts of the institution of insurance upon the life of the people. The investments of insurance companies; the creation and preservation of estates; the economic and social effects of insurance receipts and disbursements. Recommended for students intending to take the Chartered Life Underwriters' examination. Prerequisite: BA 480. Daniel Kelly.

BA 483, 484, 485. Accounting Theory and Practice. (G) 3 hours each term.

The underlying theory on which accounting records and statements are based; statement of affairs, depreciation, analysis of profit-and-loss accounts, receiverships, balance-sheet construction and problems. Required of students majoring in accounting. Prerequisite: BA 221, 222, 223. Burrell.

BA 486. Municipal Accounts and Audits. (G) 3 hours fall.

Principles of fund accounting and budgetary control. Oregon laws and decisions of the attorney general relative to accounts, finance, and auditing of municipalities. Audit procedures incident to municipal accounts. Stillman.

BA 487, 488. Advanced Cost Accounting. (G) 3 hours each term, winter and spring.

Intensive study for students desiring to enter the field of cost accounting or other professional accounting work. Principles and cost procedures, with special application to practical problems. Prerequisite: BA 111, 112, 113. Stillman.

BA 490, 491, 492. Advanced Accounting Theory and Practice. (G) 3 hours each term.

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: BA 483, 484, 485. Required of accounting majors. Kelly.

BA 493. Income-Tax Procedure. (G) 3 hours fall.

Income-tax laws of the United States and state of Oregon. Aims of this course: (1) to emphasize the facts involved in making up the various returns; (2) to equip the student to use the various sources of information to advantage. Prerequisite: senior standing; BA 483, 484, 485 or equivalent. Kelly.

BA 494, 495. Auditing. (G) 3 hours each term, winter and spring.

Theory and practice of auditing; problems, questions, and specimen working papers applicable to balance-sheet audits. Auditing procedure involved in connection with assets and liabilities, including intangible assets and contingent liabilities, accounts showing net worth, closing of an audit, and preparation of audit reports. Prerequisite: BA 490. Kelly.

BA 496, 497, 498. Accounting Systems. (G) 3 hours each term.

Installation of cost systems, and methods of accounting control. Specific business concerns are studied and systems worked out to fit particular situations. Report writing, including technique, style, and form. Problems and research. Prerequisite: senior standing. Not offered 1942-43.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

- BA 501. **Advanced Commercial Research.** Terms and hours to be arranged.
Progress of commercial research in business institutions and research departments of universities. Examination and criticism of typical studies in business research. Methods of procedure adapted to various types of business problems. Practice studies applying methods of business research.
- BA 503. **Graduate Thesis.** Terms and hours to be arranged.
- BA 507. **Graduate Seminar.** Terms and hours to be arranged.
Topics are selected in general conference.
- BA 520, 521, 522. **C. P. A. Problems.** 5 hours each term.
Intensive study of problems and questions asked by the examining boards of the various states and in the American Institute of Accountants' examinations. Training in correct analysis and correct form, and speed in solving problems involving a knowledge of partnerships, executors' accounts, corporation accounts, revenue accounts, fire insurance, etc. Prerequisite: adequate preparation, to be determined by the instructor. Kelly.

SECRETARIAL SCIENCE

By action of the State Board of Higher Education in February 1941, the University was authorized to offer lower-division service courses in secretarial science. Major work in this field is allocated to the State College.

LOWER-DIVISION SERVICE COURSES

- SS 111, 112, 113. **Stenography.** 3 hours each term.
Theory and practical application of Gregg shorthand. Dictation and transcription. Students registered in this sequence must also take SS 121, 122, 123, unless they have had equivalent training. Students who have had one year of high-school shorthand instruction may not take SS 111 for credit. 4 recitations. Thompson, Smith.
- SS 121, 122, 123. **Typing.** 2 hours each term.
Theory and practice of touch typing; rhythm drills, dictation exercises; writing paragraphs; punctuation and mechanical arrangement of business correspondence; legal forms, tabulating, manifolded; speed practice. Students who have had one year of high-school typing are not permitted to take SS 121 for credit. 5 hours laboratory work; 1 hour home assignment. Thompson.

School of Education

Faculty

JAMES RALPH JEWELL, Ph.D., LL.D., Dean of the School of Education; Director of High-School Teacher Training; Professor of Education.

LUCIA MARIA LEIGHTON, Secretary to the Dean.

IDA MAY POPE, A.B., Placement Secretary.

CARL LEO HUFFAKER, Ph.D., Professor of Education.

FREDERICK MAURICE HUNTER, Ed.D., LL.D., Professor of Education.

ERNESTO RAY KNOLLIN, M.A., Professor of Physical Education.

RALPH WALDO LEIGHTON, Ph.D., Professor of Education.

*FREEMAN GLENN MACOMBER, Ed.D., Professor of Education.

PAUL BANWELL MEANS, Ph.D., Professor of Religion.

VICTOR PIERPONT MORRIS, Ph.D., Professor of Economics.

HENRY DAVIDSON SHELDON, Ph.D., Research Professor of Education.

FRED LEA STETSON, M.A., Professor of Education.

HUGH B. WOOD, Ed.D., Professor of Education.

MAUDE GARNETT, A.M., Associate Professor of Public-School Music.

MAUDE IRVINE KERNS, B.A., B.S., Associate Professor of Art Education.

ERNEST GEORGE MOLL, A.M., Associate Professor of English.

JANET GRANT WOODRUFF, M.A., Associate Professor of Physical Education.

NOWLAND BRITTIN ZANE, Associate Professor of Space Arts.

HAROLD WRIGHT BERNARD, Ph.D., Assistant Professor of Education.

EARL EUGENE BOUSHEY, M.S., Assistant Professor of Physical Education.

HOWARD STANLEY HOYMAN, M.A., Assistant Professor of Physical Education.

NED BURT JOHNS, M.A., Assistant Professor of Physical Education.

ELIZABETH BRIGGS MONTGOMERY, Ph.D., Assistant Professor of Education.

RALPH URBAN MOORE, M.A., Assistant Professor of Education; Principal of University High School.

HUGH M. SCHAFFER, M.A., Assistant Professor of Education.

LAWRENCE KENNETH SHUMAKER, M.A., Assistant Professor of Education.

*HOWARD P. BACKUS, M.A., Instructor in Education; Supervisor of Social Living, University High School.

MELVA FAE BULL, B.S.S., Instructor in Education; Supervisor of Commercial Studies, University High School.

* On leave of absence, 1941-42.

- MARY ELIZABETH COSTELLO, M.A., Instructor in Education; Supervisor of Languages, University High School.
- *RAYMOND C. HENDRICKSON, B.S., Instructor in Education; Supervisor of Physical Education for Boys, University High School.
- JOSEPH HOLADAY, B.S., Instructor in Education; Supervisor of Social Sciences, University High School.
- VERNON E. KERLEY, M.S., Instructor in Education; Supervisor of Mathematics, University High School.
- HENRY E. KUCHERA, M.S., Instructor in Education; Supervisor of Physical Education for Boys, University High School.
- MAX RUSSELL MCKINNEY, M.A., Instructor in Education; Supervisor of Social Living, University High School.
- DOROTHA E. MOORE, B.S., Instructor in Education; Supervisor of Physical Education for Girls, University High School.
- LEON CHARLES MULLING, M.A., Instructor in Education; Supervisor of English, University High School.
- CHARLES HAROLD SECOY, Ph.D., Instructor in Chemistry.
- DOROTHY MARIE SHERMAN, M.A., Instructor in Education; Supervisor of Social Studies, University High School.
- WENDELL VAN LOAN, M.S., Instructor in Education; Principal, Roosevelt Junior High School.
- STANLEY E. WILLIAMSON, M.A., Instructor in Education; Supervisor of Science, University High School.
- VEOLA PETERSON WILMOT, M.A., Instructor in Education; Supervisor of Social Science and Library, University High School.
- HOWARD AKERS, M.A., Associate in Education.
- THOMAS FISHER, B.A., Associate in Education.
- ELDON FIX, B.S., Associate in Education.
- KATHERINE FOX, B.S., Associate in Education.
- MARGARET HAMMERBACHER, B.S., Associate in Education.
- WILLIAM JOHNSON, M.S., Associate in Education.
- FRED KRAMER, B.A., Associate in Education.
- ROY MALLERY, B.S., Associate in Education.
- LOUISE NIMMO, B.S., Associate in Education.
- GERTRUDE SEARS, M.S., Associate in Education.
- WILFRED C. SUTTON, B.A., Associate in Education.
- DOROTHY H. TOP, B.S., Associate in Education.
- MILDRED WILLIAMS, M.A., Associate in Education.
- JOHN W. DUNN, B.S., Graduate Assistant in Education.
- WATSON L. JOHNS, M.S., Graduate Assistant in Education.

* On leave of absence, 1941-42.

General Statement

ALL professional preparation for teaching within the State System of Higher Education, except preparation for strictly elementary-school teaching, is organized under the School of Education. The school is concerned especially with the preparation of teachers for the high schools of Oregon, and with the promotion of high standards of secondary education.

The School of Education operates on both the University and the State College campuses. Preparation for high-school teaching in the various fields is divided between the two institutions in accordance with the allocation of major curricula. The director of high-school teacher training, with offices at Eugene, has administrative control over all high-school teacher education within the State System.

At the University are given general education courses, professional work in educational administration, and major curricula preparing for teaching of literature, languages, social sciences, biological science, general science, physical science, mathematics, arts, business administration, music, physical education, and approved combinations of subjects. The University also offers training to prepare teachers for work with atypical children.

At the State College are given major curricula preparing for teaching of biological science, general science, physical science, mathematics, agriculture, home economics, industrial arts, secretarial science, and approved combinations of subjects, and for educational and vocational guidance.

In planning its curricula the School of Education has recognized three qualifications for a good teacher: (1) mastery of subject matter; (2) an understanding of child and adolescent psychology, and of professional problems and techniques; (3) a broad and liberal education.

Major Requirements. Candidates for a bachelor's degree with a major in education must complete 36 term hours of work in education courses. Two terms (6 term hours) of General Psychology may be counted toward fulfilling the 36-hour requirement. To be recommended for a degree with a major in education, students transferring from other institutions must complete at least 12 term hours of work in education at the University.

Baccalaureate Degrees. Students majoring in education may become candidates for the following baccalaureate degrees: Bachelor of Arts, Bachelor of Science, or Bachelor of Education. For the B.A. or B.S. degree the student must fulfill all University requirements for these degrees, in addition to major requirements. For the B.Ed. degree the student must fulfill general University requirements for graduation, and the requirements for a major in education, stated above.

Honors in Education. During their junior and senior years, exceptional students may register for honors in education, or for general honors. The candidate for general honors takes special work in other departments, closely coordinated with his honors program in education. For honors in education the student pursues a program of systematic reading and writes a thesis. Honors reading includes study in some one of the following fields: (1) child and adolescent development; (2) social surveys and other studies of child conditions and improvements; (3) descriptions and narratives of educational institutions in foreign countries; (4) history of education; (5) educational psychology; (6) educational sociology; (7) pupil evaluation; (8) curriculum problems. At the end of the senior year all honors candidates take a comprehensive examination.

Reading for honors may in no case take the place of Ed 311, 312, 313, 415, which are required for certification, and which provide training of immediate professional utility.

Graduate Work. Graduate work in education, leading to the Master of Arts, Master of Science, Master of Education, Doctor of Philosophy, and Doctor of Education degrees, is offered at the University through the Graduate Division. The requirements for the M.Ed. and D.Ed. degrees differ from the requirements for the M.A., M.S., and Ph.D. degrees as follows: (1) teaching experience is required; (2) less time is spent on the technique of research; (3) the curriculum is carefully planned and integrated to prepare men and women for immediate service in administrative and advanced teaching positions. There is no foreign-language requirement for these degrees. The regulations governing graduate study are stated under GRADUATE DIVISION in this Catalog.

School Administration. Under the organization plan of the Oregon State System of Higher Education, training for educational administration is allocated to the University. The program in this field is differentiated from the program for students preparing for classroom teaching principally at the graduate level. During his undergraduate years, the student takes courses in education and in subject fields required for teacher certification, and satisfies University requirements for a baccalaureate degree. In his fifth year, the student planning to prepare himself for educational administration should take Ed 472, 473, 474, in addition to courses required for a teacher's certificate. This sequence satisfies the general academic requirement for the Oregon administrative credential—12 term hours of preparation in addition to that required for a teacher's certificate. (Candidates for the elementary principal's credential who have had teaching experience may take Ed 472, 473, 474 during their senior year.)

Since the state of Oregon issues six different administrative credentials, each requiring the completion of specific courses, all students planning to prepare for administrative work should secure further information from the School of Education.

In addition to courses satisfying the minimum requirements for an administrative credential, the School of Education offers a program of graduate work in the field of administration, leading to master's and doctor's degrees.

Curriculum Studies. The Curriculum Laboratory, established by the School of Education in 1937, provides excellent facilities for specialized study of the public-school curriculum and for practical research on curriculum problems. The equipment of the laboratory includes: (1) the most recent and important courses of study, units, and other curriculum materials available in the United States; (2) a comprehensive collection of elementary- and secondary-school textbooks; (3) a complete file of standardized tests and other instruments of pupil evaluation; (4) a large collection of free and inexpensive pamphlets, maps, exhibits, and other materials suitable for use in the classroom; (5) selected professional books on the curriculum; (6) bibliographies on various phases of the curriculum.

For students interested in taking an active part in curriculum improvement, as teachers or administrators, the school offers the following specialized courses: Foundations of Curriculum (Ed 485); Course-of-Study Construction (Ed 486); Unit Construction (Ed 487); Curriculum Laboratory (Ed 488). The following courses are also useful as a foundation for curriculum work: School Activity Program (Ed 471); Basic Course in School Supervision (Ed 474); Social Education (Ed 492); Educational Research (research on curriculum problems)

(Ed 501); Philosophy of Education (Ed 586); Problems in Philosophy of Education (Ed 587). A broad background in sociology, economics, political science, and psychology is strongly recommended.

Through the Curriculum Laboratory, the School of Education provides consultant services on curriculum problems to the school systems of Oregon, by means of extension courses, curriculum and evaluation surveys, and curriculum conferences.

Clinical Teaching. The DeBusk Memorial Clinic for exceptional children is maintained by the School of Education to help children with learning difficulties and to train teachers for clinical work with exceptional children in the public schools. The clinic confines itself to the treatment of children of normal intelligence who have special disabilities in reading, spelling, or arithmetic. Work in speech correction is carried on in cooperation with the Division of Speech and Dramatic Arts of the Department of English.

The DeBusk Clinic grew out of a reading clinic held on the campus in the summer of 1928, under the direction of Dr. Burchard Woodson DeBusk. Dr. DeBusk continued to direct the clinic and the training of clinical teachers until his death in 1936. The clinic was formally named in his memory in 1937.

The instructional program for students interested in work in this field provides a sound theoretical foundation and an opportunity for practical training. The student should take the following courses, in addition to courses required for teacher certification: Child Psychology (Ed 460); Psychology of Exceptional Children (Ed 462, 463); Reading Process (Ed 464); Diagnostic and Remedial Techniques (Ed 465, 466); Mental Tests (Ed 564, 565, 566); Psycho-Educational Clinic (Ed 409); Educational Research (problems in remedial teaching) (Ed 501).

The following courses outside the special field are suggested: Problems of Social Work (Soc 348); Measurement in Secondary Education (Ed 475); Advanced Experimental Psychology (Psy 451, 452, 453); Clinical Methods in Psychology (Psy 431, 432); Abnormal Psychology (Psy 413); Educational Statistics (Ed 515); Philosophy of Education (Ed 586); Advanced Educational Psychology (Ed 561, 562, 563); Speech Pathology (SD 486, 487, 488); Speech Clinical Practice (SD 489, 490).

Bureau of Educational Research. Through the Bureau of Educational Research the faculty of the School of Education investigates educational problems, frequently at the request of school officials. The bureau is often called upon for advice concerning educational tests and their use. School systems are aided in the study of their peculiar problems. Expert building and financial surveys are made for various cities and counties of Oregon. Cooperative testing programs have been carried through several of the larger systems of the state. The aid of the bureau has been extended to a number of cities for the solution of various other educational problems.

Supervised Teaching. The School of Education provides an opportunity for supervised high-school and junior-high-school teaching in all the major fields allocated to the University. Supervised teaching cannot be done at the University in fields in which the University does not offer major work. Student teachers observe teaching by expert instructors, work out their own lesson plans under the guidance of the supervisors, and teach high-school classes under close supervision. Credit for supervised teaching is granted only on the approval of the director of supervision.

Teacher Placement Service. A Placement Service is maintained by the School of Education for the placement of graduates of the University who are prepared and qualified to teach in the secondary schools. The Placement Service compiles and makes available to school officials full information concerning the preparation and experience of graduates who desire teaching positions. The Placement Service also furnishes students information concerning the certification requirements and school laws of other states, and will recommend graduates for certification in other states, on the endorsement of the dean of the School of Education and the University Registrar. The following fees are charged by the Placement Service:

Registration fee	\$3.00
Charge for late registration	1.00
Charge for late payment of registration fee	1.00
Credential fee .....	.25
Credential fee for out-of-state certification	2.00

The schedule of dates for registration and payment of registration fees may be secured at the Placement Service office. The credential fee is charged if credentials are sent at the request of the applicant, but not if they are sent at the initiative of the Placement Service or at the request of a prospective employer. Credentials for out-of-state certification will be issued without additional charge, if the applicant has paid the regular registration fee.

State Teacher's Certificate

ALL teachers in the high schools of the state of Oregon must hold a high-school teacher's certificate, issued by the State Superintendent of Public Instruction. To be eligible for a one-year certificate after February 10, 1943, graduates of the University must satisfy the following requirements:

(1) A total of 45 term hours of college work after meeting the requirements for the baccalaureate degree.*

(2) A minimum of 40 term hours of work in education, 15 term hours of which must be in upper-division or graduate courses taken after meeting the requirements for the baccalaureate degree.† This work must be distributed as follows:

	Term hours
Secondary Education (Ed 311)	3
Educational Psychology (Ed 312)	3
Principles of Teaching (Ed 313)	3
Special Teaching Methods (Ed 408)	3
Supervised Teaching (Ed 415)	6
Oregon School Law and System of Education (Ed 316)	2
Advanced overview of education (Ed 511, Ed 543, Ed 586, or Ed 443s)	3
Electives in education	17

(3) Oregon History (Hst 377), 2 term hours.

(4) A minimum of 3 hours in General Psychology (prerequisite to Ed 312).

Ed 311, 312, 313, and 415 must be taken in residence—they cannot be taken by correspondence.

* For persons applying for a certificate prior to February 10, 1943, the requirement is 30 term hours after meeting the requirements for the baccalaureate degree.

† For persons applying for a certificate prior to February 10, 1943, the requirement is 37 term hours in education, 9 hours after meeting the requirements in the baccalaureate degree.

Under regulations adopted by the Oregon State Board of Education in January 1941, new teachers employed in approved high schools may be assigned to teach only in those subject fields in which they have completed adequate college preparation. The State Board of Education has set the following minimum standards of subject preparation:

ENGLISH: 36 term hours, including at least 9 term hours in composition and rhetoric (it is recommended that a substantial amount of work in speech be included in this training). **LANGUAGE:** the equivalent of 30 term hours of college preparation in each language taught (high-school credits evaluated in terms of college hours may be accepted in meeting the minimum requirements). **SOCIAL STUDIES:** 36 term hours, including at least 18 term hours in American and European or world history, and a total of at least 10 term hours in two or more of the following subjects—government, economics, sociology, geography. **MATHEMATICS:** 15 term hours of college mathematics. **COMMERCE:** *Shorthand*, 18 term hours (may include high-school or business-college work evaluated in terms of college hours or equivalent performance standards); *Typing*, 6 term hours (may include high-school or business-college work); *Book-keeping, Business Training, Commercial Law*, 24 term hours in accounting and business administration. **NATURAL SCIENCE:** *Elementary Science*, 24 term hours in the natural sciences, including at least 9 term hours in physical science and 9 term hours in biological science; *Biology*, 18 term hours; *Physics*, 12 term hours; *Chemistry*, 12 term hours. **PHYSICAL EDUCATION AND HEALTH EDUCATION:** 12 term hours in physical education and 12 term hours in health education. **HOME ECONOMICS:** 24 term hours.

To be recommended by the University for a teaching position, a student in satisfying the minimum subject requirements in the fields in which he intends to teach must take certain specified courses. These courses are listed on pages 202-205.

Believing that a broad knowledge in the fields of English, social studies, mathematics, natural science, and the fine arts should be a part of the equipment of every teacher, whatever his subject field, the State Board of Education has recommended that, beginning with the school year 1943-44, the college preparation of all new teachers employed in state-approved high schools should include the following:

ENGLISH: 24 term hours in literature, composition, speech, dramatics. **SOCIAL STUDIES:** 24 term hours in history, political science, economics, sociology, geography, philosophy. (A maximum of 6 term hours in library science may be applied toward satisfying the recommendation in English or social studies.) **SCIENCE AND MATHEMATICS:** 17 term hours, including 9 hours in biological science and 8 hours in physical science and mathematics or in either of these fields. **ARTS AND CRAFTS:** 6 term hours in music, or in plastic, graphic, or industrial arts (equivalent performance standards may be accepted if approved by the teacher-training institution).

Students wishing to qualify for certification and placement should confer with members of the faculty of the School of Education not later than the end of the second term of their sophomore year.

Application for certification must be made to the State Superintendent of Public Instruction. An official record of the applicant's preparation, required as a basis for certification, will be submitted to the State Superintendent by the University Registrar, on request.

The holder of a one-year state certificate, after six months' successful teaching experience in this state and upon the recommendation of the city school superintendent or county school superintendent under whose supervision the applicant last taught, will receive a five-year state certificate authorizing him to teach in the high schools or junior high schools of this state.

A five-year certificate may be renewed when the holder thereof has taught successfully for a period of 24 months during the life of such certificate, or has completed 15 term hours in courses approved by the State Board of Education in a standard college or university. When a teacher who is regularly employed by

a school board has been granted a leave of absence by such board, the school months included in such leave of absence shall be counted the same as months of teaching in determining eligibility for renewal of a five-year certificate.

The holder of a one-year state certificate, or a five-year state certificate, or a state life certificate, is authorized to act as city superintendent of the schools of any city.

The following fees are payable to the State Superintendent of Public Instruction at the time application for certification is made:

One-year certificate	\$2.00
Five-year certificate	2.00
Renewal of five-year certificate	2.00

Subject Preparation

THE University will not recommend a graduate for a teaching position who has not prepared himself, through suitable University courses, for the teaching of at least two subjects. To insure better opportunities for placement, it is desirable that students intending to teach qualify for the supervision of an extracurricular activity and, if possible, for teaching in a third subject field.

One of the student's subject fields must be a field in which the University offers supervised teaching, namely: art, biological sciences, business administration, elementary science, English, French, German, Latin, library, mathematics, music, physical education, physical sciences, social sciences, or Spanish. Exception to this requirement may be made in the case of students transferring from other institutions, who have completed courses in special methods and supervised teaching before entering the University.

Certain courses offered by the several schools and departments of the University, which do not satisfy education or subject requirements, are of great help to teachers. Students should consult members of the faculty of the School of Education concerning such supplementary training that would be of particular value in relation to their individual training programs.

Listed below are courses which the University requires for minimum subject preparation in the several teaching fields; these courses satisfy the subject-preparation standards of the State Board of Education (see page 201). It is important to note, however, that in most cases they satisfy the *minimum* requirements only. Students should consult members of the faculty of the schools or departments in which they are taking subject-preparation courses concerning additional courses they should elect to strengthen their preparation.

Major Fields

Art

Students wishing to prepare for placement in art in combination with other academic subjects should consult the dean of the School of Education early in the sophomore year.

	Term hours
Design I & II (AA 166, 167, 168; AA 266, 267, 268)	12
Representation I & II (AA 169, 170, 171; AA 269, 270, 271)	6
Color Theory (AA 163, 164, 165)	3
Figure and Costume (AA 298)	3
Lower-Division Drawing (AA 291)	6
Art Education (AA 414, 415)	6

Biological Sciences

	Term hours
General Botany (Bot 101, 102, 103).....	9
General Zoology (Z 104, 105, 106); or Elementary Human Physiology (Z 311, 312, 313).....	9
Electives in biological sciences (G 381, 382 is acceptable as an elective).....	6
	24

Business Administration

Constructive Accounting (BA 111, 112, 113).....	12
Office Organization and Management (BA 423).....	2
Business Law (BA 416, 417).....	8
One of the following courses: Retail Accounting (BA 211); Principles of Cost Accounting (BA 212); Elements of Finance (BA 222); Elements of Marketing (BA 223)	3-4
Typing (SS 121, 122, 123).....	6
Stenography (SS 111, 112, 113) (60 words per minute performance).....	9
	40-41

Elementary Science

A minimum of 27 term hours in the natural sciences, including:

A year sequence with laboratory in physics or chemistry.....	12
A year sequence with laboratory in botany or zoology.....	9
Geology	6

English

English Composition (Rht 111, 112).....	6
Survey of English Literature (Eng 101, 102, 103) or Appreciation of Literature (Eng 104, 105, 106).....	9
Shakespeare (two terms of Eng 201, 202, 203).....	6
American Literature (Eng 260).....	5
English Composition for Teachers (Rht 324).....	3
Oral English for Teachers (SD 334) and Direction of School and Community Plays (SD 340), or equivalent.....	6
Upper-division courses in English literature, selected in consultation with the head of the Department of English.....	7
	42

French

The equivalent of thirty term hours, including high-school credits. Evaluate high-school credits in terms of college hours. Suggested courses (which should include RL 314, 315, 316):

Second-Year French (RL 4, 5, 6).....	12
French Literature (RL 311, 312, 313).....	9
French Composition and Conversation (RL 314, 315, 316).....	6

German

The equivalent of thirty term hours, including high-school credits. Evaluate high-school credits in terms of college hours. Suggested courses:

Second-Year German (GL 4, 5, 6).....	12
German Conversation and Composition (GL 334, 335, 336).....	6
Modern German Novel (GL 412) or Die Deutsche Novelle (GL 331).....	3
German Poetry (GL 333).....	3
Classical German Drama (GL 411) or Modern German Drama (GL 332).....	3

Latin

The equivalent of thirty term hours, including high-school credits. Evaluate high-school credits in terms of college hours. Suggested courses:

Cicero and Vergil (Lat 4, 5, 6).....	12
Latin Literature: The Augustan Age (Lat 101, 102, 103).....	9
Ovid: Metamorphoses (Lat 314, 315).....	6

Library

	Term hours
Elementary Reference Work (Lib 381).....	3
Book Selection and Evaluation (Lib 382).....	3
Books for School Libraries (Lib 383s).....	3
School Library Administration (Lib 384).....	3
*Library Practice (Lib 385).....	3
Cataloging (Lib 386s).....	3
Classification and Subject Headings (Lib 387s).....	3
Children's Literature (Lib 388).....	3
	24

Mathematics

Elementary Analysis (Mth 101, 102, 103) or equivalent.....	12
Differential and Integral Calculus (Mth 201, 202) or equivalent.....	8
Advanced Euclidean Geometry (Mth 415) or Elements of Projective Geometry (Mth 316).....	3
	23

Music

VOCAL	
Theory I (Mus 111, 112, 113).....	12
Choral Conducting (Mus 323, 324, 325).....	6
Ensemble (chorus).....	3
Appreciation of Music (Mus 127, 128, 129).....	6
	27

Applied music: The student must be able to demonstrate ability in singing and in playing accompaniments.

INSTRUMENTAL	
Theory I (Mus 111, 112, 113).....	12
Instrumental Conducting (Mus 320, 321, 322).....	6
Ensemble (orchestra or band).....	3
Stringed Instruments (Mus 332, 333, 334) or Wind and Percussion Instru- ments (Mus 335, 336, 337).....	6
	27

Applied music: The student must be able to demonstrate playing ability upon a melodic string or wind instrument.

Physical Education

PHYSICAL EDUCATION	
Community Health Problems (PE 361).....	3
Personal Health Problems (PE 362).....	3
First Aid (PE 363).....	3
Health Instruction (PE 464).....	3
Physical-Education Laboratory (selected by adviser in physical education)....	6
Organization and Administration of Physical Education (PE 341, 342).....	6
	24

HEALTH EDUCATION	
Human Biology (Z 111, 112, 113).....	9
Elementary Human Physiology (Z 313).....	3
Principles of Dietetics (FN 225).....	2
School Health Education Core (PE 361, 362, 363).....	9
Health Instruction (PE 464).....	3
	26

COMBINED HEALTH AND PHYSICAL EDUCATION	
School Health Education Core (PE 361, 362, 363).....	9
Health Instruction (PE 464).....	3
Principles, Organization, and Administration Core (PE 341, 342, 343).....	9
Program Construction in Physical Education (PE 445).....	3
Physical-Education Laboratory (PE 331, 332, 333).....	6
Physical-Education Laboratory (selected from PE 433, 434, 435).....	4
	34

* Supervised Teaching (Ed 415) in library may be substituted for Lib 385.

Physical Sciences

	Term hours
General Chemistry (Ch 104, 105, 106).....	12
General Physics (Ph 201, 202, 203).....	12
	24

Social Sciences

History of the United States (Hst 371, 372, 373).....	9
Modern Europe (Hst 341, 342, 343) or World History (Hst 204, 205, 206)....	9
A minimum of five hours each from at least two of the following: American Governments (PS 201, 202); Principles of Economics (Ec 201, 202, 203); General Sociology (Soc 204, 205); Introductory Geography (Geo 105, 106, 107).....	10
Electives in political science, economics, sociology, or geography.....	8
	36

Spanish

The equivalent of thirty term hours, including high-school credits. Evaluate high-school credits in terms of college hours. Suggested courses (which should include RL 347, 348, 349 or RL 353, 354, 355):

Second-Year Spanish (RL 14, 15, 16).....	12
Spanish Literature (third year) (RL 341, 342, 343).....	9
Spanish Composition and Conversation (RL 347, 348, 349) or Commercial Spanish (RL 353, 354, 355).....	6

Nonmajor Field**Home Economics** (Supervised Teaching not offered at the University)

Clothing Construction (CT 111, 112, 113).....	6
Clothing Selection (CT 114, 115, 116).....	3
Foods (FN 211, 212, 213).....	9
Child Care and Training (HAD 325).....	3
Household Management (HAD 339).....	3
Home Planning and Furnishing (CT 331).....	
Textiles (CT 125).....	
Principles of Dietetics (FN 225).....	
Family Relationships (HAD 222).....	
} One course from this group	2-3

 26-27
Sequence of Certification Courses

THE courses required by the State Board of Education for certification as a high-school teacher should be taken, both by education majors and by nonmajors, in the following sequence. The order should be varied only with the approval of the School of Education.

Sophomore Year: General Psychology.

Junior Year: Secondary Education (Ed 311), fall or winter term; Educational Psychology (Ed 312), fall or winter term; Principles of Teaching (Ed 313), spring term; Oregon History (Hst 377).

Senior Year: Oregon School Law and System of Education (Ed 316).

Senior or Graduate Year: Special Methods (Ed 408); Supervised Teaching (Ed 415), 6-10 hours one term.

Graduate Year: Advanced overview of education (Ed 511, Ed 543, Ed 586, or Ed 443s), after Ed 415; education electives, 13-17 hours during year.

Education majors should take sufficient additional elective hours in education, before the end of the senior year, to satisfy the 36-hour major requirement for a baccalaureate degree. Two terms of General Psychology (6 term hours) may be counted toward the satisfaction of the major requirement, but may not be counted by nonmajors toward the 40-hour professional requirement for certification.

Description of Courses

LOWER-DIVISION COURSES

***Ed 111. Methods of Study.** 2 hours any term.

No-grade course. Specific methods of study applied to various subject-matter fields. The general principles of note taking and study schedule; fixing study habits; evaluations of the various broad fields of human learning. Shumaker.

***Ed 112. Mental Hygiene.** 3 hours any term.

Intended to help the student make adjustments to conditions of college life through the cultivation of proper habits of study and of intellectual activity. The habits, attitudes, and proper functioning of a normal mind. Bernard.

***Ed 113. University Education and the Student.** 3 hours any term.

Intended to help the student plan his college career more intelligently and to pursue it more effectively. The scholarly, cultural, and professional values of the University's offerings in the various fields of learning; how these contribute to the development and growth of the individual; how selections can be made from these offerings to meet individual needs and interests. Shumaker.

UPPER-DIVISION COURSES

Students may be admitted to upper-division courses in education only with the consent of the School of Education. A grade-point average of 2.00 for the student's first two years of University work is required for admission to all 300 courses; a grade-point average of 2.25 for all work after the sophomore year is required for admission to Ed 408 and Ed 415. Ed 311, 312, 313 are prerequisite to all 400 and 500 courses in education, unless an exception is indicated in the course description. In admitting students to these courses, the faculty of the School of Education gives additional consideration to psychological rating and teaching personality, and, in doubtful cases, to marked improvement in scholarship during the junior year.

Ed 311. Secondary Education. 3 hours any term.

Study of the problems of the high school from the standpoint of the teacher, involving a consideration of its aims, functions, and characteristics. Stetson.

Ed 312. Educational Psychology. 3 hours any term.

The laws of learning and their application in the classroom; motivation in learning, transfer of training, memory, forgetting, and the psychology of secondary-school subjects. Prerequisite: two terms of General Psychology. Wood.

Ed 313. Principles of Teaching. 3 hours any term.

Study of the actual classroom teaching process, including classroom organization and management, planning teaching units, evaluating pupil learning, and similar problems. Prerequisite: Ed 312. Shafer.

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

An analysis of the Oregon school system and of the laws on which the system is based. Attention given to the problems of Oregon schools, plans proposed for their solution, the course of study, and trends in educational development in the state. Prerequisite: Ed 311. Huffaker.

Ed 390. Character Education. 3 hours fall or winter.

The place of character in the social purposes of education; distinction between training and instruction; the dynamic function of the feelings; the conditioning of interests; the function of ideals; the formation of habits, the integration of habits and attitudes. Analysis of typical procedures. Means.

* This is a service course, not a professional course, and will not count toward fulfillment of requirements for certification or for a major in education.

Ed 401. Educational Research. Terms and hours to be arranged.

Research and investigation in various fields of education. Registration by permission of the staff member or members in whose field the investigation lies.

Ed 405. Reading and Conference. Terms and hours to be arranged.

Individual readings and conferences with members of the staff.

Ed 408. Special Teaching Methods. 1 to 3 hours any term (6 hours maximum allowed toward education requirement for certification).

Planned to fulfill the state certification requirement for work in special methods; to be taken in conjunction with Ed 415. Not more than 3 hours of credit may be earned in anyone field. Instruction in special methods is offered in the following fields:

Art—Kerns.

Commerce—Bull.

English—Mulling.

Foreign Language—Costello.

Health, Physical Education, Recreation—Johns, Knollin, Woodruff.

Mathematics—Moore.

Music, Instrumental—Stehn.

Music, Vocal—Garnett.

Science—Williamson.

Social Science—Holaday.

Ed 409. Psycho-Educational Clinic. (G) Terms and hours to be arranged (9 hours maximum credit).

For students preparing for clinical work in the public schools. Practice, under supervision, in diagnostic and remedial treatment of cases at the elementary, high-school, and college levels; individual work with those who have severe disabilities; work with small groups of persons with slight difficulties. Prerequisite: Ed 460, 462, 466, except by special permission. Bernard.

***Ed 410. Principles and Practice in School Health Education.** (G) 2 hours fall.

Study of the theory and practice of high-school health programs in the United States as a basis for organizing and administering school health work in the Oregon high schools. Designed for students in school administration and nursing education, and for advanced students in education. Prerequisite: Ed 311, 312, 313 or graduate standing. Hoyman.

***Ed 411. Health Instruction of the School Child.** (G) 2 hours winter.

Study of the development of health instruction for Oregon high schools. Procedures for a graded health program, including health materials, health methods, appraisal; comparative study of health units. Designed primarily for administrators. Prerequisite: Ed 311, 312, 313 or graduate standing. Hoyman.

***Ed 412. Sanitation of the School Plant.** (G) 2 hours spring.

School health standards in lighting, heating, ventilation, schoolroom equipment, fire protection, water supply, sewage disposal, and the school site. The school plant considered in terms of its environmental influence on the growth and development of school children. Prerequisite: Ed 311, 312, 313 or graduate standing. Hoyman.

* This course will not count toward the state certification requirement for teachers of health and physical education. For courses satisfying this requirement see PE 361, 362, 363, PE 464.

Ed 415. Supervised Teaching. 1-10 hours any term (12 hours maximum total).

Experience in classroom procedures along the lines of the student's academic preparation and interests; class discussion of classroom problems confronted by the student while teaching, in relation to principles and methods of teaching. Students should plan their programs so that one-half day for one term may be devoted to supervised teaching. A student may not carry more than a total of 17 term hours of University work while registered for supervised teaching. Shafer.

Ed 431. Developing Appreciation of Literature. 3 hours.

Development of a clear and definite technique of literary appreciation. Practical methods and materials for the use of high-school teachers. Prerequisite: experience as a teacher of literature, senior standing with a major in English, or consent of instructor. Moll.

Ed 433. Developing Art Appreciation. 3 hours.

The social aims and functions of art; current psychological principles of appreciation. Types of appreciative experience. The use of classroom equipment, tests, and reference material. Emphasis on the human relationship between teacher and student, and on the relation of training in appreciation to other educational experiences. Prerequisite: experience as a teacher of art, senior standing with a major in art, or consent of instructor. Zane.

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

A general review of the growth and development of education and its relation to the civilization of the times; emphasis on the educational philosophies of Plato, Aristotle, renaissance educators, Comenius, Locke, Rousseau, Pestalozzi, Froebel, Herbart, Spencer, and Dewey. Jewell.

Ed 441. Comparative Education. (G) 3 hours winter.

Study of the school systems of the chief countries of the modern world, particularly Germany, France, Great Britain, and the United States, in relation to certain vital problems of adjustment—economic, moral, and political. Special attention to developments since World War I and to significant experiments in Germany, Russia, Bohemia, Italy, Denmark, India, and elsewhere. Jewell.

Ed 460. Psychology of Childhood. (G) 2 hours fall.

The psychological factors found in the growth and development of the child. Study of the experimental literature and of theories relating to the development of physical activities, speech, mental processes, emotional behavior, and socialized activities. Prerequisite: Ed 312 or two terms of General Psychology. Bernard.

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

The processes through which the normal human being reaches maturity, acquires effective use of his bodily equipment and learning capacity, and makes satisfactory personal and social adjustments. Important physical, mental, and moral changes natural to adolescence. Educational implications of recent studies in this field. Prerequisite: two terms of General Psychology; Ed 312. Jewell.

Ed 462, 463. Psychology of Exceptional Children. (G) 2 hours each term, winter and spring.

Study of the exceptional child, including the slow learner, the gifted, the physically handicapped, the speech defective, the behavior problem, the delinquent, the nonreader, the poor speller, and the child with unusual difficulties in arithmetic. Prerequisite: Ed 312 or two terms of General Psychology. Bernard.

Ed 464. The Reading Process. (G) 2 hours.

The meaning and development of certain factors related to reading, including perception, word blindness, eye movements, rate, comprehension, vocabulary, intelligence, and handedness. Designed to meet two needs: (1) foundation work in remedial teaching; (2) work for students interested in reading as a fundamental skill. Prerequisite: Ed 312 or two terms of General Psychology. Bernard.

Ed 465, 466. Diagnostic and Remedial Techniques. (G) 2 hours each term.

Difficulties in reading, spelling, and arithmetic among atypical children at the primary and elementary-school levels; reading difficulties of high-school and college students. Techniques of diagnosis; administration and interpretation of mental and achievement tests; remedial procedures suitable for both individual and group instruction. Open to qualified upper-division students. Bernard.

Ed 467. Hygiene of the Child. (G) 3 hours.

Factors of mental, physical, and emotional growth and development which affect the child's adjustment to school and society; personality defects and disorders; the role of heredity and environment in the growth of the child. Open to qualified upper-division students. Bernard.

Ed 468. Hygiene of Learning. (G) 3 hours.

Factors and conditions which make for mental development, including those which make for disintegration as well as those which make for integration. Open to qualified upper-division students. Bernard.

Ed 469. Remedial Reading in High School. (G) 3 hours.

Designed primarily for junior and senior high-school teachers. Analysis of reading; physical and psychological processes involved; typical reading difficulties of secondary-school children; evaluation of various diagnostic and remedial methods used in remedial reading. Not open to students who have had Ed 465, 466. Bernard.

Ed 470. The Junior High School. (G) 3 hours.

Causes leading to the development of the junior high school; 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 studied. Stetson.

Ed 471. School Activity Program. (G) 3 hours spring.

Theories of education involved in the promotion of extraclass activities; organization and supervision of an adequate program; objectives and procedures for student participation in social control; girls' leagues, home rooms, athletic associations, honor societies, dramatics, hobby groups, etc.; problems of coordination, finance, and teacher personnel. Stetson.

Ed 472. Basic Course in School Organization. (G) 4 hours fall.

Ed 472, 473, 474 required for all majors in school administration and for prospective high-school principals. Ed 472 deals with the organization of both grade and high schools, with emphasis on the problems of the small school system. Curriculum construction, the course of study, building the daily program, classification of pupils, time allotments, etc. Prerequisite: Ed 311, 312, 313 or teaching experience. Huffaker, Stetson.

Ed 473. Basic Course in School Administration. (G) 4 hours winter.

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. Prerequisite: Ed 311, 312, 313 or teaching experience. Huffaker, Stetson.

Ed 474. Basic Course in School Supervision. (G) 4 hours spring.

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. Prerequisite: Ed 311, 312, 313 or teaching experience. Huffaker, Stetson.

Ed 475. Measurement in Secondary Education. (G) 3 hours any term.

The construction and desirable uses of various standard tests and scales for measuring achievements in secondary-school subjects. Such elements of statistical method taught as are necessary for intelligent use of the tests. Wood.

Ed 480. Pupil Personnel Work. (G) 3 hours winter.

Nature and causes of problems in adolescent development and adjustment; case work in personnel; procedures and techniques in case work; organization of personnel work; the qualifications, training, and duties of personnel officers. Stetson.

Ed 485. Foundations of Curriculum. (G) 3 hours.

Significant forces affecting curriculum planning and development in the modern school. The implications of basic social, philosophical, and psychological factors in curriculum planning and development; appraisal of the present curriculum and significant proposals for its improvement; what every teacher should know about the subjects he is not teaching. Opportunities for laboratory and field work. Wood.

Ed 486. Course-of-Study Construction. (G) 3 hours.

Organization of the curriculum of the modern school. Chief emphasis on various patterns of curriculum organization and their relative merits; general principles of course-of-study construction; selection and organization of materials and activities; evaluation of the curriculum in terms of pupil growth. Each student is required to construct a course of study. Prerequisite: Ed 485, teaching experience, or consent of instructor. Wood.

Ed 487. Unit Construction. (G) 3 hours.

How to plan and teach a unit; study of the unit concept and different types of units; selection, organization, and development of materials and activities; how to develop the unit in the classroom. Each student is required to prepare one or more units. Prerequisite: Ed 485, teaching experience, or consent of instructor. Wood.

Ed 488. Curriculum Laboratory. (G) 1 to 3 hours any term (6 hours maximum credit).

Workshop experience for those actively engaged in the production of curriculum materials, including units, courses of study, evaluation instruments, and source materials for pupils. Prerequisite: Ed 485; Ed 486 or Ed 487; or consent of instructor. Wood.

Ed 491. Group Thinking. (G) 3 hours spring.

Nature and method of democratic participation in the group thought life. How new issues may be resolved on more adequate levels of thinking. The course aims to build the habit of reflective group thinking, to develop greater

facility in forming reasoned judgment on public affairs. How diversified groups may confer in cooperative efforts to discover new roads to new and better goals. The technique of leadership in group-thinking processes. Means.

Ed 492. Social Education. (G) 3 hours fall.

The structure and functioning of society, as a background for the study and evaluation of education in its varied forms; the contribution of sociological principles and findings to the improvement of educational practices. Stetson.

Ed 497. Adult Education. (G) 3 hours.

History and philosophy of the movement; its aims, ranging from the specifically vocational to the cultural; possibilities for individual and community betterment. Representative work and methods in adult education; description of existing agencies. Prerequisite: senior standing. Wood.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

Ed 501. Educational Research. Terms and hours to be arranged.

Members of the staff will supervise research by qualified graduate students. Registration by permission of the staff member or members in whose field the investigation lies. Prerequisite: graduate standing in education.

- Problems in Adult Education—Wood.
- Problems in Affective Phases of Education—Leighton.
- Problems in College Teaching—Stetson.
- Problems in Curriculum and Instruction—Wood.
- Problems in Educational Psychology—Bernard, Wood.
- Problems in History of Education—Jewell, Sheldon.
- Problems in Measurements—Huffaker.
- Problems in Philosophy of Education—Jewell, Sheldon.
- Problems in Pupil Evaluation—Wood.
- Problems in Remedial Teaching—Bernard.
- Problems in School Administration—Huffaker, Stetson.
- Problems in School Finance—Huffaker.
- Problems in Secondary Education—Stetson.
- Problems in Social or Moral Education—Sheldon.

Ed 503. Thesis. Terms and hours to be arranged.

Ed 505. Reading and Conference. Terms and hours to be arranged.

Individual readings and conferences with members of the staff.

Ed 507. Education Seminar. 1 hour any term.

Students and staff members investigate and report on problems related to a central theme chosen for the year. Required for graduate majors; open to qualified seniors on consent of instructor. Wood.

Ed 511. Modern Educational Principles and Problems. 3 hours any term.

A general survey, at graduate level, of recent developments in all fields of education. Emphasis on an evaluation of current trends in the various fields, and on opportunities offered for specialization and service. Required of all candidates for the master's degree in education. Huffaker.

Ed 512. Research Procedures and Thesis Writing. 3 hours winter.

The nature and procedures of research in education; the special techniques of thesis writing. Recommended for majors in education who are candidates

for advanced degrees; open to graduate students majoring in other fields. Does not take the place of later individual supervision of thesis. Prerequisite: graduate standing. Stetson.

Ed 515, 516, 517. Educational Statistics. 3 hours each term.

Technique of quantitative and experimental methods, including the development of formulae and their application in research. Calculus not required. Admission after fall term only on consent of instructor. Prerequisite: graduate standing. Huffaker.

Ed 543. History of American Education. 3 hours fall.

The intellectual development of America with special reference to education. Knowledge of American history a requisite. Open to seniors on consent of instructor. Sheldon.

Ed 544, 545. History of American Education: Seminar. 3 hours each term, winter and spring.

Intensive study, largely by the seminar method, of the movements and ideas current during the educational awakening in America, 1815-1870. Prerequisite: Ed 543. Sheldon.

Ed 548, 549. Liberalism and Modern Education. 3 hours each term, fall and winter.

History of modern political liberalism, in its relation to state education in the leading nations of the modern world. Liberal theory; the development of liberal institutions. Liberalism since World War I. Open to seniors on consent of instructor. Sheldon.

Ed 554. Theories of Higher Education. 2 or 3 hours fall.

Concept of liberal education, scholarship, and cultural education in Europe and in America; theory of vocational and professional education; current emphasis upon general education; social intelligence; intellectual and affective phases of education. Prerequisite: graduate standing; open to seniors on consent of instructor. Stetson.

Ed 555, 556. Curricula and Instruction in Higher Institutions. 2 or 3 hours each term, winter and spring.

Determining objectives; selecting and organizing course material; curricular plans; evaluation procedures, including comprehensive examinations; work of the better-known experimental colleges; types of teaching; experimentation in college teaching; personnel organization and procedure. Prerequisite: graduate standing; open to seniors on consent of instructor. Stetson.

Ed 557. The Liberal-Arts College. 2 or 3 hours fall.

The origin and early objectives of the liberal-arts college; its traditional heritage and the effects of peculiarly American demands upon the institution; present incorporation in denominational colleges, state universities, and other types of higher institutions, with special attention to the junior college. Types of organization; curricular developments. Prerequisite: graduate standing; open to seniors on consent of instructor. Stetson.

Ed 558. Professional and Vocational Higher Education. 2 or 3 hours winter.

Development, organization, support, and functions of land-grant institutions, independent technical schools, and professional schools; special study of programs for the education of teachers; vocational functions of junior colleges. Prerequisite: graduate standing; open to seniors on consent of instructor. Stetson.

Ed 559. University Education. 2 or 3 hours spring.

The functions of a university; state and independent universities; differences in purpose; organization, with respect to liberal-arts colleges and professional schools; development of scientific and other specialties at the university level; the American graduate school; state systems of higher education. Prerequisite: graduate standing; open to seniors on consent of instructor. Stetson.

Ed 561, 562, 563. Advanced Educational Psychology. 2 hours each term.

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

Ed 564, 565, 566. Mental Tests. 2 hours each term.

Practical experience with psychometric tests for teachers in the clinical field; history and principles of mental tests; various kinds of tests (both language and performance); their value and use, especially in the schools; practice in giving, scoring, and interpreting group and individual mental tests. Open to qualified seniors on consent of instructor. Bernard.

Ed 570. Intellectual Problems of Education. 3 hours fall.

Functions of education in the development of the intellectual powers. Analysis of the elements of thinking; how education may alter or condition them. The relation of special subject-matter fields to straight thinking; methods in natural science and the social sciences. Prerequisite: graduate standing. Wood.

Ed 571, 572. Affective Phases of Education. 3 hours each term, winter and spring.

The nature of appreciations, attitudes, and ideals; their significance as factors of the personality and for social intelligence and social integration. Methods of developing these personality factors as a part of the educative process. Each student required to develop an individual project in his major field. Leighton.

Ed 586. Philosophy of Education. 3 hours winter.

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

Ed 587. Problems in Philosophy of Education. 3 hours spring.

The pressing problems in contemporary educational theory; principal contemporary educational movements; the philosophies underlying these movements. Jewell.

Ed 588. Modern Educational Philosophers. 3 hours spring.

Study of the more prominent educational philosophers: Bagley, Bode, Childs, Dewey, Horne, Judd, Kilpatrick. Not offered 1942-43. Jewell.

School of Journalism

Faculty

ERIC WILLIAM ALLEN, A.B., Dean of the School of Journalism; Professor of Journalism; Manager of University Press.

AILEEN GUY, B.S., Secretary of the School of Journalism.

JOHN HENRY NASH, LL.D., Litt.D., Professor of Typography.

W. F. GOODWIN THACHER, M.A., Professor of Advertising.

GEORGE STANLEY TURNBULL, M.A., Professor of Journalism.

ROBERT CARE HALL, Associate Professor of Journalism; Superintendent of University Press.

CHARLES M. HULTEN, M.A., Associate Professor of Journalism.

HARRY S. SCHENK, B.A., Assistant Professor of Journalism.

CECIL SNYDER, M.A., Acting Assistant Professor of Journalism.

FRANK SHORT, B.S., Instructor in Journalism.

General Statement

A DEPARTMENT of journalism was organized at the University in 1912, and was raised to the rank of school in 1916. The School of Journalism has three purposes: to guide students intending to enter the profession of journalism toward a broad and liberal education; to provide professional preparation for the various branches of journalism, advertising, and publishing; and to contribute, insofar as an educational institution can, to the progress and improvement of the American press. In addition to its professional curriculum the School of Journalism offers service courses for majors in other fields.

Admission. There are no special requirements for admission to the School of Journalism, beyond regular University entrance requirements. Enrollment in Elementary Journalism (J 111, 112, 113) is, however, restricted to students who rank in the fifth and higher deciles in the entrance placement examination or in high-school record, or who are admitted by special consent of the instructor. High-school courses in journalism are not required. The high-school student is advised to devote himself to obtaining a substantial preparation in Latin, French, or German, and in history, science, mathematics, and other solid branches of knowledge. Skill in typewriting and shorthand is an advantage but not a requirement.

Curriculum. The School of Journalism adheres to the theory that a liberal education is the best training the University can provide for a journalistic career. Professional courses are closely correlated with work in the social sciences and in literature, and are designed and taught as an integral part of a sound cultural education. With the advice of the faculty, the journalism major elects a program of studies in liberal arts and sciences, with courses in history, economics, sociology, political science, philosophy, science, language, and literature which will give him a grasp upon the problems of modern life.

Through a carefully planned system of advising, the school supervises the student's entire program. Somewhat different curricula are planned for different students after a personal interview and after acquaintance with the individual student's abilities and ambitions. The three principal types are: (a) for writing and editing, (b) for publishing and advertising, and (c) for executive management. There is also opportunity for specialization in newspaper photography and in typography and fine printing. A considerable portion of the students in the school have had practical experience in newspaper work before coming to the University. Such students are not required to repeat training they have already had, beyond a term to ascertain whether their training has been sound, but are directed to courses best suited to their stage of development.

Groups of advanced students write and edit a complete newspaper each day. These class papers cover the city of Eugene intensively in competition with Eugene's two daily papers. They receive the news of the world over the Associated Press and the United Press wires. They also use news, feature, and picture services supplied to the school by Science Service, N. E. A., I. N. S., etc. The students maintain a mat file from which illustrations may be obtained. Daily editorials are prepared. In short, the whole job of a newspaper editorial office is carried out, under the guidance and constructive criticism of instructors. Journalism students also get valuable practical experience through working on the OREGON DAILY EMERALD, the University student paper.

Courses in advertising are offered by the School of Journalism in cooperation with the School of Business Administration.

Equipment. The school owns a liberal supply of typewriters for the use of journalism students. It has several copy desks, one being a testimonial gift from the newspapers of Oregon, expressing appreciation of the work of the school. Current files of many newspapers are kept in the school library. Teletype equipment has been recently installed.

Students in typography and newspaper-management courses do their laboratory work at the University Press, a model printing plant established specifically for instruction in journalism. The John Henry Nash Fine Arts Press, a department of the University Press devoted to fine printing, is endowed by the State Editorial Association. John Henry Nash, world-famous printer, supervises its work.

Suggested Curriculum in Journalism

B.A., B.S., B.J., M.A., M.S. Degrees

Courses marked (*) are required of all majors. Others are suggested by the adviser after consideration of the student's needs.

	Freshman Year		
	Term hours		
	F	W	S
Elementary Journalism (J 111, 112, 113).....	2	2	2
Survey of English Literature (Eng 101, 102, 103); or Physical-Science Survey (PhS 101, 102, 103).....	3-4	3-4	3-4
Social Science	3	3	3
Foreign language, mathematics, or philosophy	4-6	4-6	4-6
Physical Education	1	1	1
Military Science (men) or General Hygiene (women).....	1	1	1
	14-17	14-17	14-17

	Term hours		
	F	W	S
Sophomore Year			
Backgrounds of Publishing (J 311, 312, 313).....	3	2-3	2-3
Foreign language or social science (history, economics, sociology, political science, geography, psychology, philosophy).....	4	4	4
Physical Education	1	1	1
Military Science (men)	1	1	1
Suggested electives—Shakespeare, Literature of the Modern World, Short Story, Principles of Economics, World History, English History, American Governments, General Psychology, General Sociology, General Anthropology	6-9	6-9	6-9
	15-18	14-18	14-18
Junior Year			
*Reporting (J 331, 332, 333) ¹	3	3	3
*Copyediting (J 334)	-	-	1
*Copyediting Laboratory (J 335).....	-	-	2
General Advertising (J 439)	3	-	-
Public Finance (Ec 418)	-	4	-
Retail Advertising (J 445)	-	3	-
Law of the Press (J 420).....	3	-	-
Articles and Features (J 421, 422, 423)	2	2	2
Suggested electives—Money, Banking, and Economic Crises, Public Finance, Labor Problems, Twentieth-Century Literature, Criticism, Modern Europe, Character and Personality, Criminology, Philosophy	4-6	3-6	7-9
	15-17	15-18	15-17
Senior Year			
*Investigative Methods in Editing (J 481, 482, 483).....	5	5	5
Newspaper Problems and Shop Management (J 411, 412, 413).....	3	3	3
Suggested electives—English Novel, American Novel, Typography, Estimating on Printing Jobs, International Trade, International Economic Policies, Conservation of Natural Resources, Economic Problems of the Pacific, Recent Germany, Recent Russia, Post-War Europe, History of China and Japan, International Organization and World Politics	6-9	6-9	6-9
	14-17	14-17	14-17

Description of Courses

LOWER-DIVISION COURSES

J 111, 112, 113. **Elementary Journalism.** 2 hours each term.

The American newspaper ; its place in the social order ; its methods and techniques. Fundamentals of general reporting, interviewing, news analysis, note taking, news gathering, news writing. Practical experience in campus reporting ; training for work on campus publications. Prerequisite : fifth-decile ranking or higher in entrance placement examination ; or consent of instructor. Hulten, Turnbull.

Eng 213, 214, 215. **Short-Story Writing.** 2 hours each term.

Designed to develop proficiency in the art of writing the short story. Prerequisite : consent of instructor. Thacher.

UPPER-DIVISION COURSES

J 305. **Reading and Conference.** Terms and hours to be arranged.

Individual work with honors students to meet special situations, such as desire to pursue some specialty intensively, desire to work by other than classroom methods, and desire to pursue independent research.

¹ Advertising students take Reporting in the sophomore year.

J 311, 312, 313. **Backgrounds of Publishing.** 3 hours fall; 2 or 3 hours winter and spring.

Mechanical, illustrative, and administrative processes. Printing, its history, traditions, techniques. Criteria of excellence. Graphic-art processes, etching, halftones, lithography, offset, gravure, photo processes, and modern adaptations. The art of the book. Typography for advertisers. Economics of publishing. Laboratory period at University Press. Hulten, Short.

J 331, 332, 333. **Reporting.** 3 hours each term.

Study of municipal and community affairs, courts, and public offices. News sources. Complete coverage by students of local news in competition with local newspapers. Work of city editor and rewrite men. Telephone reporting. 2 newsroom conferences, 1 laboratory period or beat, 1 special assignment each week. Hulten, Turnbull.

J 334. **Copyediting.** 1 hour any term.

J 335. **Copyediting Laboratory.** 2 hours any term.

Students serve in rotation as copyreader, news editor, exchange editor, librarian. Analysis of news, study of news values. Editing and headline writing. Local news furnished by Reporting class, telegraph and feature material by Associated Press, United Press, N. E. A., and Science Service. Full leased-wire service. J 334 and J 335 must be taken the same term. 2 afternoons on desk, 1 editorial conference. Hulten, Turnbull.

J 336. **Copyediting Advanced Laboratory.** 1 or 2 hours any term.

Recommended for all majors who are not specializing primarily in advertising or business aspects of journalism. Intensive copyediting practice, with conferences. Prerequisite: J 334, 335. Hulten, Turnbull.

J 401. **Research.** Terms and hours to be arranged.

J 405. **Reading and Conference.** Terms and hours to be arranged.

J 407. **Seminar.** Terms and hours to be arranged.

J 411, 412, 413. **Newspaper Problems and Shop Management.** (G) 3 hours each term.

Managerial problems of country and small city newspapers; advertising and rate structures; circulation promotion and audits; financing and evaluating newspapers; newspaper accounting; equipment; etc. Schenk.

J 420. **Law of the Press.** (G) 3 hours.

Libel, right of privacy, contempt of court, literary property (including copy-right), constitutional guarantee of freedom of the press, Federal regulations; other phases of law bearing on the press. Hulten.

J 421, 422, 423. **Articles and Features.** (G) 2 hours each term.

Writing of articles of the magazine and Sunday-edition type. Literary markets, including general magazines, newspapers, syndicates, and class and trade press. The use of photographs, drawings, diagrams, maps, and modern graphic representation in connection with articles. Magazine analysis. Students are normally expected to sell some of their classroom products for actual publication. Allen.

J 424. **History of Journalism.** (G) 3 hours winter.

The newspaper, the pamphlet, and the magazine during the last three hundred years, in relation to their economic, social, and political background. Some consideration of the news and interpretative functions of screen and radio. Turnbull.

J 439. General Advertising. (G) 3 hours any term.

Advertising as a factor in the distributive process; evolution and organization of the advertising agency; the "campaign"; the function of research and testing; the use of media; newspapers, magazines, broadcasting, outdoor advertising, direct mail, dealer display, packages, etc.; the trademark. Thacher.

J 440. Advertising Production. (G) 3 hours fall or winter.

Instruction and practice in the preparation of advertisements, with emphasis on writing advertising copy and designing simple layouts for various types of goods and media. A brief study of typography, and of the mechanics of printing and engraving as they are used in advertising. Thacher.

J 443. Space Selling. (G) 3 hours.

The salesmanship of advertising, including a description of the organization and methods of the advertising department of newspapers and other publications. Not offered 1942-43.

J 444. Advertising Problems. (G) 3 hours spring.

In this course the student is given an opportunity to cultivate his judgment through consideration of actual marketing and merchandising problems, in the solution of which advertising may be a factor. Thacher.

J 445, 446, 447. Retail Advertising. (G) 1 hour each term.

Organization of the advertising department of retail stores; the advertising budget; the advertising plan; advertising for large and small retail stores; media; copy for the different media; layout; illustration; type; special sales plans. Study of advertising problems and preparation of advertising copy. Prerequisite: J 439, 440; BA 436. Short, Thacher.

J 451, 452, 453. Graphic Journalism. 2 hours each term.

Limited to a select group of upper-division majors in journalism who show special interest and talent in pictorial treatment of news for newspapers and other publications. Sufficient instruction in the use of the camera to enable the student to take news pictures under all ordinary conditions. A thorough study of the use of pictures in the press. Snyder.

J 459, 460. Principles of Journalism. (g) 2 hours fall and winter.

An advanced study of the fundamental motivations, traditions, techniques, and limitations of the press and radio in society. Intended primarily for nonmajors preparing for careers in educational, business, or governmental administration, social work, group leadership, physical education, etc. Prerequisite: senior standing. Hulten.

J 461. Influence and Measurement of Public Opinion. (G) 2 hours spring.

Case studies of the influence of public opinion by newspaper, magazine, motion picture, and radio; analysis of the organizational, sociological, political, and psychological principles involved. Techniques of the measurement of public opinion. Prerequisite: J 459, 460 or senior standing in journalism. Hulten.

J 464, 465, 466. Typography. 1 hour each term.

Advanced work in printing. Prerequisite: J 311, 312, 313. Hall, Nash.

J 471, 472. Estimating on Printing Jobs. 1 hour each term.

Elective for seniors who expect to work in smaller cities. Prerequisite: courses in publishing and printing. Hall.

J 481, 482, 483. Investigative Methods in Editing. (G) 5 hours each term.

Discovery and interpretation of enlightened opinion on public affairs. Application of economics and political and social science to problems of the day. Editorial writing. History and analysis of the newspaper and other media of public opinion. Ethics of journalism, analysis of news and propaganda, training in the criteria of authenticity. Current public problems and methods by which the editor attains authentic points of view. Open to graduate students and seniors in the social sciences as well as students in journalism. Allen.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

J 503. Thesis. Terms and hours to be arranged.

Allen.

J 505. Reading and Conference. Terms and hours to be arranged.**J 507. Seminar.** Terms and hours to be arranged.

For students having the necessary preparation for specialized original investigation. Allen.

School of Law

Faculty

WAYNE LYMAN MORSE, LL.B., J.D., Dean of the School of Law; Professor of Law.

LOIS INMAN BAKER, M.A., Law Librarian.

ELMA DORIS HAVEMANN, B.A., Secretary to the Dean.

ORLANDO JOHN HOLLIS, B.S., J.D., Professor of Law.

CHARLES GERARD HOWARD, A.B., J.D., Professor of Law.

ELVIN ELLIS OVERTON, Ph.B., J.D., Visiting Professor of Law.

*CARLTON ERNEST SPENCER, A.B., J.D., Professor of Law.

KENNETH JOHN O'CONNELL, LL.B., S.J.D., Associate Professor of Law.

LAWRENCE EDWARD HARTWIG, B.A., J.D., Assistant Professor of Law.

JAMES DUFF BARNETT, Ph.D., Professor Emeritus of Political Science.

General Statement

THE University of Oregon School of Law was established in 1884 as a night law school in the city of Portland. It was moved to the Eugene campus in 1915, and reorganized as a regular division of the University. At that time entrance requirements were increased from high-school graduation to two years of college work. The School of Law was admitted to the Association of American Law Schools in December 1919; the standards of the school were approved by the American Bar Association in August 1923.

Admission to the Law School. Under the rules of the Association of American Law Schools member schools must "require of all candidates for any degree at the time of the commencement of their law study the completion of one-half of the work acceptable for a bachelor's degree granted on the basis of a four-year period of study by the state university or the principal colleges or universities in the state where the law school is located." The University of Oregon School of Law requires, in addition, the fulfillment of all requirements for the Junior Certificate, granted by the University on the completion of lower-division work.

The attention of students intending to transfer to the University from other institutions and to enter the School of Law is called to the following University regulation: Every person applying for admission to the University must submit complete records of all school work beyond the eighth grade. For failure to submit complete records, the University may cancel the student's registration. This regulation applies to work taken at other law schools, whether or not the student wishes to transfer credit.

Prelegal Curriculum. Students planning to enter upon the professional study of the law are required to complete a minimum of two years of prelegal work.

* On leave of absence, 1941-42.

Those who are in a position to do so are advised to spend three years in prelegal work. In either case, a prelegal student should arrange a program of study which will meet all the general University requirements for the Junior Certificate by the end of the second year. In addition to general University requirements, the prelegal student is required to complete Constructive Accounting (BA 111, 112, 113).

Upon entering the University, each prelegal student is assigned an adviser from the faculty of the School of Law. A prelegal student is allowed considerable freedom of choice in selecting his courses, as long as his program provides a substantial cultural background. The prelegal adviser, after considering the student's high-school record and any available evidence of his native abilities, will assist him in working out a program of study that will provide such a background.

Law students may, under University regulations, count a maximum of 48 term hours (a year's work) in professional law courses toward fulfillment of the requirements for a baccalaureate degree. A student taking three years of prelegal work may, therefore, obtain the B.A., B.S., or B.B.A. degree at the end of his first year in the School of Law (fourth year in the University), provided all other degree requirements are met.

Advanced Standing. A student as a rule may transfer not to exceed two years of credit earned in other law 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 reserved.

Registration and Fees. Law students register and pay their fees at the time set in the University calendar for undergraduate registration. Students who have not completed all work for a bachelor's degree pay the regular undergraduate registration fees. Law students who have earned the bachelor's degree pay the graduate fee, but are not allowed an extension of time for registration and payment of fees, as are regular graduate students.

Degrees and Graduation Requirements. The School of Law offers standard curricula leading to the Bachelor of Laws and Doctor of Jurisprudence degrees. 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, at least one year of which must be spent at this University. The School of Law reserves the right to withhold recommendation for a degree to any student who, in the opinion of the faculty of the school, does not possess the character and abilities essential to the maintenance of the public trust with which the legal profession is vested.

Bachelor of Laws. Students who have met the requirements for the Junior Certificate in this University, or the equivalent in another institution of recognized collegiate rank, and who have successfully completed courses in law aggregating 120* hours and have otherwise satisfied the requirements of the University and of the School of Law, will be granted the degree of Bachelor of Laws (LL.B.). For the LL.B. degree the student must have a minimum grade average of C over the full three years of his work in the School of Law.

Doctor of Jurisprudence. The degree of Doctor of Jurisprudence (J.D.) will be granted to students who, in addition to fulfilling the requirements for an LL.B. degree:

(1) Obtain (at least one year before completing work for the law degree) the Bachelor of Arts, Bachelor of Science, or Bachelor of Business Administration degree, or an equivalent degree from this University or some other institution of recognized collegiate rank.

* Effective with the graduating class of 1942. For students graduating earlier, the requirement is 115 hours.

- (2) Obtain a minimum average grade of B in the School of Law.
- (3) Complete 3 term hours in Thesis (L 503), involving the preparation, under the direction of the faculty of the School of Law, of a thesis or series of legal writings of high merit.
- (4) Comply with such other requirements as the law faculty may from time to time impose.

Transferred Credit. In determining whether a student who transfers credits from another law school has complied with the minimum grade average of C required for the LL.B. degree, the following rules are applied:

- (1) If the grades of the student earned elsewhere, when expressed in terms of the University of Oregon grading system, are not equivalent to a grade of C, then both the grades earned elsewhere and the grades earned at the University will be considered in determining whether the student has a minimum average of C.
- (2) If the grades earned elsewhere, when expressed in terms of the University grading system, are equal to or better than a grade of C, then only the grades earned at the University will be considered in determining whether the student has a minimum average of C.

In determining whether a student who transfers credit from another law school has complied with the minimum grade average of B required for the J.D. degree, the following rules are applied:

- (1) If the grades earned elsewhere, when expressed in terms of the University grading system, are not equivalent to a grade of B, then both the grades earned elsewhere and the grades earned at the University will be considered in determining whether the student has a minimum average of B.
- (2) If the grades earned elsewhere, when expressed in terms of the University grading system, are equal to or better than a grade of B, then only the grades earned at the University will be considered in determining whether the student has a minimum average of B.

Law Library. The Law Library contains more than 28,100 volumes. Its collections include gifts from the libraries of Lewis Russell, Judge Matthew P. Deady, Judge Robert Sharp Bean, Judge W. D. Fenton, and S. D. Allen. Judge Fenton's gift, known as the Kenneth Lucas Fenton Memorial Library, contains about 8,000 volumes. The Robert Sharp Bean Memorial Library contains about 1,000 volumes. The Law Library is housed in the fireproof west wing of Fenton Hall, the new home of the School of Law.

Oregon Law Review. The OREGON LAW REVIEW is published quarterly under the editorship of the faculty of the School of Law, as a service to the members of the Oregon bar and as a stimulus to legal research and productive scholarship on the part of students.

Order of the Coif. The Order of the Coif, national law-school honor society, maintains a chapter at the University of Oregon School of Law. The Order of the Coif was founded to encourage high scholarship, and to advance the ethical standards of the legal profession. Members are selected by the faculty during the spring term each year from the ten per cent of the third-year class who rank highest in scholarship. Character, as well as scholarship, is considered in selecting students to membership.

Phi Delta Phi Lecture Series. A series of lectures by prominent members of the Oregon bar is sponsored each year in the School of Law by Phi Delta Phi, professional legal fraternity. Through these lectures, the school is able to present to law students many special topics and problems of the profession which do not fall within the scope of any of the regular courses.

Prizes and Awards. The following prizes and awards are given annually to students in the School of Law: American Law Book Prizes; Bancroft-Whitney Prize; Nathan Burkan Memorial Prizes; Hilton Prizes; Lawyers Cooperative Prizes; Phi Alpha Delta Scholarship Awards. For descriptions see pages 78-80.

Description of Courses

The School of Law assumes that its primary duty is owed to the people of the state of Oregon. For this reason, special emphasis is placed on Oregon substantive law and on Oregon procedure. Each course is organized to give the student a thorough foundation in the fundamental principles of the common law, and an understanding of the modification of common-law principles in Oregon by judicial decisions and statutes.

The curriculum is arranged as far as possible to present the fundamental topics of the law during the first year, and the more specialized subjects during the second and third years.

FIRST-YEAR COURSES

- L 412, 413, 414. **Contracts.** 3 hours fall, 2 hours winter, 4 hours spring.
Sealed contracts; formation of simple contracts; consideration; third-party beneficiaries, assignments; joint and several contracts; the Statute of Frauds; performance and breach; illegality; discharge. Costigan, *Cases on Contracts* (3rd edition). Howard.
- L 417. **Criminal Procedure.** 3 hours.
Jurisdiction; venue; methods of initiating prosecution; arrest, extradition, preliminary hearing, bail, grand juries, indictment, arraignments, and trial and proceedings subsequent to verdict. Mikell, *Cases on Criminal Procedure*. Not offered 1942-43.
- L 418. **Legal Bibliography.** 1 hour fall.
Legal reference materials; legislative enactments; judicial precedents; classes of law books; training in their mechanical use. Hartwig.
- L 419. **Common-Law Procedure.** 4 hours fall.
Introductory study of procedure in actions at law. The court system; methods of trial and appellate review; detailed study of common-law actions and pleadings. Keigwin, *Cases in Common Law Pleading* (2nd edition). Hollis.
- L 420, 421. **Rights in Land.** 3 hours each term, winter and spring.
Development of the law of real property; classification of estates in land; concurrent ownership; remainders and reversions; uses and executory interests; rule against perpetuities; descent; rights in air space; nuisance; lateral support; waters; easements; licenses; profits. Casebook to be selected. O'Connell.
- L 422, 423, 424. **Torts.** 3 hours fall, 2 hours winter, 4 hours spring.
Intentional invasions of interests of personalty and property; negligence, causation, plaintiff's fault as a bar to recovery; fraud and deceit; defamation; trover and conversion. Bohlen, *Cases on Torts* (3rd edition). Spencer.
- L 425, 426. **Criminal Law.** 3 hours each term, fall and winter.
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; contribution of social science to criminal law. Harno, *Cases on Criminal Law* (2nd edition). Morse.
- L 428. **Personal Property.** 3 hours spring.
Possession of unappropriated or abandoned chattels, lost chattels, bailments, liens, pledges, accession and confusion, gifts, fixtures. Fraser, *Cases and Readings on Property* (Vol. II). O'Connell.

L, 429. Equity I. 3 hours winter.

General nature and scope of equity; injunctions; historical introduction; powers of courts of equity; principles governing the exercise of equitable powers. Cook, *Cases on Equity* (3rd edition). Spencer.

SECOND-YEAR COURSES

L, 431. Code Pleading. 4 hours fall.

(a) Code pleading—actions; parties; the complaint; demurrers; the answer; the reply. (b) Procedure before trial. Casebook to be selected. Hollis.

L, 432. Titles. 4 hours fall.

Methods of conveying interests in land; deeds—writing, signature, seal, delivery, acceptance; surrender in leases; description of the land conveyed; rents; covenants and agreements running with the land; covenants for title; estoppel by deed; recording. Kirkwood, *Cases on Conveyances* (2nd edition). O'Connell.

L, 434. Equity II. 4 hours spring.

General scope of remedy of specific performance; fulfillment of conditions express and implied; Statute of Frauds; equitable conversion; defenses to specific performance. Cook, *Cases on Equity* (3rd edition). Spencer.

L, 436, 437. Bills and Notes. 3 hours fall, 2 hours winter.

The Negotiable Instruments Law; operative facts of negotiability; transfer, holders in due course, equities; the contractual element, liabilities of parties; discharge. Britton, *Cases on Law of Bills and Notes* (3rd edition). Howard.

L, 439. Creditors' Rights. 4 hours spring.

Enforcement of judgments; attachment and garnishment; fraudulent conveyances; general assignments; creditors' agreements; receivership; bankruptcy. Hanna and McLaughlin, *Cases on Creditors' Rights* (3rd edition). Hartwig.

L, 440. Insurance. 3 hours.

Types of insurance organizations; state supervision and control of the insurance business; the insurable interest; selection and control of risk, warranties, representations, concealment; distribution of insurance coverage and service; making the contract; waiver, estoppel; elections; adjustment of insurance claims. Patterson, *Cases and Materials on Insurance*. Not offered 1942-43.

L, 444. Quasi Contracts. 3 hours.

Under the head of quasi or constructive contracts is embraced all that very large class of obligations which, while not contractual in fact, are enforced as if they were so. The course includes such topics as the payment of money by mistake, duress, or fraud, and the waiver of tort. Woodruff, *Cases on Quasi Contracts* (3rd edition). Not offered 1942-43.

L, 446. Domestic Relations and Persons. 3 hours spring.

Rights, duties, liabilities, and privileges existing in the relationships of parent and child, infancy, husband and wife, marriage, divorce, and separation. Special attention to conflicts between the law of domestic relations and the theories and findings of sociologists and psychologists concerning the family institution. Madden, *Cases on Domestic Relations*. Morse.

L, 447, 448. Partnerships and Corporations. 4 hours winter, 3 hours spring.

Nature and formation of partnerships, limited partnerships, joint-stock associations, business trusts, and corporations; allocation and exercise of powers

of management; duties and liabilities of managers; creation of claims against the enterprise; solvent dissolution. Magill and Hamilton, *Cases on Business Organization* (Vol. II). Hartwig.

L 450. Agency. 3 hours fall.

Nature of relation; formalities incident to creation; duties owed by agent to principal; rights of agent against principal; claims of third persons; ratification; undisclosed principal; termination. Magill and Hamilton, *Cases on Business Organization* (Vol. I). Hartwig.

L 451. Mortgages. 3 hours winter.

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. Osborne, *Cases on Property Security*. O'Connell.

L 452, 453. Sales of Personal Property. 3 hours winter, 2 hours spring.

Formation of contract, elements of the transaction, the Statute of Frauds; transfer of property; acquisition of property rights by third persons; documents of title; financing methods; rights and duties of parties. Bogert and Britton, *Cases on Sales*. Howard.

THIRD-YEAR COURSES

L 456. Wills. 3 hours spring.

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. Casebook to be selected. Morse.

L 457. Damages. 3 hours.

General principles; procedural application of law of damages; nominal and exemplary damages; compensatory damages; avoidable consequences; certainty; liquidated damages; elements of compensation; damages in particular types of contract and tort actions. Crane, *Cases on Damages*. Not offered 1942-43.

L 458, 459. Conflict of Laws. 3 hours each term, winter and spring.

Theoretical basis of decisions in conflict cases; jurisdiction of courts in proceedings *in rem*, *in personam*, *quasi in rem*, and in divorce; recognition of foreign judgments; enforcement of rights claimed under foreign law in the fields of torts, contracts, sales of lands and chattels, security transactions, business organizations, family law, and administration of estates. Lorenzen, *Cases on Conflict of Laws* (4th edition). Hollis.

L 460, 461. Trial Practice. 3 hours each term, winter and spring.

Jurisdiction of courts; venue; process; judgments. Selection and instruction of juries; methods of introducing evidence; exceptions; findings; verdicts; motions after verdict; appellate practice. Viesselman, *Cases and Materials on Trial Practice*. Moot court spring term. Hollis.

L 463. Water Rights. 3 hours.

Riparian rights and prior appropriation; use for power, domestic use, irrigation; pollution; limits of riparian land; need for damage as prerequisite to a cause of action; extinguishment of riparian rights; methods of initiating appropriation rights, ditch and water rights, priorities of special use, loss and transfer of rights acquired by appropriation; drainage. Bingham, *Cases on Water Rights*. Not offered 1942-43.

L 464. Appellate Practice and Federal Practice. 3 hours.

The jurisdiction and procedure of appellate and Federal courts. Not offered 1942-43.

L 467. Administrative Law. 3 hours spring.

History and development of administrative law; creation, purpose, personnel, powers, and duties of administrative tribunals; constitutional and legal limitations; judicial control over administrative tribunals and officers, with special attention to extraordinary legal remedies; procedure. Considerable attention to the part played by administrative tribunals in modern government. Stason, *Cases on Administrative Law*. O'Connell.

L 468. Suretyship. 3 hours fall.

Formation of the contract; the surety's defenses, including fraud or concealment, absence or termination of the principal's obligation, events subsequent to the surety's promise which vary the contract, the creditor's failure to give notice of the principal's default, counterclaim, setoff, and recoupment; the surety's rights: exoneration, indemnity, subrogation, contribution. Arant, *Cases on the Law of Suretyship and Guaranty* (2nd edition). Hartwig.

L 470. Jurisprudence. 3 hours.

Survey of natural-law doctrine and its evolution into modern ideas of constitutionalism; nature of the judicial process and function, particularly in the constitutional field; separation of powers; significance of economic and psychological concepts in constitutional law. Selected cases and assigned readings. Not offered 1942-43.

L 471. Legislation. 3 hours spring.

Growth and province of legislation; forms of legislation; creation and effect of reform legislation; limitations on legislation; the legislative process and constitutional devices for its control; problems arising from initiative and referendum provisions; drafting of statutes; interpretation and contrast of common-law and civil-law methods; technique of regulation; curative legislation. Parkinson, *Materials on Legislation*. Morse.

L 472. Trusts. 4 hours fall.

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 person; investment of trust funds; extinguishment of trust. Scott, *Cases on Trusts* (3rd edition). O'Connell.

L 474. Admiralty. 3 hours.

Problems of jurisdiction and other topics in maritime law; maritime liens; rights of maritime workers; affreightment contracts; charter parties; pilotage; towage; salvage; general average; collision and limitation of liability; character and course of admiralty proceedings. Sayre, *Cases on Admiralty*. Not offered 1942-43.

L 475. Probate Administration. 3 hours.

Executors and administrators; appointment, tenure, rights, duties, and liabilities. Steps in the settlement of a decedent's estate: instituting administration, notice to creditors, inventory and appraisement, collection and care of assets, inheritance and state taxes, payment of obligations, distribution. Oregon Code, cases, and assigned readings. Not offered 1942-43.

L 476. Labor Law. 3 hours.

Early English statutory regulations; legality of combinations; interference with advantageous relations; legislative interference with antiunion contracts;

conduct of a striker; the trade agreement; the boycott; the union label; Federal intervention in labor controversies; employer interference with the "right" to work and to trade. Landis, *Cases on Labor Law*. Not offered 1942-43.

L 477. Legal Ethics. 1 hour winter.

Organization of bench and bar; functions of the legal profession in the administration of justice; illegitimate legal practices; problems involving ethical relations of attorneys to judges, juries, witnesses, laymen, and fellow attorneys; canons of professional and judicial ethics. Hicks, *Organization and Ethics of Bench and Bar*. Morse.

L 478, 479. Evidence. 3 hours each term, fall and winter.

Respective functions of judge 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 writings; best-evidence rule; parole-evidence rule; competency of witness; privilege of witness; examination of witness. Morgan and Maguire, *Cases on Evidence*. Spencer.

L 481. Trade Regulation. 3 hours.

Intimidating and molesting, disparaging competitor's goods or services, appropriating competitor's trade values, inducing breach of competitor's contracts, boycotting, unfair price practices, unfair advertising. Not offered 1942-43.

L 482. Taxation. 4 hours winter.

The power to tax; purposes for which taxes may be levied; distribution of the tax burden; jurisdiction to tax persons, property, and inheritance; taxation of property; inheritance and estate laws; income taxes; franchise and excise taxes; collection of taxes; taxpayers' remedies. Magill and Maguire, *Cases on Taxation* (3rd edition). Hartwig.

L 484. Constitutional Law. 4 hours fall.

Written and unwritten constitutions. Adoption and amendment of constitutions; relations between Federal and state governments; legislative, executive, and judiciary; states and territories; the individual and the government. Casebook to be selected.

L 487. Law of Municipal Corporations. 3 hours.

The nature, constitution, powers, and liabilities of municipal corporations. Casebook to be selected.

L 501. Legal Research. Terms and hours to be arranged.

Open to third-year students, by special arrangement only. The student works under the supervision of the instructor in whose field the problem is selected. Not more than 3 hours per term or a total of 9 hours' credit may be earned.

L 503. Thesis. Terms and hours to be arranged.

A maximum total of 3 hours' credit may be earned.

Medical School

RICHARD BENJAMIN DILLEHUNT, M.D., Dean of the Medical School.

DAVID W. E. BAIRD, M.D., Associate Dean of the Medical School.

RALF COUCH, A.B., Secretary of the Medical School.

THE University of Oregon Medical School, located in Portland, was established in 1887. Since 1913, when the medical department of Willamette University was merged with the University of Oregon Medical School, it has been the only medical school in the Pacific Northwest.

Professional Curriculum in Medicine. The Medical School, which is rated Class A by the American Medical Association, offers a four-year professional curriculum in medicine leading to the M.D. degree. For entrance a student must have completed a three-year premedical curriculum, which may be pursued at either the University of Oregon at Eugene or at the State College at Corvallis. The curriculum in medicine thus comprises a total of seven years beyond the high school. The number of students admitted to the Medical School each year is limited.

Students pursuing the medical curriculum are required to qualify for a baccalaureate degree before the beginning of their third year in the Medical School. Provision is made whereby students who take their preparatory medical work at either the University or the State College may meet this requirement and receive the B.A. or B.S. degree through one of the two institutions.

The suggested premedical curriculum for students planning to enter the Medical School is presented under COLLEGE OF LIBERAL ARTS in this Catalog.

Curricula in Nursing Education. As an integral part of the Medical School, the Department of Nursing Education offers a five-year curriculum leading to the B.A. or B.S. degree in nursing education. The first two years of the curriculum are taken either at the University of Oregon, Eugene, or at the State College, Corvallis; the last three years are taken at the Medical School. The department also offers advanced curricula leading to certificates in public health nursing, obstetrical nursing, orthopaedic nursing, pediatric nursing, and nursing supervision.

A suggested preparatory curriculum for students planning to study nursing education is printed under COLLEGE OF LIBERAL ARTS in this Catalog.

Medical School Catalog. A separate catalog, containing detailed information on organization, faculty, facilities, requirements, and curricula of the Medical School, including the Department of Nursing Education, is published about September 1, and can be obtained upon request.

School of Music

Faculty

THEODORE KRATT, Mus.M., Mus.D., Dean of the School of Music; Professor of Music; Conductor of University Choral Union.

GLADYS W. HAY, Secretary to the Dean.

*ANNE LANDSBURY BECK, B.A., Professor of Music.

JOHN STARK EVANS, A.B., Professor of Organ and Structure of Music.

GEORGE HOPKINS, A.B., Professor of Piano.

ROSE ELIZABETH MCGREW, Professor of Voice.

SIGURD NILSSEN, Professor of Voice.

JANE THACHER, Professor of Piano.

REX UNDERWOOD, Professor of Music; Conductor of University Orchestra.

LORA TESHNER WARE, Professor of Cello.

MAUDE GARNETT, A.M., Associate Professor of Public-School Music.

AURORA POTTER UNDERWOOD, B.M., Associate Professor of Music.

LOUIS ARTAU, B.A., Assistant Professor of Music.

ARNOLD ELSTON, Ph.D., Assistant Professor of Music.

JOHN STEHN, M.S., Assistant Professor of Wind Instruments; Conductor of University Band.

DORIS HELEN CALKINS, B.M., Instructor in Harp.

FERDINAND SORENSON, Instructor in Brass Instruments.

PHILIPPE R. DELAMARE, A.M., Assistant in Music.

General Information

A DEPARTMENT of music was established at the University of Oregon in 1886. The School of Music was organized in 1902. The school was admitted to membership in the National Association of Schools of Music in 1930. Requirements for entrance and for graduation are in accordance with the standards of the association.

The University of Oregon undertakes through the School of Music the professional and cultural training of talented young men and women in the field of music. The curricula include not only systematic and progressive instruction in the structure, history, appreciation, and practice of music, but also instruction in those branches of higher learning which bear most directly upon music, and without a knowledge of which success in the higher domain of music is impossible.

* On leave of absence, 1941-42.

Instruction is offered in the following fields: organ; piano; violin; cello; harp; orchestral and band instruments; voice; instrumental and choral conducting; composition; structure, history, and appreciation of music; public-school music. The instruction is designed to meet the requirements of: (1) students whose major interests lie in a complete mastery of the subject; (2) those who are studying music as a secondary subject; and (3) those either in the School of Music or in other departments in the University who wish to add to their enjoyment of music and to the enrichment of their lives through the re-creation of music for their own satisfaction.

The School of Music seeks to develop not only performers but also musicians. On the practical side, stress is laid on everything that can contribute to an absolute mastery of the instrument from the purely technical point of view. Technique, however, is looked upon as a means rather than an end. Notice is taken of the fundamental defects in most preliminary instruction, and suitable remedies are provided.

The work outlined in the various curricula, well and faithfully performed, augmented by experience and continued serious study, will provide a substantial foundation upon which to build a professional career.

Equipment. The School of Music is housed in a building especially planned for musical instruction. The walls are of double construction, padded to minimize sound interference. In the studio wing are ten studios with Steinway grand pianos, thirteen practice rooms with standard upright pianos, a lecture room seating about 80, an ensemble room, and offices. Another wing contains an auditorium (seating about 600 and with stage accommodations for 275 persons), a lounge, a sun parlor, and an enclosed promenade. The auditorium is equipped with a Steinway concert grand piano and a four-manual Reuter organ.

A room in the Music Building has been equipped as a music library. The room contains a Steinway grand piano, a Capehart reproducing machine, 824 records, 251 scores, and 129 volumes of musical biography, criticism, etc., given to the University by the Carnegie Corporation.

In addition to the Carnegie gift, the School of Music owns three reproducing machines, a recording instrument, two radios, a balopticon, approximately 800 records, 500 books, and 3,000 scores.

Musical Organizations. The University Choral Union, the University Symphony Orchestra, the University Band, and smaller ensembles offer membership to all students in the University who can qualify. These organizations afford unusually good opportunities, under the direction of members of the faculty of the School of Music, for sight reading and for experience in choral, orchestral, and band routine. The value of thorough and careful study of a large amount of choral and instrumental literature through membership in such organizations cannot be overestimated by the serious student of music.

Concerts and Recitals. Every opportunity possible is given to students to hear good music and to acquire the experience of public appearance. Faculty and student recitals are presented throughout the year. Concerts are given by the musical organizations listed above. In 1940-41 over 500 students participated in the presentation of Handel's oratorio "The Messiah" by the University Choral Union and the University Symphony Orchestra.

The Associated Students of the University bring artists of international fame to the campus each year for concerts. The following artists appeared under the auspices of the Associated Students in 1941-42: Grace Moore, Yehudi Menuhin, Sir

Thomas Beecham and the Seattle Symphony Orchestra, Vronsky and Babin, and Nino Martini.

Admission to the School of Music. In addition to the University requirements for admission to freshman standing, students must have completed sufficient preparatory study in music to enable them to carry the work outlined for the freshman year of the particular curriculum in which they are interested.

Degrees. The Bachelor of Arts, Bachelor of Science, and Bachelor of Music degrees are granted by the School of Music. Graduates of the School of Music, or of other institutions offering equivalent work, may register in the Graduate Division for graduate work in music leading to the following advanced degrees: Master of Arts, Master of Science, or Master of Music.

Graduation Requirements. Candidates for the degrees offered by the School of Music must comply with the University regulations as to residence and registration, and complete the work of one of the curricula outlined.

In the senior year, candidates for the Bachelor of Music degree are required to present a public recital, including the following:

Organ Students. Passacaglia and fugue by Bach; sonatas by Guilman; movements from symphonies by Widor and Vierne; and selections from the more important works of modern composers.

Piano Students. A concerto or chamber music of advanced difficulty; a Beethoven sonata or any polyphonic work of similar grade; at least two Chopin etudes; and selections from the works of modern writers.

Violin and Cello Students. A Bach sonata; a concerto; and selections from the more important works of some of the leading composers.

Voice Students. An aria from an opera or an oratorio; a group of classic songs; and a group of modern songs.

Students majoring in composition must submit, in the senior year, such original composition in the smaller and larger forms as may be required by their instructors.

Students who select a legitimate orchestral or band instrument for major study toward the Bachelor of Music degree must, in their senior year, demonstrate not only a thorough command of the instrument but also the ability to play satisfactorily at sight excerpts from symphonic compositions of the nineteenth century.

Before graduation all candidates for the Bachelor of Music degree must be able to play at sight piano accompaniments of moderate difficulty.

Fees. Special fees are charged for courses in applied music. These fees are due at the time of registration.

	Per term	
	One lesson per week	Two lessons per week
Piano		
Hopkins, George	\$30.00	\$50.00
Thacher, Jane	30.00	50.00
Underwood, Aurora Potter	30.00	50.00
Elston, Arnold	25.00	45.00
Voice		
Nilssen, Sigurd	30.00	50.00
McGrew, Rose Elizabeth	25.00	45.00
Violin		
Underwood, Rex	30.00	50.00
Harp		
Calkins, Doris Helen	18.00	36.00

	Per term	
	One lesson per week	Two lessons per week
Organ		
Evans, John Stark	30.00	50.00
Cello		
Ware, Lora Teshner	30.00	50.00
Wind Instruments		
Stehn, John	15.00	30.00
Sorenson, Ferdinand	15.00	30.00

Private practice rooms may be reserved for the following fees: \$4.00 per term for one hour per day; \$7.00 per term for two hours; \$10.00 per term for three hours; \$12.00 per term for four hours.

Curricula in Music

B.A., B.S., B.M., M.A., M.S., M.M. Degrees

STUDENTS are advised not to concern themselves in advance with the details of their study program. The adviser to whom the student is assigned will explain fully the general University requirements, school requirements, and desirable electives. Ample time is available for a thorough discussion of each student's qualifications and needs, in order that his program may be a consistent and profitable one.

CURRICULUM IN MUSIC LEADING TO THE B.A. OR B.S. DEGREE

This curriculum is designed for students majoring in music who wish to place equal emphasis on cultural and professional objectives.

The candidate for the B.A. or B.S. degree with music as a major must complete in applied music the equivalent of the applied-music requirement for the first two years of the curriculum leading to the Bachelor of Music degree.

	Term hours		
	F	W	S
Freshman Year			
Physical Education	1	1	1
Military Science (men). General Hygiene (women).....	1	1	1
English Composition (Rht 111, 112, 113).....	3	3	3
*Group requirement	3	3	3
Theory I (Mus 111, 112, 113).....	4	4	4
Appreciation of Music (Mus 127, 128, 129).....	2	2	2
Applied Music (instrument or voice).....	1-2	1-2	1-2
Ensemble (chorus, orchestra, or band).....	1	1	1
	16-17	16-17	16-17
Sophomore Year			
Physical Education	1	1	1
Military Science (men).....	1	1	1
*Group requirements (Psy 201, 202, 203 advised).....	3	3	3
*Academic elective	4	4	4
Theory II (Mus 211, 212, 213).....	4	4	4
Keyboard Harmony (Mus 214, 215, 216).....	1	1	1
Applied Music (instrument or voice).....	1-2	1-2	1-2
Ensemble (chorus, orchestra, or band).....	1	1	1
	16-17	16-17	16-17

* Candidates for the B.A. degree should exercise care in the selection of group requirements and academic electives in order to fulfill the requirements for this degree: a total of 36 hours in language and literature (including foreign language, normally 24 hours). Candidates for the B.S. degree should select group requirements and academic electives in the field of the physical or social sciences to satisfy the requirements for this degree; a total of 36 hours in science or social science. Foreign language is not required for the B.S. degree.

	Term hours		
	F	W	S
Junior Year			
Counterpoint I (Mus 311, 312, 313).....	2	2	2
Harmonic and Structural Analysis (Mus 314, 315, 316).....	2	2	2
Applied Music (instrument or voice).....	2	2	2
Ensemble (chorus, orchestra, or band).....	1	1	1
*Academic elective.....	9	9	9
	16	16	16
Senior Year			
History of Music (Mus 422, 423, 424).....	2	2	2
Applied Music (instrument or voice).....	2	2	2
Ensemble (chorus, orchestra, or band).....	1	1	1
*Academic elective.....	9	9	9
	14	14	14

**CURRICULUM IN PUBLIC-SCHOOL MUSIC LEADING TO THE B.A.
OR B.S. DEGREE**

The curriculum in public-school music is designed for students who wish to fit themselves for the teaching and supervision of music in the public schools. It includes the subjects necessary for the preparation of an adequately equipped musician and teacher. At the beginning of the junior year the student chooses either the vocal or the instrumental field. Students of unusual ability, who wish to prepare themselves to meet all the general problems in music supervision, may complete the requirements of both fields in five years.

Freshman Year			
Physical Education.....	1	1	1
Military Science (men), General Hygiene (women).....	1	1	1
English Composition (Rht 111, 112, 113).....	3	3	3
*Group requirement.....	3	3	3
Theory I (Mus 111, 112, 113).....	4	4	4
Appreciation of Music (Mus 127, 128, 129).....	2	2	2
Applied Music (instrument or voice).....	1-2	1-2	1-2
Ensemble (chorus, orchestra, or band).....	1	1	1
	16-17	16-17	16-17
Sophomore Year			
Physical Education.....	1	1	1
Military Science (men).....	1	1	1
General Psychology (Psy 201, 202, 203).....	3	3	3
*Academic elective.....	3-4	3-4	3-4
Theory II (Mus 211, 212, 213).....	4	4	4
Keyboard Harmony (Mus 214, 215, 216).....	1	1	1
Applied Music (instrument or voice).....	1-2	1-2	1-2
Ensemble (chorus, orchestra, or band).....	1	1	1
	15-17	15-17	15-17
Junior Year			
VOCAL OPTION			
Secondary Education (Ed 311).....	3	-	-
Educational Psychology (Ed 312).....	-	3	-
Principles of Teaching (Ed 313).....	-	-	3
Public-School Music (Mus 317, 318, 319).....	3	3	3
Choral Conducting (Mus 323, 324, 325).....	2	2	2
*Academic elective.....	4	4	4
Public-School Music Voice Class (Mus 351, 352, 353).....	2	2	2
Applied Music (voice).....	1-2	1-2	1-2
Ensemble (chorus).....	1	1	1
	16-17	16-17	16-17
INSTRUMENTAL OPTION			
Secondary Education (Ed 311).....	3	-	-
Educational Psychology (Ed 312).....	-	3	-
Principles of Teaching (Ed 313).....	-	-	3
Wind and Percussion Instruments (Mus 335, 336, 337).....	1	1	1
Stringed Instruments (Mus 332, 333, 334).....	1	1	1
Instrumental Conducting (Mus 320, 321, 322).....	2	2	2
Applied Music (instrument).....	1-2	1-2	1-2
Ensemble (chorus, band, or orchestra).....	2	2	2
*Academic elective.....	6	6	6
	16-17	16-17	16-17

* See note (*), page 232.

	Senior Year		
	VOCAL OPTION		
	Term hours		
	F	W	S
Oregon School Law and System of Education (Ed 316).....	2	-	-
Oregon History (Hst 377).....	-	2	-
Supervised Teaching (Ed 415).....	3	3	3
Special Teaching Methods (Ed 408).....	2	2	2
History of Music (Mus 422, 423, 424).....	2	2	2
Applied Music (voice).....	1-2	1-2	1-2
Ensemble (chorus).....	1	1	1
*Academic or music elective.....	4	4	6
	15-16	15-16	15-16

INSTRUMENTAL OPTION			
	F	W	S
Oregon School Law and System of Education (Ed 316).....	2	-	-
Oregon History (Hst 377).....	-	2	-
Supervised Teaching (Ed 415).....	3	3	3
Special Teaching Methods (Ed 408).....	2	2	2
History of Music (Mus 422, 423, 424).....	2	2	2
Orchestration (Mus 329, 330, 331).....	2	2	2
Applied Music (instrument).....	1-2	1-2	1-2
Ensemble (chorus, orchestra, or band).....	2	2	2
Music elective.....	1	2	2
	15-16	16-17	14-15

Fifth Year

Thirty term hours of work after graduation are required until February 10, 1943 for a state teacher's certificate in Oregon; after February 10, 1943, 45 hours of graduate work will be required. See SCHOOL OF EDUCATION for detailed requirements.

CURRICULUM IN APPLIED MUSIC LEADING TO THE B.M. DEGREE

This curriculum is designed for students whose talent and ability justify intensive professional training in music, with emphasis on performance. One of the applied-music subjects (organ, piano, voice, violin, cello, or an orchestral or band instrument) must be carried throughout the four years. Students majoring in voice must complete at least two years of the same foreign language.

Freshman Year

Physical Education.....	1	1	1
Military Science (men), General Hygiene (women).....	1	1	1
English Composition (Rht 111, 112, 113).....	3	3	3
Group requirement.....	3	3	3
Theory I (Mus 111, 112, 113).....	4	4	4
Applied Music (instrument or voice).....	2-4	2-4	2-4
Ensemble (chorus, band, or orchestra).....	1	1	1
	15-17	15-17	15-17

Sophomore Year

Physical Education.....	1	1	1
Military Science (men).....	1	1	1
Group requirement (Psy 201, 202, 203 advised).....	3	3	3
Theory II (Mus 211, 212, 213).....	4	4	4
Keyboard Harmony (Mus 214, 215, 216).....	1	1	1
Appreciation of Music (Mus 127, 128, 129).....	2	2	2
Applied Music (instrument or voice).....	2-4	2-4	2-4
Ensemble (chorus, band, or orchestra).....	1	1	1
	15-17	15-17	15-17

Junior Year

Counterpoint I (Mus 311, 312, 313).....	2	2	2
Harmonic and Structural Analysis (Mus 314, 315, 316).....	2	2	2
Applied Music (instrument or voice).....	4	4	4
Ensemble (chorus, band, or orchestra).....	1	1	1
Academic elective.....	4	4	4
Music elective.....	3	3	3
	16	16	16

* See note (*), page 232.

	Senior Year		
	Term hours		
	F	W	S
Composition I (Mus 414, 415, 416).....	2	2	2
History of Music (Mus 422, 423, 424).....	2	2	2
Applied Music (instrument or voice).....	4	4	4
Ensemble (chorus, band, or orchestra).....	1	1	1
Academic elective	4	4	4
Music elective	3	3	3
	16	16	16

CURRICULUM IN COMPOSITION LEADING TO THE B.M. DEGREE

This curriculum is designed for students whose major interest is in creative work, and whose talent and ability justify intensive training in theory and composition.

Freshman Year			
	F	W	S
Physical Education	1	1	1
Military Science (men), General Hygiene (women).....	1	1	1
English Composition (Rht 111, 112, 113).....	3	3	3
Group requirement.....	3	3	3
Theory I (Mus 111, 112, 113).....	4	4	4
Applied Music.....	2-4	2-4	2-4
Ensemble (chorus, band, or orchestra).....	1	1	1
	15-17	15-17	15-17

Sophomore Year			
	F	W	S
Physical Education.....	1	1	1
Military Science (men).....	1	1	1
Group requirement (Psy 201, 202, 203 recommended).....	3	3	3
Theory II (Mus 211, 212, 213).....	4	4	4
Keyboard Harmony (Mus 214, 215, 216).....	1	1	1
Counterpoint I (Mus 311, 312, 313).....	2	2	2
Appreciation of Music (Mus 127, 128, 129).....	2	2	2
Applied Music.....	2	2	2
Ensemble (chorus, band, or orchestra).....	1	1	1
	17	17	17

Junior Year			
	F	W	S
Harmonic and Structural Analysis (Mus 314, 315, 316).....	2	2	2
Counterpoint II (Mus 411, 412, 413).....	2	2	2
Composition I (Mus 414, 415, 416).....	2	2	2
Applied Music.....	4	4	4
Ensemble (chorus, band, or orchestra).....	1	1	1
Elective	4	4	4
	15	15	15

Senior Year			
	F	W	S
Composition II (Mus 514, 515, 516).....	2	2	2
Orchestration (Mus 329, 330, 331).....	2	2	2
History of Music (Mus 422, 423, 424).....	2	2	2
Applied Music.....	2-4	2-4	2-4
Ensemble (chorus, band, or orchestra).....	1	1	1
Elective	6-4	6-4	6-4
	15	15	15

Description of Courses

LOWER-DIVISION COURSES

Mus 111, 112, 113. **Theory I.** 4 hours each term.

Designed to give a thorough ground work in the elements of musical science—melodic, harmonic, and rhythmic. Major and minor chords, keys, scales, intervals, and cadences studied in singing, writing, playing, and dictation. Demonstration of the interrelation of harmony and counterpoint in the writing of melodies and countermelodies. Special emphasis on ear training and dictation. Four-part harmony in writing and analysis. Simple contrapuntal

analysis combined with simple two-part writings in counterpoint. Foreign tones (passing tones, suspensions, etc.); foreign chords (the attendant or interpolated dominant seventh and diminished seventh). 5 recitations a week. Evans.

Mus 114, 115, 116. Theory. 2 hours each term.

Intended for nonmajors. 3 recitations a week. DeLaMare.

Mus 117, 118, 119. Ear Training, Solfeggio, Dictation. 2 hours each term.

Mus 127, 128, 129. Appreciation of Music. 2 hours each term.

A nontechnical study of the development of music, stressing the elements of musical understanding; study of representative compositions, with emphasis on their musical and historical significance. Kratt.

Mus 190. Lower-Division Individual Instruction. 1 to 4 hours any term.

Individual instruction in piano, voice, organ, violin, cello, harp, string instruments, orchestral instruments, and band instruments.

Mus 195. Band. 1 hour each term.

Six hours maximum credit. Stehn.

Mus 196. Orchestra. 1 hour each term.

Six hours maximum credit. Rex Underwood.

Mus 197. Choral Union. 1 hour each term.

Six hours maximum credit. Kratt.

Mus 211, 212, 213. Theory II. 4 hours each term.

Continuation of Mus 111, 112, 113. Study of harmonic resources from secondary-seventh and augmented-sixth chords through enharmonic modulation and higher discords. Ear training and dictation continued. Analytical work in counterpoint from the Bach fugues. Creative work to demonstrate the use of the material covered. 5 recitations a week. Prerequisite: Mus 111, 112, 113. Evans.

Mus 214, 215, 216. Keyboard Harmony. 1 hour each term.

Application of theoretical principles to the keyboard; exercises in modulation, transposition, and development of extempore playing. Prerequisite: Mus 111, 112, 113. Evans.

Mus 235, 236, 237. Essentials of Music History. 2 hours each term.

Designed to give the student a practical knowledge of the significant events in music history, and an acquaintance with composers who have influenced the development of music. Artau.

UPPER-DIVISION COURSES

Mus 311, 312, 313. Counterpoint I. 2 hours each term.

Practical study of simple counterpoint in two, three, and four voices, based on the historical significance of the various "species," and including the composition of original two- and three-part inventions employing canonic imitation. Prerequisite: Mus 211, 212, 213. Hopkins.

Mus 314, 315, 316. Harmonic and Structural Analysis. 2 hours each term.

Thorough study of formal analysis, including the phrase unit, period, two- and three-part song forms, developed ternary forms, sonata, symphony, concerto, etc. Special study of the interaction of harmonic progression and

formal structure. Considerable attention to modulation. All analytical work accompanied by appropriate work at the keyboard and in writing. Evans.

Mus 317, 318, 319. Public-School Music. 3 hours each term.

For students intending to teach music in the high schools. Study of work units, with emphasis on social and creative phases. Survey of methods and materials used in the grades, as a necessary background for the presentation of music in the high school. Garnett.

Mus 320, 321, 322. Instrumental Conducting. 2 hours each term.

The principles of conducting and training instrumental organizations. Practical experience in conducting campus organizations. Stehn.

Mus 323, 324, 325. Choral Conducting. 2 hours each term.

The principles of conducting and training choral organizations. Practical experience in conducting campus organizations. Garnett.

Mus 329, 330, 331. Orchestration. 2 hours each term.

A study of the instruments of the orchestra, together with practical study of the art of scoring for the various choirs and for full orchestra. Required for candidates for the B.M. degree with a major in composition. Rex Underwood.

Mus 332, 333, 334. Stringed Instruments. 1 hour each term.

A study of the stringed instruments of the symphony orchestra. For public-school music students only. 2 recitations a week. Rex Underwood.

Mus 335, 336, 337. Wind and Percussion Instruments. 1 hour each term.

A study of the wind and percussion instruments of the orchestra and band. For public-school music students only. 2 recitations a week. Stehn.

Mus 340, 341, 342. Accompanying. 2 hours each term.

Practical problems in accompanying. Students must also be registered for upper-division work in piano or organ. Prerequisite: consent of dean. A. P. Underwood.

Mus 343, 344, 345. Chamber Music. 1 hour each term.

Prerequisite: consent of dean. Rex Underwood, Stehn.

Mus 351, 352, 353. Public-School Music Voice Class. 2 hours each term.

Study of the voice problems of public-school music. Garnett.

Mus 354, 355, 356. Band Arranging. 2 hours each term.

Scoring for combinations of wind instruments, from quartets to full symphonic bands; special emphasis on arrangements for school bands of various degrees of advancements. Stehn.

Mus 390. Upper-Division Individual Instruction. 1 to 4 hours any term.

Mus 395. Band. 1 hour each term.

Six hours maximum credit. Stehn.

Mus 396. Orchestra. 1 hour each term.

Six hours maximum credit. Rex Underwood.

Mus 397. Choral Union. 1 hour each term.

Six hours maximum credit. Kratt.

Mus 405. Reading and Conference. Terms and hours to be arranged.

Mus 407. Seminar. (G) Terms and hours to be arranged.

Ed 408. Special Teaching Methods. 2 hours each term.

Vocal—2 hours each term. A particular study of school music for junior and senior high schools. Materials, subject matter, objectives, and procedure. Study of both girl and boy voices; choral materials and their use in group organizations. Observations, reports, conferences. Prerequisite: consent of instructor. Garnett.

Instrumental—2 hours each term. The technique of instrumental class instruction. Materials, organization, and problems of instrumental music in public schools. Prerequisite: consent of instructor. Stehn.

Mus 411, 412, 413. Counterpoint II. (G) 2 hours each term.

A study of the treatment of the chorale in figured counterpoint; double, triple, and quadruple counterpoint; various forms of canon; composition of the fugue in two, three, and four voices; application of the strict style to composition in general. Prerequisite: Mus 311, 312, 313. Hopkins.

Mus 414, 415, 416. Composition I. (G) 2 hours each term.

Composition in the smaller forms for piano, voice, and other instruments. Prerequisite: Mus 311, 312, 313; Mus 314, 315, 316. Evans.

Ed 415. Supervised Teaching. 1-10 hours any term (12 hours maximum).

Prerequisite: consent of the School of Education.

Mus 422, 423, 424. History of Music. (G) 2 hours each term.

Primitive music and musical instruments. Survey of the musical literature of the classical period; relation of musical expression to other movements of the period. Romanticism as it finds expression in music; survey of the literature and study of the composers. Artau.

Mus 425, 426, 427. Music of the Eighteenth Century. (G) 2 or 3 hours each term.

Music of the eighteenth century in the light of the literary, historical, and artistic background of the period of Gluck, Handel, Bach, Haydn, Mozart, etc. Prerequisite: Mus 422, 423, 424 or equivalent. Artau.

Mus 428, 429, 430. Proseminar in Musicology. (G) Hours to be arranged.

Study of the methods of research in music, and application of research technique to particular musical problems. Organization of data. Reports on problems on which the student has done individual research. Principles underlying musical criticism. Thesis required. Prerequisite: Mus 422, 423, 424 or equivalent. Artau.

Mus 431, 432, 433. Advanced Conducting. (G) 2 or 3 hours each term.

The routine and technique of conducting. Problems of the symphony orchestra and choral groups. Score reading. Actual practice in conducting. Class work supplemented by assigned score preparation and laboratory participation. Prerequisite: Mus 211, 212, 213 or equivalent, and consent of instructor. Kratt.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) may be taken for graduate credit.

Mus 501. Research. Terms and hours to be arranged.

Mus 503. Thesis. Terms and hours to be arranged.

Mus 505. Reading and Conference. Terms and hours to be arranged.

Mus 507. Seminar. Terms and hours to be arranged.

Mus 511, 512, 513. Applied Counterpoint. 2 or 3 hours each term.

A practical study of the writing of the strict and free-style fugue, both vocal and instrumental. The application of larger contrapuntal forms; passacaglia and contrapuntal variations. Prerequisite: Mus 411, 412, 413. Elston.

Mus 514, 515, 516. Composition II. 2 hours each term.

A continuation of Mus 414, 415, 416, applying larger forms and instrumental combinations. Prerequisite: Mus 414, 415, 416; consent of instructor. Elston.

Mus 517, 518, 519. Advanced Harmony. 2 or 3 hours each term.

A study of harmonic resources in the late nineteenth and twentieth centuries, based on analysis of representative works. Class work includes writing, analysis, and theoretical research. Designed for advanced students of composition and theory. Prerequisite: Mus 211, 212, 213; Mus 414, 415, 416. Elston.

Mus 520, 521, 522. Interpretation of Symphonic Literature. 2 or 3 hours each term.

Detailed study by comparative and analytical methods of symphonic poems, suites, standard overtures, and symphonies, accompanied by laboratory demonstration. Presupposes proficiency in techniques of conducting, proficiency on a major instrument, and knowledge of theory and history of music. Class work supplemented by assigned score preparation and laboratory participation. Prerequisite: Mus 431, 432, 433 or equivalent; consent of instructor. Kratt.

Mus 523, 524, 525. Interpretation of Choral Literature. 2 or 3 hours each term.

Detailed study of the literature of the oratorio, mass, cantata, and a cappella madrigals, motets, etc.; emphasis on the conducting problems of each individual work. Interpretation, tradition, etc. Class work supplemented by assigned score preparation and laboratory participation. Prerequisite: Mus 431, 432, 433 or equivalent; consent of instructor. Kratt.

Mus 526, 527, 528. Composition III. 2 or 3 hours each term.

Intensive work in the larger forms; variation, rondo, and sonata-allegro forms; symphonic form. For students who are candidates for advanced degrees in composition. Prerequisite: Mus 514, 515, 516. Elston.

Mus 590. Individual Instruction. 1 to 4 hours any term.

Individual instruction in piano, voice, organ, cello, harp, string instruments, orchestral instruments, and band instruments at the graduate level. Thacher, Evans, Hopkins, R. Underwood, Artau, Nilssen.

School of Physical Education

Faculty

RALPH WALDO LEIGHTON, Ph.D., Dean of the School of Physical Education;
Professor of Education.

MARGARET PHY, Secretary to the Dean.

FLORENCE DELIA ALDEN, M.A., Professor of Physical Education.

WILLIAM LOUIS HAYWARD, Professor Emeritus of Physical Education; Coach of
Track Athletics.

ERNESTO RAY KNOLLIN, M.A., Professor of Physical Education.

FRED N. MILLER, M.D., Director of Health Service; Professor of Physical Edu-
cation.

HARRIET WATERBURY THOMSON, A.B., Professor of Physical Education.

PAUL RUDOLPH WASHKE, A.M., Professor of Physical Education.

N. PAUL E. ANDERSON, M.D., Associate Professor of Physical Education; Assist-
ant University Physician.

JANET GRANT WOODRUFF, M.A., Associate Professor of Physical Education.

EARL EUGENE BOUSHEY, M.S., Assistant Professor of Physical Education.

RUSSELL KELSEY CUTLER, M.S., Assistant Professor of Physical Education.

HOWARD ANDREW HOBSON, M.A., Assistant Professor of Physical Education;
Coach of Basketball and Baseball.

HOWARD STANLEY HOYMAN, M.A., Assistant Professor of Physical Education.

NED BURT JOHNS, M.A., Assistant Professor of Physical Education.

WAYNE W. MASSEY, Ph.D., Assistant Professor of Physical Education.

GERALD A. OLIVER, B.A., Assistant Professor of Physical Education; Head Foot-
ball Coach.

VAUGHN CORLEY, B.S., Instructor in Physical Education; Assistant Athletic
Coach.

WARRINE EVELYN EASTBURN, M.S., Instructor in Physical Education.

PIRKKO PAASIKIVI ROECKER, B.A., Instructor in Physical Education.

JOHN A. WARREN, B.B.A., Instructor in Physical Education; Freshman Coach.

CONSTANCE A. BAUM, B.S., Graduate Assistant in Physical Education.

NANCY JANE HARVEY, B.A., Graduate Assistant in Physical Education.

KATHERINE GRACE KESSLER, B.A., Graduate Assistant in Physical Education.

MARIAN CICELY MAYNARD, B.A., Graduate Assistant in Physical Education.

P. OLAF SIGERSETH, M.S., Graduate Assistant in Physical Education.

General Statement

THE School of Physical Education offers professional training, both undergraduate and graduate, and service courses in physical education and health education. Graduates of the School of Physical Education hold professional positions as: high-school teachers of physical education and health education; directors of high-school athletics; school supervisors of health and physical education; community recreation and playground managers; leaders in Y.M.C.A., Y.W.C.A., and other youth-organization work; directors of restricted and corrective physical education; workers in the field of physical therapy; college and university teachers; and athletic coaches.

Undergraduate Major Curricula. Two undergraduate major curricula are offered; these are designated Curriculum I and Curriculum II in the outlines printed below.

Curriculum I represents a strong program of professional work in physical education and health education; it provides excellent preparation for teaching in these fields, and a sound basis for graduate study. Curriculum I satisfies all requirements for the professional B.P.E. degree or for the B.S. degree. By proper choice of electives, the student may satisfy the requirements for the B.A. degree.

Curriculum II leads to the B.A. or B.S. degree. It prepares the student for coaching and high-school teaching of physical education and health education, and provides an opportunity, through liberal electives, for a more diversified program than is possible under Curriculum I. Students following this curriculum may prepare themselves for leadership in youth organizations or satisfy cultural or specialized interests. In some cases, students proceeding to graduate work after completing Curriculum II may be required to make up undergraduate deficiencies.

Students planning to meet the certification requirements for teaching should consult the School of Education at the beginning of the junior year.

Graduate Study. The School of Physical Education offers graduate work leading to the M.A. or M.S. degree. Advanced students often work for the Doctor of Education degree by meeting the requirements for that degree in the School of Education and by carrying a heavy program in physical education as a cognate field. The graduate student's program may place emphasis upon: (1) administration of programs, buildings, and grounds; (2) school health education; (3) corrective activities and physical therapy; (4) recreation; (5) anthropometry; (6) anatomy, physiological growth factors, and physiological training and conditioning factors. Graduate programs will be organized to include courses selected from those listed in the Catalog, seminars, and independent study and research.

Service Courses. The School of Physical Education offers credit courses for all students in the University. These courses are organized as instruction in skills and in the principles of physical education, health, and recreation.

The University requirements for the Junior Certificate include five terms of physical education and a course in health education. Courses which fulfill the physical-education requirement are: PE 180 (five terms) for women; and PE 190 (five terms) for men. (Not more than one hour of credit may be earned in these courses in any one term.) Women students satisfy the health-education requirement with PE 114, 115, 116. Men students satisfy this requirement with PE 150. Majors or other students preparing for the teaching of physical education satisfy the physical-education requirement with physical-education laboratory courses.

The student's program in physical education is adjusted to his needs and abilities after a health examination, given each entering freshman by the Health Service and the School of Physical Education. Whenever possible, the work is adapted to remedy physical defects.

Elective service courses (regularly scheduled classes) in physical activities are provided for juniors and seniors. A total of not more than six term hours, in addition to the required lower-division work, may be earned toward graduation in these courses. Not more than one hour may be earned in any one term.

Fees. Payment of the regular University registration fee entitles every student to the use of gymnasiums, pools, and showers, to the use of gymnasium and swimming suits and towels, and to laundry service. Students are urged to make full use of the gymnasium facilities for exercise and recreation.

Intramural Sports. As a part of its program, the School of Physical Education sponsors a comprehensive program of intramural sports. The purpose of the program is to spread sports participation and athletic competition as widely as possible among the students of the University. Individual and group competitive sports for men are organized under the guidance of the department for men. The department for women provides a wide variety of sports for women students. Student leadership for women's athletics is furnished by the Women's Athletic Association.

Curricula in Physical Education

CURRICULUM I

	Term hours		
	F	W	S
Freshman Year			
Introduction to Health and Physical Education (PE 121)	2	-	-
Physical-Education Laboratory (PE 124, 125, 126)	2	2	2
Physical-Science Survey (PhS 101, 102, 104)	4	4	4
English Composition (Rht 111, 112, 113)	3	3	3
Military Science (Mil 111, 112, 113) (men)	1	1	1
General Hygiene (PE 114, 115, 116) (women)			
Electives	4	6	6
	16	16	16
Sophomore Year			
Physical-Education Laboratory (PE 227, 228, 229)	2	2	2
Human Biology (Z 111, 112, 113)	3	3	3
Principles of Dietetics (FN 225)	-	-	2
General Psychology (Psy 201, 202)	3	3	-
Military Science (Mil 211, 212, 213) (men)	1	1	1
Electives	7	7	3
	16	16	16
Junior Year			
Physical-Education Laboratory (PE 331, 332, 333)	2	2	2
Principles, Organization, Administration Core (PE 341, 342, 343)	3	3	3
School Health Education Core (PE 361, 362, 363)	3	3	3
Elementary Human Physiology (Z 311, 312, 313)	3	3	3
Electives	5	5	5
	16	16	16
Senior Year			
Physical-Education Laboratory (PE 433, 434, 435)	2	2	2
Principles, Organization, Administration Core (PE 444, 445, 446)	3	3	3
School Health Education Core (PE 464, 465)	3	3	-
Anatomy and Physiology of Exercise (Z 451, 452, 453) (6-9 hrs.)	3	3	3
Electives	5	5	8
	16	16	16

CURRICULUM II

	Term hours		
	F	W	S
Freshman Year			
Introduction to Health and Physical Education (PE 121)	2	-	-
Physical-Education Laboratory (PE 124, 125, 126)	2	2	2
Physical-Science Survey (PhS 101, 102, 104)	4	4	4
English Composition (Rht 111, 112, 113)	3	3	3
Military Science (Mil 111, 112, 113) (men)	1	1	1
General Hygiene (PE 114, 115, 116) (women)			
Electives	4	6	6
	16	16	16
Sophomore Year			
Physical-Education Laboratory (PE 227, 228, 229)	2	2	2
Human Biology (Z 111, 112, 113)	3	3	3
Principles of Dietetics (FN 225)	-	-	2
General Psychology (Psy 201, 202)	3	3	-
Military Science (Mil 211, 212, 213) (men)	1	1	1
Electives	7	7	8
	16	16	16
Junior Year			
Physical-Education Laboratory (PE 331, 332, 333)	2	2	2
Principles, Organization, Administration Core (PE 341, 342, 343)	3	3	3
School Health Education Core (PE 361, 362, 363)	3	3	3
Elementary Human Physiology (Z 311, 312)	3	3	-
Electives	5	5	8
	16	16	16
Senior Year			
No specific course requirements. The student and his adviser will plan the program best suited to the student's needs and interests from physical-education and other University offerings	16	16	16

Description of Courses

SERVICE COURSES FOR WOMEN

LOWER-DIVISION COURSES

PE 114, 115, 116. Health Education. 1 hour each term.

Study of the major problems of individual and community health which confront the college student; the basic scientific principles of healthful living. Required of all freshman women. 3 periods. Anderson.

PE 180. Elementary and Advanced Physical Education. 1 hour each term, six terms.

A variety of games, sports, and skills taught for physiological and recreational values. Special sections for restricted and corrective work. A total of five terms required during the freshman and sophomore years for all University women. Not more than one hour of credit may be earned in any one term. 3 periods.

UPPER-DIVISION COURSES

PE 380. Physical Education for Juniors and Seniors. 1 hour each term, six terms.

A variety of games, sports, and skills taught for physiological and recreational values. Elective for junior and senior women. Not more than one hour of credit may be earned in any one term. 3 periods.

SERVICE COURSES FOR MEN

LOWER-DIVISION COURSES

PE 150. Health Education. 1 hour any term.

Study of the major problems of individual and community health which confront the college student; the basic scientific principles of healthful living. Required of all freshman men. 1 period. Johns.

PE 190. Elementary and Advanced Physical Education. 1 hour each term, six terms.

A variety of games, sports, and skills taught for physiological and recreational values. Special sections for restricted work. A total of five terms required during the freshman and sophomore years for all University men. Not more than one hour of credit may be earned in any one term. 3 periods.

UPPER-DIVISION COURSES

PE 390. Physical Education for Juniors and Seniors. 1 hour each term, six terms.

A variety of games, sports, and skills taught for physiological and recreational values. Elective for junior and senior men. Not more than one hour of credit may be earned in any one term. 3 periods.

PROFESSIONAL COURSES IN PHYSICAL EDUCATION

LOWER-DIVISION COURSES

Z 111, 112, 113. Human Biology. 3 hours each term.

Introduction to human biology, designed especially for majors in physical education. Special consideration given in the spring term to problems in immunology and bacteriology. 2 lectures and 1 demonstration period each week. Clancy.

PE 121. Introduction to Health and Physical Education. 2 hours fall.

Designed to give the student an overview of professional service in the fields of health, physical education, and recreation—their nature, scope, and functions. Johns.

PE 124, 125, 126. Physical-Education Laboratory. 2 hours each term.

This sequence, with PE 227, 228, 229, PE 331, 332, 333, PE 433, 434, 435, makes up a comprehensive core designed to teach activities selected from individual competitive sports, group competitive sports, rhythmic and creative activities, and from playground, community, and school recreational activities. This core has special significance for the development of leadership in the health, physical-education, and recreation fields. It is correlated with two other professional cores (Principles, Organization, and Administration and School Health Education), and extends through the four undergraduate years as an integrated instructional unit.

PE 227, 228, 229. Physical-Education Laboratory. 2 hours each term.

For description, see PE 124, 125, 126.

UPPER-DIVISION COURSES

PE 331, 332, 333. Physical-Education Laboratory. 2 hours each term.

For description, see PE 124, 125, 126.

- PE 341. Organization and Administration of Physical Education.** 3 hours fall.
Problems of the class instructional program, including attendance, classification for activities, class scheduling, class periods. Building and facility problems, involving equipment, indoor spaces, fields, dressing units, shower rooms, locker rooms, servicing clothing and equipment.
- PE 342. Organization and Administration of Physical Education.** 3 hours winter.
Problems of organizing and conducting intramural programs: schedules, units of competition, point systems, scoring plans, awards, physical examinations, classification for competition, records, managerial systems. Problems of organizing the interschool program: physical examinations, classification for competition, eligibility problems, training practices, schedules, sport seasons, records; transportation and trips.
- PE 343. Teaching Techniques in Physical Education.** 3 hours spring.
Physical-education teaching techniques for elementary, junior, and senior high-school activities, including the construction of activity units and the compilation of library materials.
- PE 346. Principles of Camp Leadership.** 3 hours winter.
For students training for camp counseling. Principles of organization; purposes and functions of camps; general principles of youth-organization programs. Alden.
- PE 358. Safety Education.** 3 hours spring.
The basic principles of safety education; current safety programs, methods, source materials, visual aids; how to make use of local, state, and national safety organizations. Individual and group projects in the organization of materials for the teaching of safety education in the public schools. Washke.
- PE 359. Problems of the Athletic Trainer.** 2 hours winter.
Bandaging, massage, and other specialized mechanical aids for the prevention of athletic injuries. Analysis of types of injuries; emergency procedures.
- PE 361. Community Health Problems.** 3 hours fall.
Designed primarily for health teachers in the public schools. Water purification, sewage disposal, milk sanitation, insect and rodent control, ventilation, lighting; vital statistics, public health organizations, as these relate to school sanitation and health instruction. Prerequisite: junior standing with a major in physical education, or consent of instructor. Hoyman.
- PE 362. Personal Health Problems.** 3 hours winter.
Designed primarily for health teachers in the public schools. The rise of preventive hygiene; consumer health education, hygienic care of the body and special senses, as these relate to health guidance and health instruction of public school students. Prerequisite: junior standing with a major in physical education, or consent of instructor. Hoyman.
- PE 363. First Aid.** 3 hours any term.
American Red Cross first aid; lectures, demonstrations, and practice leading to standard and advanced first-aid certificates. Candidates for instructor's first-aid certificate selected from students in this course. Anderson.
- PE 370. Red Cross Home Nursing.** 2 hours any term.
Follows the outline of the standard American Red Cross home-nursing course. To receive credit, the student must pass the examination for the Red Cross home-nursing certificate. 1 lecture, 1 two-hour laboratory period.

PE 403. Thesis. Terms and hours to be arranged.

Thesis based on student's own investigation. Subjects chosen after consultation with adviser. Credit determined by quality of work done.

PE 405. Reading and Conference. Terms and hours to be arranged.

Reading and assignments in connection with other courses for extra credit. Honors reading. Enrollment only with consent of instructor.

PE 415. Supervised Direction of Camps and Playgrounds. 1 to 6 hours any term (9 hours maximum credit).

Supervised experience in direction of group recreation and group education for students who are not working toward a teacher's certificate. Alden.

PE 433, 434, 435. Physical-Education Laboratory. 2 hours each term.

For description, see PE 124, 125, 126.

PE 444. Program Construction in Physical Education. 3 hours fall.

Analysis of the physical-education program in terms of physical-education principles and pupil needs. The psychological, biological, sociological, and administrative criteria which determine the content of the program.

PE 445. Program Construction in Physical Education. 3 hours winter.

Construction of the modern physical-education program on the basis of criteria, principles, and pupil needs. The class-instruction program, the recreation program, the intramural and athletic program. Emphasis on the relation of the physical-education program to the total school program and to the objectives of general education.

PE 446. Evaluation of Physical Education. 3 hours spring.

Test construction; the use of standardized tests and measurements in physical education; the evaluation of programs and of student achievement through measurement techniques.

Z 451, 452, 453. Anatomy and Physiology of Exercise. (g) 3 hours each term.

A study of functional human anatomy, designed for seniors and graduate students in physical education. Open to qualified graduate students in other fields. Demonstration dissections and lectures. Prerequisite: two years of biological science and senior standing. Clancy.

PE 460. Instructor's First Aid. 3 hours.

American Red Cross first aid; lectures, demonstrations, and practice leading to the instructor's first-aid certificate. Prerequisite: PE 363 or Red Cross requirements. Anderson.

PE 464. Health Instruction. (G) 3 hours fall.

Methods and materials in health instruction for junior and senior high schools. Special emphasis on the construction of health teaching units for secondary schools. Prerequisite: PE 361, 362, 363 or consent of instructor. Hoyman.

PE 465. School Health Service. (G) 3 hours winter.

Purposes and procedures of health service in the schools, for both normal and handicapped children; control of common communicable diseases; technique of pupil health appraisal by the teacher. Prerequisite: PE 361, 362, 363 or consent of instructor. Anderson.

PE 481, 482, 483. Theory and Practice of the Dance. (G) 2 hours each term.

Study of dance theory correlated with practical work in PE 433, 434, 435. Fall: dance history and significant personalities in dance development. Winter: the theory of the dance, nature of movement, form and content, style. Spring: development of the dance since 1900; the artists

responsible for the rise of expressional dance; the dance in education; dance production. The instruction is organized to enable the student to profit by any one or two terms' work without completing the sequence. Prerequisite: senior standing and one year of dance, or consent of instructor. Roecker.

- PE 499. **Leadership in Recreation and Youth Organizations.** 3 hours winter. The basic individual and social needs that group recreation and youth organizations serve in rural and urban areas, through schools, churches, camps, playgrounds. The principles of leadership in this field. Personnel and program needs, purposes, and objectives; discussions by representatives of group-work and youth organizations. Alden.

GRADUATE COURSES

Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

- PE 501. **Research in Health and Physical Education.** Terms and hours to be arranged.
- PE 503. **Thesis.** Terms and hours to be arranged.
- PE 505. **Reading and Conference.** Terms and hours to be arranged.
- PE 506. **Special Problems.** Terms and hours to be arranged.
Study of selected problems in the field of physical education, health education, or recreation.
- PE 507. **Seminar.** Terms and hours to be arranged.
A seminar dealing with some special aspect of health, physical education, or recreation is conducted each term. Open to qualified graduate students and required for all candidates for advanced degrees.
- PE 515. **History and Theories of Physical Education.** 3 hours fall.
The history of physical education (practices, purposes, and theories) from the Greeks to modern times. Special emphasis on modern developments, and on current professional organization and relationships. Boushey, Massey, Washke.
- PE 521, 522, 523. **Corrective Physical-Education Studies.** Hours to be arranged.
Fall and winter: basic problems and procedures of corrective physical education. Spring: teaching methods. Prerequisite: Z 451, 452 or equivalent. Thomson.
- PE 531, 532, 533. **Physical-Therapy Studies.** Hours to be arranged.
The agencies, their uses; specific studies and techniques of interest to physical educators. Thomson.
- PE 543. **Advanced Health Instruction.** 3 hours spring.
Organization of the public school health-instruction program for health teachers, supervisors, and coordinators. Basic steps in the development of this program are identified and studied in detail. Prerequisite: PE 464 or consent of instructor. Hoyman.
- PE 551, 552, 553. **Administration of Physical Education.** 3 hours each term.
Organization and administration of physical education, health education, and recreation programs; their functions, organization, and correlation with the rest of the school program; equipment and building needs; relative and proportionate costs. Fall, physical education; winter, health education; spring, recreation. Leighton, Hoyman, Alden.
- PE 556. **Administration of Buildings and Facilities.** 3 hours winter.
Building layout and equipment; designing and adapting floor plans to serve modern physical-education needs; application of health principles in building

organization; the relationship of the various functional units—equipment service, dressing facilities, activity spaces, administrative units, permanent and dismantlable equipment; maintenance, upkeep, budgets, costs of materials, purchasing. Knollin.

PE 561. Physiological Growth Factors. 3 hours fall.

The relationship of child growth and development (physical, nutritional, endocrine, and environmental) to the school situation and to the physical activity of the child. Intended to lead the teacher of physical education to a better understanding of the physical child from prepuberty, through adolescence, to maturity. Prerequisite: 9 term hours in physiology or equivalent. Anderson.

PE 562. Anthropometric Measurements in Physical Education. 3 hours winter.

Principles and methods of anthropometry as applied to physical growth and development. Scope, function, and limitations of anthropometry; problems to which physical measurement is applicable; instruments and techniques of measurement; methods of appraising physical status; classification of body builds; review and analysis of recent research in this field. Massey.

PE 563. Training and Conditioning for Athletics. 3 hours spring.

A physician's analysis, for the coach and teacher of physical education, of the physiological effects of the specialized and strenuous activities involved in interscholastic and intercollegiate athletic competition. The values and dangers of different types of training methods; the present, cumulative, and persistent effects of various types of injury. Anderson.

PE 571, 572. Affective Phases of Education. 3 hours each term, winter and spring.

The nature of appreciations, attitudes, and ideals. Their significance as factors of the personality, and for social intelligence and social integration. Methods of developing these personality factors as part of the educative process. Each student required to develop an individual project in his major field. Leighton.

Department of Home Economics

Faculty

MABEL ALTONA WOOD, M.S., Professor of Home Economics; Head of Department.

MARY BERTRAM FARR, M.S., Instructor in Home Economics.

MARY SHAFER HUSER, B.A., Instructor in Home Economics.

DORIS E. WINTERS, B.A., Instructor in Home Economics.

General Statement

LOWER-division and service courses in home economics are offered at the University. By action of the State Board of Higher Education on March 7, 1932, all major work in the Oregon State System of Higher Education leading to baccalaureate and advanced degrees in home economics was confined to the School of Home Economics at the State College, and lower-division work (instruction in the freshman and sophomore years) was assigned to both the State College and the University.

The lower-division work in home economics is essentially the same at both institutions. While it is recommended that students intending to major in home economics enter the institution at which major work is offered at the beginning of their freshman year, they may, if they wish, spend their freshman and sophomore years at the University, and transfer to the State College for their major work at the beginning of the junior year, without loss of credit and with fundamental requirements for upper-division standing fully met. Students wishing to complete at the University the first two years of Curriculum B (technical curriculum) should have their programs carefully planned by the head of the Department of Home Economics.

At both institutions, the lower-division program is intended, not only to lay the foundation for specialization in home economics, but also to serve the needs of students majoring in other fields. In addition to lower-division work, the University offers upper-division service courses in home economics for students in other fields.

In the organization and administration of the instruction in the nonmajor departments at the two institutions, the deans of the major schools serve as advisers, to the end that the offerings shall bear a proper relation to the work of the major school. (See page 6.)

CLOTHING, TEXTILES, AND RELATED ARTS

LOWER-DIVISION COURSES

CT 111, 112, 113. Clothing Construction. 2 hours each term.

Practice in the adaptation of patterns, fitting of garments, and the basic processes of the construction of artistic clothing. Students, to register for this sequence, must have had CT 114, 115, 116, or must take it at the same time. 2 two-hour laboratory periods. Huser.

CT 114, 115, 116. Clothing Selection. 1 hour each term.

Study of the selection of clothing from the standpoints of design, textile material, hygiene, and cost for homemade and ready-made garments. Students taking CT 111, 112, 113 must also take this sequence; but this sequence may be taken alone. No prerequisite. Huser.

CT 125. Textiles. 2 hours any term.

Study of textile fibers and their relation to dress and household textiles. Suggested parallel for CT 111. No prerequisite. Winters.

UPPER-DIVISION SERVICE COURSE

CT 331. Home Planning and Furnishing. 3 hours any term.

Principles involved in the planning and furnishing of a home. Winters.

FOODS AND NUTRITION

LOWER-DIVISION COURSES

FN 211, 212, 213. Foods. 3 hours each term.

Introduction to the subject of foods; selection, preparation, and serving of meals. No prerequisite. 2 recitations; 2 two-hour laboratory periods. Wood.

FN 225. Principles of Dietetics. 2 hours any term.

The nutritive value of food; the selection of a proper diet for health, based on dietetic principles. Open to men and women. No prerequisite. Wood.

FN 250. Camp Cookery. 1 hour fall or spring.

Fundamental principles of cookery applied to simple meals in home and camp. Outdoor food preparation involving the use of Dutch ovens, reflectors, and improvised camping utensils. Intended chiefly for men. Not open to women who have taken FN 211, 212, 213. No prerequisite. 1 three-hour laboratory period. Wood.

HOUSEHOLD ADMINISTRATION

LOWER-DIVISION COURSE

HAd 222. Family Relationships. 2 hours any term.

Designed to give the student with no particular background in sociology or psychology an understanding of the problems and adjustments of family life. Special emphasis on the actual problems arising within the family. No prerequisite. Does not satisfy any requirements in sociology. Farr.

UPPER-DIVISION SERVICE COURSES

HAd 325. Child Care and Training. 3 hours any term.

The growth, development, and training of the young child. No prerequisite. Farr.

HAd 339. Household Management. 3 hours any term.

Application of the principles of scientific management to the home; household operations and finances; family and community relationships. Farr.

Department of Military Science and Tactics

Faculty

CHARLES L. SAMPSON, Colonel, Infantry; Professor of Military Science and Tactics; Head of Department.

*ROBERT M. LYON, B.S., Colonel, Infantry; Professor of Military Science and Tactics.

†FRANK I. AGULE, Major, Adjutant General's Department; Assistant Professor of Military Science and Tactics.

HENRY W. HALL, B.S., Major, Infantry; Assistant Professor of Military Science and Tactics.

CHARLES E. KNICKERBOCKER, Major, Infantry; Assistant Professor of Military Science and Tactics.

WILBUR E. READ, B.A., Major, Infantry; Assistant Professor of Military Science and Tactics.

HARVEY BLYTHE, Captain, Infantry; Assistant Professor of Military Science and Tactics.

BENJAMIN F. DAVIS, Ph.D., Captain, Infantry; Assistant Professor of Military Science and Tactics.

RALPH C. BURKE, Sergeant, D.E.M.L.; Instructor in Military Science and Tactics.

TOIVO H. KANGAS, Sergeant, D.E.M.L.; Instructor in Military Science and Tactics.

MALBURN D. MUDD, Sergeant, D.E.M.L.; Instructor in Military Science and Tactics.

General Statement

THE Department of Military Science and Tactics is a unit of the Reserve Officers' Training Corps of the United States Army, established by act of Congress. The purpose of the instruction given is to qualify students, by systematic and standard training methods, so that in time of national emergency trained men, graduates of colleges and universities, may lead the units of the large armies on which the safety of the country depends.

All physically fit male students under 26 years of age, who are citizens of the United States, are required to take the two-year Basic Course during their freshman and sophomore years, unless excused. A standing committee of the University faculty investigates and passes on applications for exemption. The committee takes into consideration as grounds for exemption: physical incapacity, conflicting outside employment, and conscientious objections to military service.

The Basic Course qualifies the student for appointment as a noncommissioned officer, gives a foundation for advanced instruction, and provides a general knowledge of the defense agencies of the United States government.

* Resigned, April 1, 1942.

† Resigned, March 18, 1942.

A two-year Advanced Course is offered to a limited number of selected juniors and seniors who have completed the Basic Course. On completion of the Advanced Course at the University and a course of training at a special service school, the student is eligible for a commission in the Officers' Reserve Corps.

Students enrolled for work in military science and tactics are not in the military service, and assume no military obligations.

Students in the Basic Course are equipped and uniformed at the expense of the United States government. Students in the Advanced Course receive from the government an allowance for uniforms, commutation of subsistence, and pay while undergoing training at the service school.

A limited number of students in the Basic Course may be assigned to fill vacancies in the University Band.

Description of Courses

LOWER-DIVISION COURSES

Mil 111, 112, 113. First-Year Basic Course. 1 hour each term.

Orientation; fundamentals of leadership; National Defense Act; citizenship; military history and policy; military courtesy and discipline; sanitation and first aid; military organization; elements of topography and map reading; rifle and rifle marksmanship. 3 hours theoretical and practical work a week.

Mil 211, 212, 213. Second-Year Basic Course. 1 hour each term.

Principles of leadership and command; infantry weapons; combat training; musketry; scouting and patrolling. 3 hours theoretical and practical work a week.

UPPER-DIVISION COURSES

Mil 311, 312, 313. First-Year Advanced Course. 3 hours each term.

Principles of leadership and command from the viewpoint of an instructor; combat training; aerial photography; care and operation of motor transportation; company administration; weapons; defense against chemical warfare; field fortifications. 5 hours theoretical and practical work a week.

Mil 411, 412, 413. Second-Year Advanced Course. 3 hours each term.

Principles of leadership and command from viewpoint of an instructor; combat training; weapons; tanks; military history and policy; military law; procurement and supply of property; Officers' Reserve Corps regulations. 5 hours theoretical and practical work a week.

Civil Aeronautics

THE University of Oregon, in cooperation with the Civil Aeronautics Administration of the Federal government, offers a program of civilian pilot training, in accordance with the provisions of the Civilian Pilot Training Act of 1939. Students are selected on the basis of seniority, grade-point average, and physical fitness. To be admitted, a student must have completed at least one full year of University work, must be between 18 and 26 years of age, and must be a citizen of the United States.

The program at present includes an elementary and a secondary course. The elementary course consists of at least 72 hours of ground-school training given by the University, and at least 35 hours of flight instruction given at the Klamath Falls Airport. Students who complete this work satisfactorily qualify for a private pilot's license. The secondary course, open to students who have successfully completed the elementary course and who have completed a total of 93 term hours of University work, consists of at least 140 hours of ground-school training and at least 40 hours of flight training in heavier and faster planes than those used in the elementary course. To be admitted to the secondary course, students must pass a second physical examination before a flight surgeon.

Final examinations for both courses include a written examination on ground-school training and a flight test. The examinations are given by the Civil Aeronautics Administration.

Students taking civilian pilot training must pay certain special fees.

The organization and character of the program may be changed at any time by the Civil Aeronautics Administration. The latest available information on requirements and fees may be secured from Mr. James C. Stovall, coordinator of civilian pilot training, Condon Hall.

Description of Courses

UPPER-DIVISION COURSES

CA 311, 312, 313. Elementary Civilian Pilot Training. 6 hours total credit.

The course of study prescribed by the Civil Aeronautics Administration for institutions participating in the flight training program authorized by the Civilian Pilot Training Act of 1939, covering navigation, meteorology, and civil air regulations. Class hours to be arranged. Stovall, staff.

CA 341, 342, 343. Secondary Civilian Pilot Training. 12 hours total credit.

Advanced training for students who have completed CA 311, 312, 313. Covers aerodynamics and aircraft, power plants, aerial navigation, instruments, and radio. Class hours to be arranged. Stovall, staff.

Graduate Division

OLOF LARSELL, Ph.D., Sc.D., Dean and Director of the Graduate Division, Oregon State System of Higher Education.

GEORGE REBEC, Ph.D., Counsellor of the Graduate Division, Oregon State System of Higher Education.

HOWARD RICE TAYLOR, Ph.D., Associate Dean of the Graduate Division, in charge at the University.

WILLIBALD WENIGER, Ph.D., Associate Dean of the Graduate Division, in charge at the State College.

CLARA LYNN FITCH, Secretary of the Graduate Division at the University.

ESTHER SIGRID LOCKREN, B.A., Secretary of the Graduate Division at the State College.

Graduate Council

General Graduate Council

OLOF LARSELL, Ph.D., Sc.D., Dean and Director of the Graduate Division.

HOWARD RICE TAYLOR, Ph.D., Associate Dean of the Graduate Division.

WILLIBALD WENIGER, Ph.D., Associate Dean of the Graduate Division.

VERNE VINCENT CALDWELL, Ph.D., Dean and Director of General Extension.

JAMES RALPH JEWELL, Ph.D., LL.D., Dean of Education.

EARL LEROY PACKARD, Ph.D., Dean and Director of General Research.

FLORENCE BLAZIER, Ph.D., Professor of Home Economics Education.

PHILIP MARTIN BRANDT, A.M., Professor of Dairy Husbandry.

SAMUEL HERMAN GRAF, M.E., M.S., Professor of Mechanical Engineering.

THEODORE KRATT, Mus.M., Mus.D., Professor of Music.

DON CARLOS MOTE, Ph.D., Professor of Entomology.

FRANKLIN DICKERSON WALKER, Ph.D., Professor of English.

EDWARD STAUNTON WEST, Ph.D., Professor of Biochemistry.

University Graduate Council

OLOF LARSELL, Ph.D., Sc.D., Dean and Director of the Graduate Division; Chairman.

HOWARD RICE TAYLOR, Ph.D., Associate Dean of the Graduate Division; Vice-Chairman.

VERNE VINCENT CALDWELL, Ph.D., Dean and Director of General Extension.

ERIC WILLIAM ALLEN, A.B., Professor of Journalism.

C. LYLE KELLY, M.A., C.P.A., Professor of Business Administration.

THEODORE KRATT, Mus.M., Mus.D., Professor of Music.

RALPH WALDO LEIGHTON, Ph.D., Professor of Education.

ELON HOWARD MOORE, Ph.D., Professor of Sociology.

HAROLD JOYCE NOBLE, Ph.D., Associate Professor of History.
 FRED LEA STETSON, M.A., Professor of Education.
 FRANKLIN DICKERSON WALKER, Ph.D., Professor of English.
 LOUIS AUBREY WOOD, Ph.D., Professor of Economics.

Medical School Graduate Council

OLOF LARSELL, Ph.D., Sc.D., Dean and Director of the Graduate Division;
 Chairman.
 RALPH A. FENTON, M.D., Clinical Professor of Otolaryngology.
 HANCE FRANCIS HANEY, Ph.D., M.D., Professor of Physiology.
 MATTHEW CASEY RIDDLE, M.D., Associate Professor of Medicine.
 EDWARD STAUNTON WEST, Ph.D., Professor of Biochemistry.
 RUTH WHEELLOCK, M.A., R.N., Associate Professor of Nursing Education.

State College Graduate Council

OLOF LARSELL, Ph.D., Sc.D., Dean and Director of the Graduate Division;
 Chairman.
 WILLIBALD WENIGER, Ph.D., Associate Dean of the Graduate Division; Vice-
 Chairman.
 VERNE VINCENT CALDWELL, Ph.D., Dean and Director of General Extension.
 FLORENCE BLAZIER, Ph.D., Professor of Home Economics Education.
 PHILIP MARTIN BRANDT, A.M., Professor of Dairy Husbandry.
 LEWIS CLEMENCE BRITT, Ph.D., Associate Professor of Pharmaceutical Analysis.
 WILLIAM HENRY DREESEN, Ph.D., Professor of Economics.
 SAMUEL HERMAN GRAF, M.E., M.S., Professor of Mechanical Engineering.
 EARL GEORGE MASON, M.F., Professor of Forestry.
 DON CARLOS MOTE, Ph.D., Professor of Entomology.
 CARL WALTER SALSER, Ed.M., Professor of Education.

Graduate Study

IN the disciplines of undergraduate education the primary aim is to prepare the student for cultured living and intelligent citizenship, and in techniques leading to a professional career. In graduate study the dominant aim is the development of the scholar, capable of original thinking and of creative achievement in the advancement and extension of knowledge. Hence, a graduate degree indicates more than the mere completion of a prescribed amount of advanced study; it indicates that the student has shown both promise and performance in the field of independent scholarship.

Graduate study in the Oregon State System of Higher Education is defined to include all study beyond the bachelor's degree, in other than strictly professional curricula. By professional curricula are meant clearly defined and sharply specialized curricula, such as those in law and medicine, leading to professional degrees.

Advanced degrees were conferred occasionally at the University from the earliest days. In 1897 definite requirements of residence work were established

for the master's degree. Graduate instruction was placed under the administrative control of the Graduate School in 1899-1900.

At the State College, the first advanced degree (A.M.) was conferred in 1876; in 1910 graduate study was placed under the supervision of a special standing committee of the faculty.

In 1933 all graduate work in the State System was coordinated under the Graduate Division.

Organization of Graduate Division

THE Graduate Division has jurisdiction over all graduate study in the State System leading to other than strictly professional degrees. The Graduate Division is administered through the graduate dean, the associate graduate deans at the University of Oregon and Oregon State College, and the graduate councils at the University, the State College, and the University of Oregon Medical School.

A State System General Graduate Council formulates policies for the improvement and coordination of the program of graduate instruction and research of the State System as a whole, and facilitates cooperation between the institutions in the development of common procedures in the administration of graduate work and uniform standards of graduate scholarship. The membership of the General Graduate Council includes the graduate dean, the associate deans, the dean of general research, the dean of general extension, the dean of education, and representatives from the institutional graduate councils.

The institutional graduate councils have jurisdiction over the policies and procedures of graduate work within their respective institutions. The actual formulation of departmental graduate programs and the working out and direction of the programs of individual students are responsibilities of the departments; but no department has authority to waive or supersede the general rules or requirements of the Graduate Division.

Institutional Allocation of Graduate Work

ON the basis of the allocations of curricula in the Oregon State System of Higher Education, all graduate study leading to advanced degrees at the institutions of the State System has been allocated by curricula or major subjects as follows:

University of Oregon—

Liberal arts and sciences, and the professional fields of architecture and allied arts, business administration, education, journalism, law, medicine (at the Medical School in Portland), music, and physical education.

Oregon State College—

The biological sciences, the physical sciences (including mathematics), and the professional and technical fields of agriculture, education, engineering, forestry, home economics, and pharmacy.

In certain fields graduate work may be carried on at the Portland Extension Center, leading to degrees, through the Graduate Division, from the University or the State College.

Students may be enrolled for major work on one campus and for minor work on another.

General Regulations

THREE classes of graduate students are recognized: (1) those wishing to become candidates for a master's degree; (2) those wishing to become candidates for a doctor's degree; and (3) those wishing merely to take work beyond the requirements for the bachelor's degree. Students of the first and second classes make out programs in conformity with the rules stated below. Students of the third class register for the courses they desire, with the understanding that the institution is under no implied obligation to accept credit earned as work toward a degree. Whether a student is adequately prepared to enter a particular course is determined by the instructor in charge and the head of the department.

Admission. A graduate of any accredited college or university is admitted to the Graduate Division by the registrar of the institution which he wishes to enter, upon filing an application for admission and an official transcript of his college record (including undergraduate and graduate work). Such admission, however, does not of itself entitle a student to become a candidate for a degree. Admission to candidacy for an advanced degree is granted only after the student has demonstrated, by passing a qualifying examination, the thoroughness of his previous preparation and his ability to do work of a graduate character.

Graduate credit will not be granted for undergraduate work taken in excess of the requirements for the bachelor's degree.

Preparation Required for Graduate Study. Preparation for a graduate major must be an undergraduate major in the same subject, or a fair equivalent. Preparation for a graduate minor must be at least one year sequence of upper-division work in addition to foundational courses in the subject. Graduate credit may not be earned in courses for which the student does not show proper preparation by previous record or special examination.

Study Program and Load. Graduate students beginning work toward a degree will be expected to work out, in tentative form at least, a complete program of study leading toward the degree desired. This program should allow sufficient time for completion of the thesis. Work on the thesis should be begun as early as possible.

The normal load for a graduate student devoting all of his time to graduate study is 12 term hours in courses each term, plus 3 hours for thesis. The maximum load is 16 term hours. For assistants, scholars, and fellows, the maximum load is 10 term hours. Assistants receiving a fractional stipend may carry a maximum of 15 term hours of work, but are advised to limit their study programs in proportion to the amount of service rendered. All graduate students who devote part of their time to other occupations will be expected to limit their programs in a similar fashion, according to the share of their time available for graduate work.

The graduate program of each candidate should include a substantial amount of work with at least three faculty members offering graduate instruction.

Grade Requirement. A grade-point average of 3.00 (a B average) is required for every graduate degree. Grades below C are not accepted for graduate credit.

Graduate Courses. All courses numbered in the 500s carry graduate credit, as do those in the 400s which have been approved by the Graduate Council. Approved courses in the 400s are designated in the catalogs by (G) or (g) follow-

ing the course title. Courses designated (G) may form a part of either a major or a minor; courses designated (g) may be taken toward a minor only. Graduate students taking courses in the 400s are expected to do work of a higher order and broader scope than the work of undergraduate students in the same courses.

Fees. Graduate students registered for seven term hours of work or more pay a fee of \$32.50 a term. Graduate students do not pay the nonresident fee. Graduate students registered for six term hours or less pay the regular part-time fee of \$4.00 a term hour but not less than \$10.00 a term. Payment of the graduate fee entitles the student to all services maintained by the University for the benefit of students.

Master of Arts and Master of Science

Credit Requirement. For the departmental Master of Arts and Master of Science degrees, the student must complete a program of study totaling not less than 45 term hours in courses approved for graduate credit. Approximately two-thirds of the work (30 term hours) must be in the major. One third (15 term hours) may be in: (1) a related minor; (2) appropriate service courses; (3) suitable complementary courses in the major; or (4) some combination of (2) and (3).

Residence Requirement. For all master's degrees the residence requirement is one academic year of full-time study, or equivalent. (Work taken in summer sessions will count toward the satisfaction of the residence requirement.) Graduate or research assistants may satisfy the residence requirement by five terms of work. Students who have taken graduate work at another institution may lighten their load by transferring credit; but transferred credit will not shorten the residence requirement.

A maximum of 15 term hours earned in graduate courses in the Portland Extension Center or at Oregon State College may be counted as credit earned in residence toward the departmental master's degree. If adequate course offerings are available, all of the work toward the Master of Arts (General Studies) degree may be taken at the Portland Center.

Transferred Credit. A maximum of 15 term hours of graduate work done at another accredited institution, or in extension courses approved for graduate credit, may be transferred, provided that: (1) the work fits into a logical program for the degree; (2) the transfer is approved by the major department and by the Graduate Council; (3) grades of A or B have been earned. Credit granted for work done at another institution is tentative until validated by work in residence. (See also "Time Limit" below.)

Language Requirements. For the Master of Arts degree, the student must show, by examination or by adequate undergraduate courses, a reading knowledge of one foreign language, preferably French or German. By petition to the Graduate Council, a student may be permitted to substitute another language, if it is equally relevant to his program of graduate studies. For the Master of Science degree there is no foreign-language requirement, unless a language is needed in the individual student's program.

Course Requirements. For the Master of Arts (departmental) and Master of Science degrees at least one year sequence in the 500-599 series (normally of seminar or research nature and for approximately 3 hours of credit per term) is required.

Time Limit. All work counted toward the master's degree (including work for which credit is transferred from another institution, the thesis, and the final examination) must be completed within a period of five years.

Qualifying Examination. A student wishing to become a candidate for a master's degree is given a qualifying examination designed to test his basic training and his ability to pursue studies at the graduate level in his chosen field. This examination may be oral or written or both. It must be taken before the student has completed 15 term hours of graduate work. If satisfactory knowledge and ability are demonstrated, the student is formally advanced to candidacy for the degree sought, subject to the approval of the associate dean of the Graduate Division.

The qualifying examination for the master's degree is scheduled by the major school or department; the date must be reported to the graduate office at least one week in advance.

Graduates of the University who have taken the bachelor's degree with honors in the field of the graduate major are ordinarily exempt from the qualifying examination for the master's degree.

Thesis. Every candidate for a master's degree must present a thesis. A first draft must be approved by the candidate's adviser before the student will be permitted to register for the final hours of Thesis. Not later than two weeks before the date of his final examination, the candidate must present to the graduate office three copies of the completed thesis, signed by the thesis adviser, and six copies of an abstract not more than 500 words in length.

The three copies of the thesis are filed unbound and are bound at the expense of the University. Two copies are deposited in the Library, and one becomes the property of the major department. One of the Library copies is available for general circulation.

Full information concerning the prescribed style for theses may be obtained on request at the office of the Graduate Division.

Final Examination. A final oral examination of not less than two hours is required of every candidate for the master's degree; when deemed desirable a written examination may also be required. For the master's degree, the examining committee consists of at least three members of the faculty (two in the student's major field, one in the minor field). Normally, at least one member of the committee is a faculty member not directly connected with the candidate's studies. At the University, a student presenting a thesis and passing a final examination of exceptional merit may, by vote of the examining committee, be awarded a master's degree with honors.

The examination committee is nominated by the student's adviser, subject to the approval of the associate dean of the Graduate Division, who is ex officio a member of all examining committees.

Master of Arts (General Studies). See page 264.

Doctor of Philosophy

General Requirements. The degree of Doctor of Philosophy is granted primarily for attainments and proved ability. There is no rigid credit requirement. It is not the policy of the Graduate Division to accept as a candidate for the Ph.D. degree any student whose academic training, both undergraduate and graduate, has been exclusively at the institution from which the degree is sought. The student's doctoral program is planned with the assistance of an

advisory committee nominated by his major department or school and approved by the associate dean of the Graduate Division. The program consists of studies in a major field and, in addition, closely related studies in a minor field or a substantial amount of work in several related fields. The minor or part of the cognate studies must be in some other than the major school or department. A student electing a formal minor should devote approximately forty per cent of his time to the minor. The selection of work in minor or cognate fields is subject to the approval of the Graduate Council.

Residence. For the doctor's degree, at least two years of full-time work beyond the master's degree are required, of which at least one year (usually the last) must be spent in residence on the campus of the University of Oregon or the University of Oregon Medical School.

Preliminary Examinations. The student working toward the doctor's degree must pass a group of comprehensive preliminary examinations (oral or written, or both) in his major and minor subjects not less than one academic year before he expects to receive the degree. Advancement to candidacy is contingent on passing these examinations.

Language Requirements. For the Doctor of Philosophy degree, a reading knowledge of French and German must be demonstrated by a formal examination in each language. These examinations should be taken as early as possible after the beginning of graduate work, and must be passed before the preliminary examinations may be taken. Another foreign language may, with the approval of the Graduate Council, be substituted for either French or German if, in the opinion of the student's advisory committee, it will be of more value in his program.

Thesis. Every candidate for the degree of Doctor of Philosophy must submit a thesis embodying the results of research, and giving evidence of originality and ability in independent investigation. The thesis must be a real contribution to knowledge, based on the candidate's own investigations. It must show a mastery of the literature of the subject, and be written in creditable literary form. It is expected that the preparation of an acceptable thesis will require at least the greater part of an academic year.

Three copies of the thesis, approved by the adviser, must be deposited unbound in the graduate office not less than four weeks before the time set for the final examination.

Final Examination. The final examination for the degree of Doctor of Philosophy may be written in part, but must include an oral examination, usually of three hours' duration. The oral examination is open to any member of the faculty and to advanced graduate students. The date of the oral examination is publicly announced at least one week before it is held. The examining committee consists of the candidate's advisory committee and other members, including at least one not directly connected with the major or minor department. The committee is nominated by the major department or school, subject to the approval of the associate dean of the Graduate Division. Five members of the examining committee are designated to read the thesis and determine its acceptability. Unanimous vote is necessary for approval.

At the oral examination the candidate is expected to defend his thesis and to show a satisfactory knowledge of his major and minor fields. The written examination, if given, is expected to cover aspects of the major and minor fields with which the thesis is not directly concerned.

Other Graduate Degrees

Master of Education. To be admitted to graduate study toward the Master of Education degree, the student must have had teaching experience. The thesis topic should emphasize applied or professional aspects of educational problems. In all other respects, the requirements for the M.Ed. degree are similar to the requirements for the M.S. degree.

Master of Fine Arts. The requirements for the degree of Master of Fine Arts include the completion of an extended creative project of professional character, instead of a thesis. Normally, candidates having a high degree of creative ability may expect to spend about two years on this project and correlated course work before receiving the degree. Since, however, the degree is awarded primarily for creative achievement, there will be considerable individual variation in the time required. The student chooses his project and related courses with the advice of a committee of members of the faculty of the School of Architecture and Allied Arts.

Master of Music. Work leading to the degree of Master of Music is offered in three fields: composition, instrumental music, and vocal music. To be admitted to candidacy for the M.M. degree in the field of composition, the student must demonstrate the requisite skills and abilities for creative work, and must submit two original compositions. To be admitted to candidacy for the degree in the field of instrumental or vocal music, the student must demonstrate the requisite skills and abilities for professional performance, and must submit a complete repertory. The "thesis" for the M.M. degree may be either a research paper, an original composition in the large form, or a public instrumental or vocal performance. The student of vocal music must demonstrate a reading knowledge of at least two foreign languages and satisfactory diction in a third.

Doctor of Education. To be admitted to graduate study toward the Doctor of Education degree, the student must have a master's degree and must submit evidence of successful professional experience. Three full years of graduate work (135 term hours), including work toward the master's degree, are required for the D.Ed. degree. This work must be distributed as follows: education, 60 term hours; work in a field or fields closely related to the major aim of the student's graduate program, 40 term hours; electives, 20 term hours; doctoral thesis, 15 term hours.

There is no foreign-language requirement for the D.Ed. degree, unless the student's program demands an acquaintance with foreign literature.

The student working toward the D.Ed. degree takes the following examinations: (1) a qualifying examination, given before he has completed two terms of work toward the degree; (2) divisional examinations, covering his major field in education and related fields, given after he has completed 90 term hours of work; (3) a final examination, similar in scope and procedure to the final examination for the Ph.D. degree (see page 260).

Assistantships, Scholarships, and Fellowships

A VARYING number of graduate and research assistantships, scholarships, and fellowships are awarded annually to graduates of accredited universities and colleges who have superior records in their undergraduate work. All persons holding these positions are expected to register in the Graduate Division, and to become candidates for advanced degrees. Assistants, scholars, and fellows

pay the same fees as other graduate students. Application should be made before March 15. Application blanks are furnished on request by the Graduate Division.

Graduate Assistantships. A graduate assistant renders services amounting to not more than 18 hours a week—reading papers, handling laboratory and quiz sections, etc. He is permitted to enroll for a maximum of 10 term hours of course work. A graduate assistant commonly completes the work for a master's degree in two years. The stipend is \$550 a year. Appointment is for one year; reappointment may be made for one additional year.

A part-time graduate assistant receives \$275 a year. His maximum course load is 15 term hours.

Research Assistantships. A research assistant aids a faculty member in carrying on a research project. Compensation and enrollment limitations are the same as for a graduate assistant.

Graduate and Research Scholarships. Scholarships are awarded to students whose promise is considered exceptional. Ordinarily, award of a scholarship is based on the student's record during a previous year of study and service at the institution. Required services and enrollment limitations are the same as for assistants. The stipend is \$650 a year.

Graduate and Research Fellowships. A fellow is normally a person proceeding toward the doctorate, with at least one year of markedly superior work toward that degree completed. The graduate fellow gives instructional assistance in his department. The duties of a research fellow are similar to the duties of a research assistant; a fellow is, however, expected to assume greater responsibility in connection with the research project to which he is assigned. Fellows are allowed to enroll for a maximum of 10 term hours of course work. The stipend is \$760 a year.

State Scholarships. A limited number of scholarships covering tuition and laboratory and course fees are available to graduate students in the institutions of the Oregon State System of Higher Education. All applicants, to be eligible, must be in need of financial assistance, and must show evidence of superior scholarship. Application should be made to the Registrar of the University, on official blanks furnished by his office, and must be filed before April 1.

Graduate Work at the University

GRADUATE work at the University is carried on under the auspices of the Graduate Division, and under the direction of the Graduate Council of the University and the associate dean of the Graduate Division. Correspondence relating to graduate work in the fields allocated to the University should be addressed to the Graduate Division, University of Oregon, Eugene, Oregon, or to the department concerned.

The University is authorized to grant the following advanced degrees through the Graduate Division:

Doctor of Philosophy: Economics, Education, English, History, Medical Sciences, Psychology, Romance Languages, Sociology.

Doctor of Education: Education.

Master of Arts (Departmental) : Anthropology, Architecture, Art, Biology, Business Administration, Chemistry, Classics, Economics, Education, English, Geology and Geography, German, History, Journalism, Landscape Architecture, Mathematics, Medical Sciences, Music, Pacific Basin Studies, Philosophy, Physical Education, Physics, Political Science, Psychology, Romance Languages, Sociology.

Master of Arts (General Studies).

Master of Science: Anthropology, Architecture, Art, Biology, Business Administration, Chemistry, Economics, Education, English, Geology and Geography, History, Journalism, Landscape Architecture, Mathematics, Medical Sciences, Music, Pacific Basin Studies, Philosophy, Physical Education, Physics, Political Science, Psychology, Sociology.

Master of Fine Arts: Art and Architecture, Landscape Architecture.

Master of Architecture: Architecture.

Master of Business Administration: Business Administration.

Master of Education: Education.

Master of Landscape Architecture: Landscape Architecture.

Master of Music: Music.

Graduate Work at the State College

G RADUATE work at the State College is carried on under the auspices of the Graduate Division, and under the direction of the Graduate Council of the State College and the associate dean of the Graduate Division. Correspondence relating to graduate work in fields allocated to the State College should be addressed to the Graduate Division, Oregon State College, Corvallis, Oregon, or to the department concerned.

The following advanced degrees are granted by the State College through the Graduate Division:

Doctor of Philosophy: Agriculture, Botany, Chemistry, Entomology, Geology, Mathematics, Physics, Zoology.

Doctor of Education: Education.

Master of Arts (Departmental) : Bacteriology, Botany, Chemistry, Education, Engineering, Entomology, Geology, Home Economics, Mathematics, Mining Engineering, Pharmacy, Physics, Zoology.

Master of Arts (General Studies).

Master of Science: Agriculture, Bacteriology, Botany, Chemistry, Education, Engineering, Entomology, Forestry, Geology, Home Economics, Mathematics, Mining Engineering, Pharmacy, Physics, Zoology.

Master of Education: Education.

Master of Forestry: Logging Engineering, Technical Forestry, Wood Products.

Engineer: Chemical Engineering (Ch.E.) ; Civil Engineering (C.E.) ; Electrical Engineering (E.E.) ; Forestry, including Logging Engineering, Technical Forestry, and Wood Products (F.E.) ; Mechanical Engineering (M.E.) ; Mining Engineering (Mi.E.).

A major may be selected from among several fields within a department or may involve two or more related departments.

Graduate Work at the Medical School

THE University of Oregon Medical School offers graduate instruction leading to the Master of Arts, Master of Science, and Doctor of Philosophy degrees in the medical sciences: anatomy, bacteriology, biochemistry, pathology, pharmacology, and physiology. The Medical School admits as candidates for graduate degrees in these fields only those students who are preparing for a professional career in medicine or allied fields, such as dentistry, nursing, and work as a medical or dental technician. Work toward these degrees is offered as an integral part of the program of the Graduate Division, and is subject to the rules and regulations of the Graduate Division. Graduate degrees earned at the Medical School are conferred by the University of Oregon, upon recommendation of the faculty of the Medical School.

In addition to opportunities for graduate study and research in the pre-clinical departments, arrangements may be made for special study of clinical problems by experimental methods, through the cooperation of the preclinical and clinical departments. In some cases, students doing work of this kind may qualify for graduate degrees.

Graduate Work at the Portland Center

IF adequate course offerings are available for an integrated program in the fields in which the student wishes to work, he may complete all the requirements for the Master of Arts (General Studies) degree at the Portland Center. In a number of fields, one-third of the work for the Master of Arts (departmental) or the Master of Science degree may be earned in Portland. Graduate work beyond the master's degree is not offered at the Portland Center. Graduate degrees earned at the Portland Center are awarded by the University or the State College according to major subject, in harmony with the allocation of curricula and degrees.

Master of Arts (General Studies)

IN addition to the regular Master of Arts (departmental) degree, the University and the State College offer the degree of Master of Arts (General Studies) in fields in which graduate work is allocated to the institution. This degree is granted for achievement in cultural scholarship, not for specialized work in one of the traditional fields of learning. The student pursues a program of study selected from the offerings of several departments. The requirements are flexible, but the work must be integrated and organic. The student's thesis provides the focus which determines the selection of courses for his program. On the recommendation of the student's adviser, the foreign-language requirement may be waived.

The general-studies program at the University is supervised by a special committee of which Dr. Elon Howard Moore is chairman.

In addition to courses chosen from the offerings of the several University schools and departments, the following courses are available for the general-studies student:

GSt 501. Research in General Studies. Terms and hours to be arranged.

GSt 503. Graduate Thesis. Terms and hours to be arranged.

GSt 505. Reading and Conference. Terms and hours to be arranged.

Part IV
Research



Research

ADVANCEMENT of human knowledge and technical and technological service to the commonwealth are recognized functions of institutions of higher learning. Research in the Oregon State System of Higher Education is encouraged and assisted through the General Research Council and divisional councils, and by such special institutional agencies as the Commonwealth Service Council of the University of Oregon and the Agricultural Experiment Station and the Engineering Experiment Station of Oregon State College.

General Research Council

General Council

EARL LEROY PACKARD, Ph.D., Dean and Director of General Research; Chairman.
OLOF LARSELL, Ph.D., Sc.D., Dean of the Graduate Division; Vice-Chairman.
WILLIAM F. ALLEN, Ph.D., Professor of Anatomy.
CHANDLER BAKER BEALL, Ph.D., Professor of Romance Languages.
ORIN KAY BURRELL, M.A., C.P.A., Professor of Business Administration.
RALPH RUSKIN HUESTIS, Ph.D., Professor of Zoology.
RALPH WALDO LEIGHTON, Ph.D., Executive Secretary of Research; Dean and Director of Physical Education.
FRED ORVILLE McMILLAN, M.S., Professor of Electrical Engineering.
ROBEN JOHN MAASKE, Ph.D., President, Eastern Oregon College of Education.
WILLIAM EDMUND MILNE, Ph.D., Professor of Mathematics.
WILLIAM ALFRED SCHOENFELD, M.B.A., Dean and Director of Agriculture.
HOWARD RICE TAYLOR, Ph.D., Professor of Psychology.
WILLIBALD WENIGER, Ph.D., Professor of Physics.

Language, Literature, Art Divisional Council

CHANDLER BAKER BEALL, Ph.D., Professor of Romance Languages; Chairman.
LOUIS ARTAU, B.A., Assistant Professor of Music.
FREDERICK MALCOLM COMBELLACK, Ph.D., Instructor in Latin and Greek.
JOHN LEO FAIRBANKS, Professor of Art and Architecture.
ROBERT DEWEY HORN, Ph.D., Associate Professor of English.
JOHN M. KIERZEK, Ph.D., Professor of English.
EDWARD CHRISTIAN ALAN LESCH, Ph.D., Associate Professor of English.
GEORGE FREDERIC LUSSKY, Ph.D., Professor of Germanic Languages and Literatures.

Social Science Divisional Council

- ORIN KAY BURRELL, M.A., C.P.A., Professor of Business Administration; Chairman.
- GLENN ALMER BAKKUM, Ph.D., Professor of Sociology.
- HAROLD WRIGHT BERNARD, Ph.D., Assistant Professor of Education.
- VERA HASKELL BRANDON, Ph.D., Professor of Household Administration.
- LUTHER SHEELEIGH CRESSMAN, Ph.D., Professor of Anthropology.
- JOSEPH WALDO ELLISON, Ph.D., Professor of History.
- JOHN TILSON GANOE, Ph.D., Associate Professor of History.
- ROBERT W. LEEPER, Ph.D., Assistant Professor of Psychology.
- WAYNE W. MASSEY, Ph.D., Assistant Professor of Physical Education.
- MILTON NELS NELSON, Ph.D., Professor of Economics.
- KENNETH JOHN O'CONNELL, LL.B., S.J.D., Associate Professor of Law.
- HARVEY GATES TOWNSEND, Ph.D., Professor of Philosophy.
- GEORGE STANLEY TURNBULL, M.A., Professor of Journalism.
- LOUIS AUBREY WOOD, Ph.D., Professor of Economics.

Natural Science Divisional Council

- WILLIAM EDMUND MILNE, Ph.D., Professor of Mathematics; Chairman.
- WALTER BENO BOLLEN, Ph.D., Associate Professor of Bacteriology.
- NATHAN FASTEN, Ph.D., Professor of Zoology.
- JAMES WILLIAMS FERGUSON, Ph.D., Instructor in Chemistry.
- SAMUEL HERMAN GRAF, M.E., M.S., Professor of Mechanical Engineering.
- EDWIN THOMAS HODGE, Ph.D., Professor of Economic Geology.
- RALPH RUSKIN HUESTIS, Ph.D., Professor of Zoology.
- ADOLF HENRY KUNZ, Ph.D., Associate Professor of Chemistry.
- EARL GEORGE MASON, M.F., Professor of Forestry.
- DON CARLOS MOTE, Ph.D., Professor of Entomology.
- ETHEL IDA SANBORN, Ph.D., Associate Professor of Botany.
- ERNST THEODORE STUHR, M.S., Associate Professor of Pharmacology.
- WILLIBALD WENIGER, Ph.D., Professor of Physics.
- EDWARD STAUNTON WEST, Ph.D., Professor of Biochemistry.
- JESSAMINE CHAPMAN WILLIAMS, M.A., Professor of Foods and Nutrition.
- HARRY BARCLAY YOCOM, Ph.D., Professor of Zoology.

Medical Science Divisional Council

- WILLIAM F. ALLEN, Ph.D., Professor of Anatomy; Chairman.
- NOBLE WILEY JONES, M.D., Clinical Professor of Medicine.
- OLOF LARSELL, Ph.D., Sc.D., Professor of Anatomy.
- FRANK R. MENNE, M.D., Professor of Pathology.
- FRANK R. MOUNT, M.D., Assistant Clinical Professor of Medicine.
- HARRY JOHNSON SEARS, Ph.D., Professor of Bacteriology.
- EDWARD STAUNTON WEST, Ph.D., Professor of Biochemistry.

THE General Research Council was established as an interinstitutional organization by the State Board of Higher Education for the purpose of stimulating the development of general research among the staff members of the State System whose projects do not fall in the organized and directed program of other research agencies at the State College and the University.

By subsequent action of the State Board, four divisional councils have been designated as follows: Language, Literature, and Art; Science; Social Science; Medical Science. The divisional councils are advisory bodies assisting in the encouragement of research in their respective fields, in the development of cooperative research, and in the examination and evaluation of all projects for which research funds are requested.

The dean and director of general research is chairman of the General Research Council and the budgetary officer. The General Research Council is concerned with the general policies affecting the research interests of staff members. It prepares annually and submits a budget for the support of general research. The council is authorized to make grants-in-aid to approved research projects initiated by staff members of the institutions of the State System. The General Research Council also assigns research assistants, research scholars, and research fellows to approved research projects requiring the technical assistance of graduate students. Assistantships, scholarships, and fellowships carry stipends of \$550, \$650, and \$760, respectively. Appointments are made jointly by the Research Council and the Graduate Division.

University Research Agencies

COMMONWEALTH SERVICE COUNCIL

CALVIN CRUMBAKER, Chairman; LAWRENCE STEPHEN BEE, JAMES HENRY GILBERT, CARL LEO HUFFAKER, WILLIAM C. JONES, HERMAN KEHRLI, VICTOR PIERPONT MORRIS.

Bureau of Business Research. VICTOR PIERPONT MORRIS, Chairman; ORIN KAY BURRELL, EDWARD G. DANIEL.

Bureau of Educational Research. CARL LEO HUFFAKER, Chairman; HAROLD WRIGHT BERNARD, ELIZABETH MONTGOMERY.

Bureau of Municipal Research and Service. WILLIAM C. JONES, Chairman; LLOYD M. FAUST, HERMAN KEHRLI, WAYNE LYMAN MORSE; HERMAN KEHRLI, Director; HAROLD WYATT, Acting Director.

LEGISLATIVE SERVICE AND REFERENCE BUREAU

DAN ELBERT CLARK, JAMES HENRY GILBERT, WILLIAM C. JONES, VICTOR PIERPONT MORRIS, WAYNE LYMAN MORSE.

RESearch studies undertaken as a direct, practical service to the state are sponsored and encouraged by the University through the Commonwealth Service Council. Functioning bureaus and committees are organized to act under the council in special fields and projects.

It is the purpose of the council to plan and to initiate programs of commonwealth service, and to coordinate the activities of the several service bureaus and committees. The council has power to select projects and problems for study

and to assign them to members of the University staff or to bureaus or committees most capable of handling them. All service bureaus and committees are responsible to the council for reports on their projects and activities. It is intended that the council should have a broad, comprehensive grasp of the needs of the state for service studies, and of the resources of the University for meeting these needs.

Each functioning unit of the Commonwealth Service Council acts as a budgetary group, and makes its own budget requests for research and for the publication of studies.

Bureau of Municipal Research and Service. The Bureau of Municipal Research and Service sponsors a comprehensive program of research and service in the field of local government. Studies range from basic surveys of local government in Oregon to studies of special community problems, undertaken at the request of Oregon cities. The bureau has also cooperated with the governor and the State Legislature on important surveys in the broader field of state government and welfare. Among the services provided are: a Municipal Reference Library, a consultant service on special problems of municipal government, weekly radio programs on municipal problems over KOAC, a series of mimeographed information bulletins. The program of the bureau is carried on in cooperation with the League of Oregon Cities, of which the director of the bureau is executive secretary.

Legislative Service and Reference Bureau. The Legislative Service and Reference Bureau of the State of Oregon was established by act of the State Legislature in 1919. The law provides that the bureau shall consist of five members of the faculty of the University of Oregon, appointed by the governor, and shall include "the heads of the departments of law, economics, history, and commerce, or the corresponding departments." The duties of the bureau are: "Upon request of any member or members elect of the legislature or upon request of the several state departments, to conduct research into questions of importance and legislative interest and to compile, chart and index the results of such research for public use. Upon request of members or members elect of the legislature, to draft bills for presentation to the Oregon legislature, avoiding all ineffective wording and conflict with other laws."

Bureau of Business Research. See SCHOOL OF BUSINESS ADMINISTRATION.

Bureau of Educational Research. See SCHOOL OF EDUCATION.

Part V
Extension



Extension

THROUGH extension services the benefits of all the state institutions of higher education are brought to the people of the state in their own communities. All divisions of the State System of Higher Education seek through every means possible, so far as resources and facilities permit, to serve the entire state. All extension activities of the several institutions are administered through two coordinated extension services: the General Extension Division and the Federal Cooperative Extension Service.* The latter includes all extension activities carried on jointly with the Federal government.

General Extension Division

Administration

VERNE VINCENT CALDWELL, Ph.D., Dean and Director of General Extension and Summer Sessions; Professor of Psychology.

WILLIAM GILBERT BEATTIE, B.A., Assistant Director of General Extension; Professor of Education.

MARY E. KENT, B.A., Eugene Office Manager; Assistant Professor of Extension Teaching.

Correspondence Study

MOZELLE HAIR, B.A., Head of Correspondence Study; Assistant Professor of Sociology.

HELEN K. KILPATRICK, Record Clerk.

MARY E. SHELDON, Mimeograph Clerk.

LOENA SPEER, Record Clerk.

State-Wide Extension Classes

WILLIAM GILBERT BEATTIE, B.A., Assistant Director of General Extension; Professor of Education.

ELSIE M. ISOTOFF, Secretary.

Portland Extension Center

VERNE VINCENT CALDWELL, Ph.D., Professor of Psychology.

EDWARD MASLIN HULME, M.A., Professor of History.

MABLE HOLMES PARSONS, M.A., Professor of English.

ALFRED POWERS, B.A., Professor of Journalism.

BERNARD HINSHAW, B.A., Associate Professor of Art.

* The Federal Cooperative Extension Service is charged with extending to the residents of the state the benefits, advantages, and available information of the State College and of the United States Department of Agriculture in agriculture and home economics. This service includes all forms of cooperative off-campus instruction and assistance in those subjects which can be adapted, through extension methods, to the direct needs of the people of the state, particularly in enlarging and enriching the agricultural and home interests of Oregon.

PHILIP WOOD JANNEY, B.A., C.P.A., Associate Professor of Business Administration.

LOUIS BERELSON, Ph.D., Assistant Professor of English; Adviser in General Studies.

PERCY M. COLLIER, B.A., LL.B., Assistant Professor of English.

MARGARET M. SHARP, Administrative Assistant.

MAURINE W. CHURCHILL, Secretary.

Radio Station KOAC

VERNE VINCENT CALDWELL, Ph.D., Acting Manager.

ZELTA FEIKE RODENWALD, M.S., Chairman, KOAC Program Staff; Director of Women's Programs; Assistant Professor of Home Economics Extension.

BURTON S. HUTTON, B.S., Director of Agricultural Programs.

*KENNETH SCOTT WOOD, M.A., Director of News and General-Interest Programs.

JAMES MADISON MORRIS, B.S., Announcer.

HELEN BRÉDING, B.S., Secretary.

Visual Instruction

URIEL SELLERS BURT, Head of Department; Associate Professor of Visual Instruction.

RUTH P. ADAMS, Secretary.

In-Service Extension in Elementary Education

HARVEY EDGAR INLOW, M.A., LL.B., Head of Department; Professor of Elementary Teacher In-Service Extension Education.

Summer Sessions

VERNE VINCENT CALDWELL, Ph.D., Director of Summer Sessions; Director, Portland Summer Session.

LOUIS BERELSON, Ph.D., Secretary of Summer Sessions.

THE General Extension Division of the Oregon State System of Higher Education serves the people of the state through adult education by means of extension classes, correspondence study, visual instruction, and radio, and administers the summer sessions of the institutions of the State System. Its work is organized into the following departments:

At Eugene: Correspondence Study; State-Wide Extension Classes.

At Corvallis: Visual Instruction; Radio Station KOAC.

At Portland: Portland Extension Center.

At Monmouth: In-Service Extension in Elementary Education.

A State-Wide Campus. Through the General Extension Division the curricula, personnel, and facilities of all the state institutions of higher education are

* On leave of absence, 1941-42.

made available in some degree to every citizen, group, and community in Oregon. The activities of the General Extension Division are closely coordinated with those of the Federal Cooperative Extension Service and all other organized service agencies in the state.

Portland Extension Center. General extension in Portland is carried on through the Portland Extension Center. One hundred forty-four evening, late afternoon, and Saturday morning courses in thirty-two different departments and professional schools were offered during the academic year 1941-42. The work of these classes is of standard college or university grade. Resident credit at the University, the State College, or the state colleges of education may be earned through these courses. Courses may be taken at the Portland Extension Center for graduate credit toward a master's degree at the University or the State College. Detailed information is published in the Portland Extension Center Announcements.

Correspondence Study. Study at home under competent supervision is possible for any resident of Oregon through carefully organized courses of instruction prepared by members of the faculties of the Oregon State System of Higher Education. These lesson outlines take the place of lectures and class exercises given to students in residence. More than two hundred courses in a wide variety of subjects are offered. Courses may be taken without credit by persons who enjoy the intellectual stimulus of organized, directed study, or they may be taken for credit toward a college degree. There are no special entrance requirements for correspondence courses; any adult who has sufficient preparation to profit from them may enroll. Complete information is published in a special Correspondence Study Catalog.

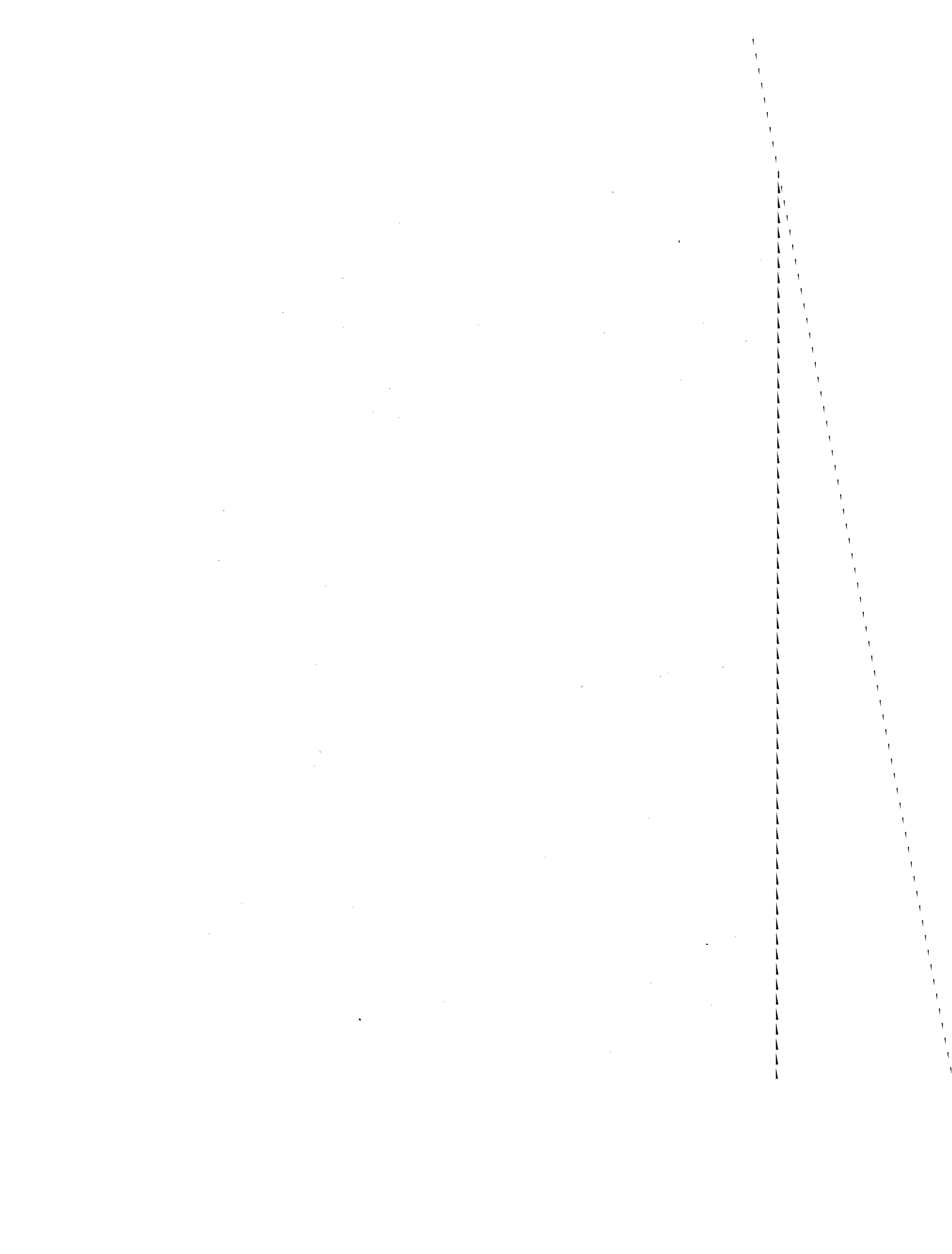
Visual Instruction. The Department of Visual Instruction of the General Extension Division provides glass and film slides, microscope slides, and motion-picture films suitable for educational use by schools, community clubs, and other organizations. A special catalog is published listing the material available. This department is maintained jointly by the General Extension Division and the Federal Cooperative Extension Service.

Radio Station KOAC. Radio Station KOAC is Oregon's public-owned station of which the State Board of Higher Education is the managing agency. The station is located at Corvallis, Oregon, on the campus of Oregon State College, the licensee and operator of the physical plant. The General Extension Division of the State System of Higher Education directs the program service. Program talent is drawn from the University of Oregon, Oregon State College, the Oregon colleges of education, and from various departments of the state government. In addition, many other public agencies, organizations, and individuals contribute frequently to broadcasts from the station. The station, established in 1925, is operated entirely in the interest of the Oregon public. The programs are absolutely free from commercialism. The radio service is used as a means of extending throughout the state the benefits of the varied activities of all the state institutions of higher education. KOAC operates with 5,000 watts power on a frequency of 550 kilocycles by authority of the Federal Radio Commission. Announcements of radio programs are issued periodically, and will be furnished on request.

Summer Sessions. The summer sessions of the several institutions, although a phase of resident instruction, are administered under the General Extension

Division. The 1942 summer sessions include two five-week sessions at the University in Eugene, at the State College in Corvallis, at each of the three colleges of education (in Monmouth, Ashland, and La Grande), and at the Portland Extension Center. The Portland summer session offers work for the University, the State College, and the colleges of education. At the University, State College, and Portland sessions, both undergraduate and graduate courses are offered. Information concerning the summer sessions is issued in separate bulletins.

Part VI
Miscellaneous



Enrollment and Degrees

Summary 1940-41

ENROLLMENT BY CURRICULUM AND CLASS, REGULAR SESSIONS, 1940-41

Curriculum	Fr.	So.	Jr.	Sr.	Gr.	Sp.	Sub-Total	Total	
Liberal Arts and Sciences									
Lower Division									
Arts and Letters	143	193	.....	.....	.....	7	.....	.....
Science	199	208	.....	.....	.....	4	.....	.....
Social Science	99	175	.....	.....	.....	4	.....	.....
Total Lower Division	441	576	.....	.....	.....	15	1,032	.....
College of Arts and Letters									
General Arts and Letters .....	.....	.....	7	2	.....	.....	.....	.....
Classics .....	.....	.....	.....	.....	.....	.....	.....	.....
English .....	.....	.....	47	39	38	.....	.....	.....
Germanic Languages .....	.....	.....	4	6	6	.....	.....	.....
Romance Languages .....	.....	.....	5	6	13	.....	.....	.....
Total Coll. of Arts and Letters	143	193	63	53	57	7	516	.....
College of Social Science									
General Social Science .....	.....	.....	8	8	.....	.....	.....	.....
Anthropology .....	.....	.....	1	3	2	.....	.....	.....
Economics .....	.....	.....	5	9	7	.....	.....	.....
Geography .....	.....	.....	2	4	1	.....	.....	.....
History .....	.....	.....	7	16	13	.....	.....	.....
Philosophy .....	.....	.....	1	2	1	.....	.....	.....
Political Science .....	.....	.....	3	6	3	.....	.....	.....
Psychology .....	.....	.....	23	18	16	.....	.....	.....
Sociology .....	.....	.....	17	20	4	.....	.....	.....
Total College of Social Science	99	175	67	86	47	4	478	.....
Total Liberal Arts and Sciences, excluding duplicates..	441	576	130	139	104	15	.....	1,405
Professional Curricula									
School of Arch. and Allied Arts..	120	166	26	50	29	3	.....	394
School of Bus. Administration.....	319	442	116	118	24	4	.....	1,023
School of Education	19	32	14	35	42	7	.....	149
School of Journalism	123	121	25	37	4	3	.....	313
School of Law	81	96	35	24	33	1	.....	270
School of Music	34	54	10	11	13	1	.....	123
School of Physical Education	75	100	9	24	21	2	.....	231
Home Economics (lower div.)	29	15	.....	.....	.....	.....	.....	44
General Studies (graduate) .....	.....	.....	.....	.....	5	.....	.....	5
Totals, excluding duplicates	1,241	1,602	365	438	275	36	.....	3,957
Auditors .....	.....	.....	.....	.....	.....	.....	.....	38
Grand Total Students, Regular Sessions								3,995	

DISTRIBUTION OF ENROLLMENT BY SEX AND RANK, REGULAR SESSIONS, 1940-41

Rank	Men	Women	Total
Graduate Students	184	91	275
Undergraduate Students	2,247	1,473	3,720
Total	2,431	1,564	3,995

ENROLLMENT IN SUMMER SESSIONS, 1940

Session	Men	Women	Total
Six-Week Summer Session	473	468	941
Post Session	249	150	399
Total	722	618	1,340
Net Total, excluding duplicates	539	511	1,050

ENROLLMENT IN GENERAL EXTENSION DIVISION*
1940-41

July 1, 1940-June 30, 1941
(Without duplicates)

	Undergraduate			Graduate			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Extension Classes									
Portland Center	1,120	1,447	2,567	62	78	140	1,182	1,525	2,707
Albany	2	25	27	.....	.....	.....	2	25	27
Ashland	10	16	26	8	2	10	18	18	36
Baker	4	28	32	.....	.....	.....	4	28	32
Corvallis	5	79	84	2	3	5	7	82	89
Dallas	10	17	27	.....	.....	.....	10	17	27
Eugene	109	187	296	8	5	13	117	192	309
Hillsboro	20	20	40	.....	.....	.....	20	20	40
Klamath Falls	8	45	53	.....	.....	.....	8	45	53
La Grande	12	31	43	.....	.....	.....	12	31	43
Lakeview	7	39	46	.....	.....	.....	7	39	46
Medford	21	57	78	.....	.....	.....	21	57	78
Roseburg	4	20	24	.....	.....	.....	4	20	24
Salem	50	93	143	2	15	17	52	108	160
The Dalles	3	12	15	.....	.....	.....	3	12	15
Total, all classes	1,385	2,116	3,501	82	103	185	1,467	2,219	3,686
Correspondence-Study									
New registrants	528	554	1,082	.....	.....	.....	528	554	1,082
Students registered before July 1, 1940, who are still enrolled	383	349	732	.....	.....	.....	383	349	732
Total, correspond- ence-study	911	903	1,814	.....	.....	.....	911	903	1,814
Grand total, extension classes and corre- spondence-study	2,296	3,019	5,315	82	103	185	2,378	3,122	5,500

* The enrollments given in the table do not include enrollments in radio classes and for other noncredit work of the General Extension Division.

SUMMARY OF DEGREES GRANTED, 1940-41

Advanced Degrees		
Doctor of Science (honorary)	2	
Doctor of Philosophy	1	
Doctor of Education	2	
Doctor of Medicine	62	
Master of Arts	35	
Master of Science	36	
Master of Business Administration	1	
Master of Education	6	
Master of Fine Arts	2	
Total Advanced Degrees		147
Bachelor's Degrees		
Bachelor of Arts	162	
Bachelor of Science	314	
Bachelor of Architecture	7	
Bachelor of Business Administration	10	
Bachelor of Landscape Architecture	2	
Bachelor of Laws	14	
Bachelor of Science in Education	9	
Bachelor of Science in Journalism	1	
Bachelor of Science in Physical Education	9	
Total Bachelor's Degrees		528
Total Degrees Granted		675*

* This total does not include 49 Certificates in Public Health Nursing, 3 Certificates in Obstetrical Nursing, 1 Certificate in Orthopaedic Nursing, 2 Certificates in Nursing Supervision, 1 Certificate in Surgical Nursing.

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