

THE UNIVERSITY OF OREGON BULLETIN



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(Authorized by the State Board of Higher Education)

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UNIVERSITY PRESS

Special Announcements

A complete index will be found on pages 283 and 284 of the catalog.

A calendar for the school year, 1931-32, will be found on page 7.

General information about the University, including entrance requirements, registration, graduation requirements, expenses, living accommodations, self-support, fees, loan funds, etc., will be found summarized on pages 31 to 51.

An application blank for rooms in the University dormitories will be found at the back of the catalog.

USE THE INDEX

THE UNIVERSITY OF OREGON



CATALOG 1930-31 ANNOUNCEMENTS 1931-32

THE GENERAL information in this catalog on entrance requirements, student living, fees, student activities, etc., is in the main the same for the year 1932-33. Some changes have been made by the State Board of Higher Education in the courses offered.

A booklet describing these changes and giving the complete course offerings of all the institutions of higher learning in Oregon can be secured by writing the State Board of Higher Education, Capitol Building, Salem.

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HIGHER EDUCATION IN OREGON

The Oregon State Board of Higher Education, established by act of the 1929 State Legislature, is the governing board of all the state institutions of higher learning. To the Board were assigned the functions of all the former boards of regents and of the State Board of Higher Curricula. The State Board of Higher Curricula, created in 1909 by act of the Oregon State Legislature, had full authority to determine curricula matters for the state's two institutions of higher learning, the University of Oregon at Eugene and the Oregon State Agricultural College at Corvallis. The duty of the Board, as defined by law, was "to determine what courses, if any, shall not be duplicated in the higher educational institutions of Oregon, and to determine and define the courses of study and departments to be offered by each such institution."

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

In accordance with their respective purposes and with the approval of the Board of Higher Curricula and the State Board of Higher Education the two institutions have been developed as outlined on the two following pages.

OREGON STATE AGRICULTURAL COLLEGE—CORVALLIS

I. DEGREE-GRANTING SCHOOLS AND DEPARTMENTS

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

II. SERVICE SCHOOLS AND DEPARTMENTS

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

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

The School of Health and Physical Education: Departments of Physical Education for Women, Physical Education for Men, Hygiene, Health Service, Intramural Sports.

Other Departments: Industrial Journalism, Library Practice, Music (Theory, Piano, Organ, Violin, Singing, Band Instruments).

III. RESEARCH AND EXPERIMENTATION

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

IV. EXTENSION SERVICE

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

THE UNIVERSITY OF OREGON—EUGENE AND PORTLAND

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

(A) Degree-Granting Departments:

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

(B) Service Department:

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

II. THE PROFESSIONAL SCHOOLS

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

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

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

IV. RESEARCH AND PUBLIC SERVICE

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

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

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

CALENDAR, 1931

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

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

CALENDAR, 1932

JANUARY							FEBRUARY							MARCH							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2			1	2	3	4	5	6			1	2	3	4	5
3	4	5	6	7	8	9	7	8	9	10	11	12	13	14	6	7	8	9	10	11	12
10	11	12	13	14	15	16	14	15	16	17	18	19	20	21	13	14	15	16	17	18	19
17	18	19	20	21	22	23	21	22	23	24	25	26	27	28	20	21	22	23	24	25	26
24	25	26	27	28	29	30	28	29							27	28	29	30	31		
31																					
APRIL							MAY							JUNE							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2			1	2	3	4	5	6			1	2	3	4	
3	4	5	6	7	8	9	8	9	10	11	12	13	14	15	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	22	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	29	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31						26	27	28	29	30		
JULY							AUGUST							SEPTEMBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2			1	2	3	4	5	6			1	2	3	4	
3	4	5	6	7	8	9	7	8	9	10	11	12	13	14	4	5	6	7	8	9	10
10	11	12	13	14	15	16	14	15	16	17	18	19	20	21	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	28	18	19	20	21	22	23	24
24	25	26	27	28	29	30	28	29	30	31					25	26	27	28	29	30	
31																					
OCTOBER							NOVEMBER							DECEMBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2			1	2	3	4	5	6			1	2	3	4	
2	3	4	5	6	7	8	6	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30					25	26	27	28	29	30	31
30	31																				

UNIVERSITY OF OREGON CALENDAR, 1931-32

FALL TERM

September 21-26	Freshman week and registration.
September 28, Monday	University classes begin.
October 10, Saturday	Last day to enter the University.
October 10, Saturday	Last day to add a course.
November 11, Wednesday	Armistice day, a holiday.
November 26-29, Thursday to Sunday	Thanksgiving vacation.
December 14-18, Monday to Friday	Fall term examinations.
December 19, Saturday	Christmas vacation begins.

WINTER TERM

January 4, Monday	Registration day.
January 5, Tuesday	University classes begin.
January 16, Saturday	Last day to enter the University.
January 16, Saturday	Last day to add a course.
March 14-19, Monday to Friday	Winter term examinations.
March 19, Saturday	Spring vacation begins.

SPRING TERM

March 28, Monday	Registration day.
March 29, Tuesday	University classes begin.
April 9, Saturday	Last day to enter the University.
April 9, Saturday	Last day to add a course.
May 30, Monday	Memorial day, a holiday.
June 6-10, Monday to Friday	Spring term examinations.
June 11, Saturday	Alumni day.
June 12, Sunday	Baccalaureate sermon.
June 13, Monday	Commencement.

SUMMER SESSIONS

June 20, Monday	Registration day.
June 21, Tuesday	University classes begin.
July 4, Monday	Independence day, a holiday.
July 29, Friday	Summer session ends.
August 1, Monday	Post session begins.
August 26, Friday	Post session ends.

1932-33

September 19-24, Monday to Saturday	Freshman week and registration.
September 26, Monday	University classes begin.

STATE BOARD OF HIGHER EDUCATION

OFFICERS

HON. C. L. STARR, *President*
E. E. LINDSAY, *Executive Secretary*

EXECUTIVE COMMITTEE

HON. C. L. STARR, *President*
HON. CORNELIA MARVIN PIERCE HON. E. C. SAMMONS

APPOINTED BY THE GOVERNOR

<i>Name and Address</i>	<i>Term Expires</i>
HON. F. E. CALLISTER, Albany.....	March 2, 1932
HON. E. C. PEASE, The Dalles.....	March 2, 1933
HON. ALBERT BURCH, Medford.....	March 2, 1934
HON. E. C. SAMMONS, Portland.....	March 2, 1935
HON. C. L. STARR, Portland.....	March 2, 1936
HON. B. F. IRVINE, Portland.....	March 2, 1937
HON. C. C. COLT, Portland.....	March 2, 1938
HON. HERMAN OLIVER, Canyon City.....	March 2, 1939
HON. CORNELIA MARVIN PIERCE, LaGrande.....	March 2, 1940

OFFICERS OF ADMINISTRATION

THE UNIVERSITY

ARNOLD BENNETT HALL, A.B., J.D., LL.D.....	<i>President of the University</i>
BURT BROWN BARKER, A.B., LL.B.....	<i>Vice-president of the University</i>
LOUIS H. JOHNSON.....	<i>Comptroller Emeritus</i>
PAUL W. AGER, B.A.....	<i>Comptroller</i>
EARL M. PALLET, Ph.D.....	<i>Executive Secretary and Registrar</i>
GERTRUDE STEPHENSON, B.M.....	<i>Assistant Registrar</i>
KARL W. ONTHANK, M.A.....	<i>Dean of Personnel Administration</i>
M. H. DOUGLASS, M.A.....	<i>University Librarian</i>
GERTRUDE BASS WARNER, M.A.....	<i>Director, Oregon Museum of Fine Arts</i>
HUGH L. BIGGS, B.A.....	<i>Dean of Men</i>
HAZEL PRUTSMAN SCHWERING, Ph.B.....	<i>Acting Dean of Women</i>
ALICE B. MACDUFF, B.A.....	<i>Assistant Dean of Women</i>

THE COLLEGE AND SCHOOLS

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

THE FACULTY OF THE UNIVERSITY

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

- ARNOLD BENNETT HALL, A.B., J.D., LL.D. *President of the University*
A.B., Franklin College, 1904; scholarship, law school, University of Chicago, 1904-07, J.D. (cum laude), 1907; graduate student, Chicago, 1907-09, fellow in political science, 1908-09; LL.D., Franklin, 1924. Lecturer, Chicago School of Civics and Philanthropy, 1908-10; faculty, Northwestern, 1909-10; Wisconsin, 1910-1926; present position from 1926. Founder, National Conference on Science of Politics, 1923, president, 1923 to present time; member, Wisconsin War History Committee, since 1919; member, Social Science Research Council since 1924, chairman, committee on problems and policy; first vice-president, American Political Science Association.
- BURT BROWN BARKER, A.B., LL.B. *Vice-president of the University*
A.B., University of Chicago, 1897; LL.B., Harvard Law School, 1901. Faculty, McMinnville (Linfield) College, 1897-8. Practicing lawyer, Chicago, 1901-17; New York, 1917-23. Chairman, Committee of Defense of Poor Persons Accused of Crime of the Chicago Bar Association; secretary, Chicago Bar Association; member, Legal Advisory Board of New York City during the war; director and vice-president of the Montclair Art Association.
- PERCY PAGET ADAMS, B.A., B.S. *Assistant Dean of the School of Architecture and Allied Arts; Professor of Graphics*
B.A., Oregon, 1901; B.S., 1902. Faculty, Oregon, from 1902.
- PAUL W. AGER, B.A. *Comptroller*
B.A., Oregon, 1926. Statistician, Northwestern Electric Co., Portland, Oregon, 1928-29. Oregon, from 1929.
- FLORENCE D. ALDEN, M.A. *Professor of Physical Education; Director of Department for Women*
A.B., Smith, 1904; M.A. Teachers' College, N. Y. C., 1923. Faculty, Central School of Physical Education, New York City; Oregon, from 1921.
- ERIC W. ALLEN, B.A. *Dean of the School of Journalism and Professor of Journalism*
B.A., Wisconsin, 1901; editorial staff, Milwaukee Free Press, 1901-02; Seattle Post-Intelligencer, 1904-06; Printing, Photoengraving, Electrotyping, etc., 1906-09; Post-Intelligencer, 1909-12; correspondent, eastern papers, 1906-12. Faculty, Oregon, from 1912; dean of the school of journalism, from 1916.
- WILLIAM F. ALLEN, Ph.D. *Professor of Anatomy, School of Medicine, Portland*
A.B., A.M., Stanford; Ph.D., Minnesota; assistant to E. P. Allis, Mentone, France, 1902-07; Dr. J. Loeb, California, 1907-10. Faculty, Illinois, 1910-11; Minnesota, 1911-16; Oregon, from 1916; head of department of anatomy in the School of Medicine, Portland, from 1917.
- MARY H. ANNIN, M.A. *Assistant Professor of Sociology*
B.A., Occidental College at Los Angeles, 1922; M.A., Columbia University, 1924. Faculty, Oregon, from 1929.
- LOUIS P. ARTAU *Assistant Professor of Music*
Johns Hopkins University, 1917-18; Lehigh University, 1918-19; Peabody Conservatory, 1917, 1919-20; Bethlehem Conservatory, 1918; Los Angeles Conservatory of Music and Arts, 1920-22; pupil of David Samuels; Harold Randolph; Alfred Butler; Leopold Godowsky. Faculty, Oregon, from 1924.
- VICTORIA AVAKIAN, B.A. *Assistant Professor of Applied Design*
B.A., Oregon, 1927; student, California School of Arts and Crafts. Faculty, Tempe Normal, Arizona; Oregon, from 1920.
- ALICE M. BAHRS, Ph.D. *Instructor in Animal Biology*
B.A., California, 1924; M.A., 1926; Ph.D., Oregon, 1930. Faculty, Oregon, from 1930.
- KATHRYN A. BAILBY, B.A. *Instructor in Business Administration*
B.A., Montana, 1924; graduate student, Chicago, 1924-26. Faculty, Oregon, from 1925.
- FREDERICK A. BARKER *Instructor in Military Science*
U. S. Military Academy, West Point, 1904-08. Faculty, Oregon, from 1928.

- *WALTER CARL BARNES, B.A. (Oxon).....*Professor of History*
A.B., Colorado College, 1912; graduate student, California, 1912-13; Rhodes scholar, Honour School of Modern History, Oxford University, England, 1913-16; B.A. (Oxon), 1916. Faculty, British Columbia, 1917-18; California, 1918-20; Oregon, from 1920.
- JAMES DUFF BARNETT, Ph.D.....*Professor of Political Science*
A.B., Emporia, 1890; fellow in political science, Wisconsin, 1902-03; assistant in political science, 1903-05; Ph.D., 1905. Faculty, Oklahoma, 1905-08; Oregon, from 1908; head of department, from 1909.
- OLIVER L. BARRETT.....*Instructor in Modeling*
Studied under Albert Herter; Emil Jacques, Avard Fairbanks. Faculty, Oregon, from 1927.
- CATHARINE S. BASTIN, A.B., R.N.....*Assistant Professor in Nursing Education*
B.A., University of California, 1929; R.N., Evanston Hospital School of Nursing, Illinois, 1910. Public health nursing at University of California, 1920. With overseas unit from 1915 to 1918; with A. E. F. in U. S. Army Nurse Corps from 1917 to 1919. Organized public health nursing service under American Red Cross in Hilo, Hawaii, 1920-22; with City Health Department in San Francisco. Supervisor of field education of public health nursing students in the University of California, 1924-27. Faculty, Oregon, from 1930.
- CHANDLER BAKER BEALL, Ph.D.....*Assistant Professor of Romance Languages*
A.B., Johns Hopkins, 1922; Ph.D., 1930; Diplôme, Sorbonne, 1921; graduate student, University of Florence, Italy, 1924-25, summer, 1923. Instructor in French, South Carolina, 1922-23; instructor in French, Johns Hopkins, 1923-24, 1925-26; instructor in French, Amherst College, first semester, 1926-27; assistant professor of French, Maryland, second semester, 1927; assistant professor of French, George Washington University, 1927-29. Faculty, Oregon, from 1929.
- W. G. BEATTIE, B.A.....*Extension Lecturer*
B.A., Oregon, 1901; graduate student, Oregon, 1915, 1921, 1927; graduate student, Stanford University, 1925. Faculty, Oregon, from 1926.
- ANNE LANDSBURY BECK, B.A.....*Professor of Music*
Student, Simpson College; Colorado Normal; California; B.A., Oregon, 1919. Faculty, Oregon, from 1918.
- HUGH L. BIGGS, B.A.....*Dean of Men*
B.A., Oregon, 1927. Oregon, from 1928.
- JOSEPH BROWN BILDERBACK, M.D.....*Professor of Pediatrics, School of Medicine, Portland*
M.D., Oregon, 1905; post-graduate study in New York, Boston, Berlin, London, and Vienna. Faculty, Oregon, from 1910.
- ARTHUR BOARDMAN.....*Professor of Voice and Head of the Department of Voice*
Head of voice, Simpson College, Indianapola, Iowa, 1925-28. Studied Vittorio Treviani, Chicago; Giuseppe Pais, Franco Capuana, Milano; operatic acting, Emilio Picozzi, Milano; leading tenor, Teatro Comunale, Modena, Italy, 1927-28; leading tenor, Teatro Regio, Torino, Italy, 1928-29. Faculty, Oregon, from 1929.
- RICHARD W. BOCK.....*Professor of Sculpture*
Student, Academy of Fine Arts, Berlin; Kustgewerbe Museum, Berlin; and l'Ecole de Beaux Arts, Paris. Faculty, Oregon, from 1929.
- JESSE H. BOND, Ph.D.....*Professor of Business Administration*
B.A., Oregon, 1909; M.A., 1913; Ph.D., University of Wisconsin, 1915. Faculty, University of Idaho, 1915-17; Simpson College, 1917-18; University of North Dakota, 1919-26, 1927-28; Princeton University, 1926-27. War department, 1918-19. Faculty, Oregon, from 1928.
- NELSON L. BOSSING, Ph.D.....*Associate Professor of Education*
B.A., Kansas Wesleyan, 1917; M.A., Northwestern, 1922; Ph.D., Chicago, 1925. Faculty, Simpson College, 1924-27; Oregon, from 1927.
- EARL E. BOUSHEY, Ed.B.....*Instructor in Physical Education*
Ed.B., University of California at Los Angeles, 1930. Faculty, Oregon, from 1930.
- JOHN FREEMAN BOVARD, Ph.D.....*Dean of the School of Physical Education and
Professor of Physiology*
B.A., California, 1903; M.A., 1906; graduate student, Harvard, 1914-15; Ph.D., California, 1916. Faculty, Oregon, from 1906; present position, from 1920.
- RAY PRESTON BOWEN, Ph.D.....*Professor of Romance Languages*
A.B., Harvard, 1905; A.M., Cornell, 1915, Ph.D., 1916; University of Geneva, Switzerland, University of Grenoble, France, 1911-12; University of Paris, 1921-22. Faculty, Huron College, 1909-14; Cornell, 1914-16; Syracuse, 1916-18; Earlham, 1918-19; Colorado College, 1919-20; Sorbonne (lecteur d'américain), 1921-22; Syracuse, 1920-25; Oregon, head of department, from 1925.

* Leave of absence, 1930-31.

- C. V. BOYER, Ph.D. *Professor of English*
B.S., Princeton, 1902; M.A., 1909, Ph.D., 1911; University of Pittsburg Law School, 1902-04; Oxford, England, 1905; American Academy, Rome and Athens, 1906. Faculty, Illinois; 1911-26; Oregon, head of department, from 1926.
- WILLIAM PINGRY BOYNTON, Ph.D. *Professor of Physics*
A.B., Dartmouth, 1890; M.A., 1893; graduate scholar in physics, Dartmouth, 1893-94; scholar and fellow in physics, Clark, 1894-97; Ph.D., 1897. Faculty, Southern California, 1890-93; California, 1897-1901; California College, 1901-03; Oregon, from 1903; head of department, from 1906.
- C. H. BRAGG *Assistant Professor in Military Science*
Oregon State College, 1915-17. Faculty, Oregon, from 1928.
- R. W. BRESHEARS, M.B.A. *Instructor in Business Administration*
B.A., Oregon, 1928; M.B.A., 1930. Faculty, Oregon, from 1930.
- EYLER BROWN, M.Arch. *Instructor in Architecture*
B.A., Oregon, 1918; B.S. in Arch., 1917; M.Arch., Massachusetts Institute of Technology, 1922. Faculty, Oregon, from 1922.
- ROY GRIFFIN BRYSON, A.B. *Instructor of Voice*
A.B., Oregon, 1925; pupil of Percy Rector Stephens and Horace Hunt. Faculty, Oregon, from 1928.
- JULIA BURGESS, M.A. *Professor of English*
B.A., Wellesley, 1894; M.A., Radcliffe, 1901. Faculty, Oregon, from 1907.
- GEORGE E. BURGET, Ph.D. *Professor of Physiology, School of Medicine, Portland*
A.B., Indiana State Normal School; Ph.D., Chicago. Faculty, Oregon, from 1917.
- O. K. BURRELL, M.A. *Assistant Professor of Business Administration*
Cornell College, 1917-19; B.S., Iowa, 1921; M.A., 1927. Faculty, Oregon, from 1927.
- PRINCE G. CALLISON, B.B.A. *Instructor in Physical Education*
B.B.A., Oregon, 1923; student, Washington, summer session, 1922. Faculty, Oregon, from 1929.
- CHARLES E. CARPENTER, A.M., LL.B. *Dean of Law School and Professor of Law*
A.B., Kansas, 1903; fellow in sociology and history, 1902-04; A.M., 1904; LL.B., Harvard, 1908. Law faculty, North Dakota, 1909-14; Illinois, 1914-18; Washburn, 1919; dean, law school, Washburn, 1920-22; faculty, Oregon, from 1922. Present position, from 1927.
- ALBERT EDWARD CASWELL, Ph.D. *Professor of Physics*
A.B., Stanford, 1908; Ph.D., 1911; national research fellow, Princeton, 1919-20. Faculty, Purdue, 1911-13; Oregon, from 1918.
- DAN ELBERT CLARK, Ph.D. *Professor of History, Assistant Director of Extension Division*
B.A., Iowa, 1907; Ph.D., 1910. Faculty, Iowa, 1909-1918; associate editor, State Historical Society of Iowa, 1908-1918; various positions with American Red Cross, 1918-1921. Faculty, Oregon, from 1921.
- ROBERT CARLTON CLARK, Ph.D. *Professor of History*
B.A., Texas, 1900; M.A., 1901; scholar in history, Wisconsin, 1901-02; fellow, 1902-03; Ph.D., 1905. Faculty, Oregon, from 1905; head of department from 1920; fellow, Texas Historical Association.
- MARGARET CLARKE, M.A. *Instructor in English*
B.A., Oregon, 1927; M.A., 1929. Faculty, Oregon, from 1930.
- TIMOTHY CLORAN, Ph.D. *Professor of Romance Languages*
B.A., Western Reserve, 1891; student, University of Berlin, 1897-98; University of Strassburg, 1898-99; Ph.D., Strassburg, 1901; student, University of Paris, 1904-05; University of Madrid, 1905-06. Faculty, Shurtleff College, 1893-97; Idaho, 1899-1900; Vanderbilt, 1900-04; Oregon, from 1906; head of department, 1906-1925.
- †MELTRUDE COE, B.A. *Instructor in Education*
B.A., Oregon, 1923. Present position, University High School, from 1927.

† Resigned, mid-year, 1930-31.

- REGINALD COGGESHALL, A.B. *Professor of Journalism*
A.B., Harvard, 1916. Assistant in government, Harvard, 1917-21; assistant in English, Tufts College, 1919, 1917-22; instructor, 1923-25. Editorial staff, Boston Herald, 1922-23; Boston Bureau, Associated Press, 1923-25; Boston Globe, 1925; New York Herald, Paris, France, 1925-30. Faculty, Oregon, from 1930.
- PERCY M. COLLIER, A.B., LL.B. *Extension Lecturer*
A.B., Oregon, 1911; LL.B., Michigan, 1914. Faculty, Oregon, from 1929.
- EDMUND S. CONKLIN, Ph.D. *Professor of Psychology*
B.H., 1908, Springfield, Mass.; A.M., Clark, 1909; fellow in psychology, Clark, 1909-11; Ph.D., 1911. Faculty, Oregon, from 1911; head of department from 1913.
- CHRISTINA A. CRANE, A.B. *Instructor in Romance Languages*
A.B., Colorado College, 1926; University of Paris, summer, 1927; 1929-30. Faculty, Oregon, from 1926.
- HELEN E. CRANE, A.B. *Part-time Instructor in Romance Languages*
A.B., Colorado College, 1927; University of Paris, summer, 1927; 1929-30. Faculty, Oregon, from 1930.
- MARGARET D. CREECH, B.A. *Associate Professor of Applied Sociology*
B.A., Reed College, 1915; visitor for the Social Welfare Association, Grand Rapids, Michigan; executive secretary of the Home Service Section, Portland Center, American Red Cross; secretary of the Confidential Exchange, Portland, 1920-23. Faculty, Oregon, from 1923.
- LUTHER SHEELEIGH CRESSMAN, Ph.D. *Professor of Sociology*
B.A., Pennsylvania State College, 1918; S.T.B., Gen Theological Seminary, New York, 1923; M.A., Columbia, 1923; Ph.D., 1925. Instructor in sociology, College of the City of New York, 1925-28; instructor in sociology, Seth Low Junior College of Columbia University, 1928; John Alsop King, traveling fellow in Europe, 1925-26; professor of sociology, Washington State Normal, 1928-29. Faculty, Oregon, from 1929.
- HAROLD RANDOLPH CROSLAND, Ph.D. *Associate Professor of Psychology*
A.B., South Carolina, 1913; A.M., Clark, 1914; Ph.D., 1916; fellow in experimental psychology, Clark, 1913-16. Faculty, Minnesota, 1916-17; Arkansas, 1917-18; Pittsburgh, 1918-20; Oregon, from 1920.
- CALVIN CRUMBAKER, Ph.D. *Associate Professor of Economics*
B.S., Whitman College, 1911; M.A., University of Washington, 1927; Ph.D., Wisconsin, 1930. Faculty, Montana, from 1923-1930; Oregon, from 1930.
- R. K. CUTLER, B.E. *Instructor in Physical Education*
B.E., University of California at Los Angeles, 1930. Faculty, Oregon, from 1930.
- DAVID R. DAVIS, Ph.D. *Assistant Professor of Mathematics*
B.A., Indiana, 1917; M.A., 1923; Ph.D., Chicago, 1926. Faculty, Illinois State Teachers' College, 1926; Oregon, from 1926.
- BURCHARD WOODSON DEBUSK, Ph.D. *Professor of Education*
B.A., Indiana, 1904; fellow, Clark, 1909-10, 1914-15; Ph.D., 1915; acting director of psychology laboratory, Indiana, 1908-09. Faculty, Teachers' College, Colorado, 1910-14; Oregon, from 1915.
- EDGAR EZEKIEL DECOU, M.S. *Professor of Mathematics*
B.S., Wisconsin, 1894; M.S., Chicago, 1897; graduate student, Chicago, 1899-1900; graduate scholarship, Yale, 1900-01. Faculty, Bethel College, Kentucky, 1897-99, 1901-02; acting president, 1902; head of department of mathematics, Oregon, from 1902.
- LEROY ELLSWORTH DETLING, A.M. *Instructor in Romance Languages*
Ph.B., Philomath, 1920; A.B., Oregon, 1921; A.M., Stanford, 1923; Sorbonne, 1926. Faculty, Oregon, from 1927.
- JOHN FOREST DICKSON, M.B., M.D., L.R.C.P. Ed. *Emeritus Professor of Ophthalmology*
M.B., Toronto, 1880; M.D., Victoria, 1880; Royal College Physicians, Edinburgh, 1889; post-graduate study in New York, Edinburgh, London and Paris, 1889-91; New York, London, Paris, Vienna and Berlin, 1902-04; New York, Boston, Philadelphia, etc., 1910; Vienna, Berlin, Paris, London, and New York, 1911-14. Faculty, Oregon, from 1915.
- RICHARD B. DILLEHUNT, M.D. *Dean of the School of Medicine, Portland*
Illinois, 1904-06; M.D., Chicago, 1910. Faculty, Oregon, from 1912.
- THEODORE W. DOUGLAS, M.A. *Instructor in English*
A.B., Miami University, 1918; M.A., Illinois, 1922; Indiana University, 1925-27; Chicago, 1927-28. Faculty, Arizona, Texas, Indiana; Oregon, from 1930.
- MATTHEW HALE DOUGLASS, M.A. *University Librarian*
B.A., Grinnell, 1895; M.A., Grinnell, 1898. Present position from 1908.

- MINNIE G. DOUGLASS.....*Instructor in Music*
Oberlin Conservatory, 1898-99, 1900-03; pupil of Charles W. Morrison, George W. Andrews, E. B. Scheve, Francis Frothingham, Julia Lois Carruthers, Jane Waterman, and Jane Thacher. Faculty, Oregon, from 1920.
- MARGARET M. DUNCAN, B.S.....*Instructor in Physical Education for Women*
B.S., Washington, 1927. Assistant instructor in physical education, Washington, 1927-29. Faculty, Oregon, from 1929.
- FREDERIC STANLEY DUNN, A.M.....*Professor of Latin*
A.B., Oregon, 1892; A.M., 1899; A.B., Harvard, 1894; holder of Austin Teachers' Scholarship at Harvard, 1902-03; A.M., 1903. Faculty, Willamette, 1895-98; head of department, Oregon, from 1898; leave of absence in Italy, 1918-19.
- VIRGIL D. EARL, B.A.....*Professor of Physical Education; Director of Department of Athletics*
B.A., Oregon, 1906. Faculty, Oregon, from 1923.
- ELTON R. EDGE, M.A.....*Demonstrator in Biology*
B.A., Oregon, 1928; M.A., Princeton, 1929. Assistant, biology, Princeton, 1928-29; graduate assistant, Oregon, spring, 1928. Present position from 1929.
- J. EARL ELSE, M.D., M.S., F.A.C.S.....*Assistant Professor of Surgery, School of Medicine, Portland*
Ph.G., South Dakota State College, 1900; B.S., 1901; M.D., Northwestern University Medical School, 1905; M.S., Washington State College, 1910; University of Vienna, 1912-13. Faculty, Oregon, from 1913.
- DONALD M. ERB, Ph.D.....*Professor of Economics*
B.S., Illinois, 1922; graduate assistant, Illinois, 1923-25; M.S., Illinois, 1924; M.A., Harvard, 1927; Ph.D., 1930. Thayer fellow, Harvard, 1926-27; Ricardo prize, Harvard, 1927. Faculty, Oregon, from 1927.
- ALICE HENSON ERNST, M.A.....*Assistant Professor of English*
B.A., Washington, 1912; Denny fellow in English, 1912-13, M.A., 1913; graduate student, Radcliffe, 1919-20. Faculty, Washington, 1920-23. Studied theatres in Europe, 1924; graduate student, Yale University, 1928. Faculty, Oregon, from 1924.
- RUDOLF HERBERT ERNST, Ph.D.....*Professor of English*
B.A., Northwestern College, Wisconsin, 1904; student, Theological Seminary, Wauwatosa, Wisconsin, 1905-07; University of Rostock, Germany, 1908-09; University of Leipzig, 1909-10; Sorbonne, Paris, 1910; M.A., Harvard, 1912; Ph.D., 1918; Thayer fellowship, Harvard. Faculty, Northwestern College, 1904-06, 1907-08; Washington, 1912-23; Oregon, from 1923.
- JOHN STARK EVANS, B.A.....*Professor of Music*
B.A., Grinnell, 1913; pupil of Rudolph Ganz, New York; Rubin Goldmark, New York; Charles Widor, France; Isidor. Philippe, Vienna. Faculty, Oregon, 1917; present position, from 1920.
- DAVID E. FAVILLE, M.B.A.....*Dean, School of Business Administration, and Professor of Business Administration*
B.A., Stanford, 1922; M.B.A., Harvard, 1925. Research supervisor, Harvard Bureau of Business Research, 1927. Faculty, Harvard, 1927-28; Oregon, 1925-27; dean, from 1928.
- RALPH ALBERT FENTON, M.D.....*Clinical Professor of Otolaryngology and Head of the Department*
A.B., Oregon, 1903; M.D., Chicago, 1906. Senior house officer, Illinois Charitable Eye and Ear Infirmary, Chicago, 1906-07. Faculty, Oregon, from 1911. Present position from 1928.
- ANDREW FISH, Ph.D.....*Associate Professor of History*
A.B., Oregon, 1920; M.A., 1921; Clark, 1921-22; Ph.D., 1923. Faculty, Oregon, from 1920.
- DOROTHY GURLEY FISH, B.A., B.S.....*Instructor in Household Arts*
B.A., State Teachers' College, Santa Barbara, California, 1923; graduate assistant, Oregon, 1923-24; B.S., Oregon, 1925. Faculty, Oregon, from 1924.
- MARJORIE B. FORCHEMER, M.A.....*Assistant Professor in Physical Education for Women*
B.S., Columbia, 1921; M.A., 1927. Instructor in physical education, Washington, 1921-24; associate in physical education, University of California at Los Angeles, 1924-26; head of department, Colorado, summer session, 1926. Faculty, Oregon, from 1929.
- LEO FRIEDMANN, Ph.D.....*Assistant Professor in Chemistry*
B.S., Maine, 1925; Ph.D., Wisconsin, 1928. Faculty, Oregon, 1928. Present position, from 1929.

- DANIEL D. GAGE, JR., M.B.A. *Associate Professor of Business Administration*
A.B., Stanford, 1924; M.B.A., Harvard, 1926. Escrow officer, Security Title Insurance and Guarantee Co., Los Angeles, California, 1927-28; escrow and loan officer, Mortgage Guarantee Co., Los Angeles, 1928-29. Faculty, Oregon, from 1929.
- JOHN T. GANOE, Ph.D. *Associate Professor of History*
B.S., Oregon, 1923; M.A., Oregon, 1924; Ph.D., Wisconsin, 1929. Faculty, Phillips University, 1925-27; Marshall College, 1929-30; Oregon, from 1930.
- ERNST GELLHORN, M.D., Ph.D. *Professor of Animal Biology*
M.D., Heidelberg, 1919; Ph.D., Muenster, 1919. Assistant professor of animal biology, University of Halle, 1921; associate professor, 1925. Faculty, Oregon, from 1929.
- ANDREW JACKSON GIESY, M.D. *Emeritus Professor of Clinical Gynecology,*
School of Medicine, Portland
- JAMES HENRY GILBERT, Ph.D. *Dean of the College of Literature, Science and the Arts, and Professor of Economics*
B.A., Oregon, 1903; Ph.D., Columbia, 1907. Faculty, Oregon, from 1907; head of department from 1920; acting dean of the college, 1925-27. Present position from 1927.
- GEORGE H. GODFREY, B.S. *Assistant Professor of Journalism*
B.S., Oregon, 1929. Staff, Eugene Register, 1923-24; Eugene Guard, 1924-25; editor, Hilo, Hawaii, Tribune-Herald, 1927; correspondent, Christian Science Monitor, Eugene, 1923-25; Territory of Hawaii, 1926-27; correspondent, New York Times, Territory of Hawaii, 1926-27. Faculty, Oregon, from 1927.
- MARGARET BANNARD GOODALL, B.A. *Instructor in Education*
B.A., Oregon, 1904. Present position, supervisor of English in University High School, from 1916.
- CLAUSIN D. HADLEY, M.B.A. *Assistant Professor of Business Administration*
B.S., Oregon, 1923; M.B.A., Stanford, 1930. Faculty, Oregon, from 1930.
- LEONARD W. HAGSTROM, B.A. *University Editor*
B.A., Oregon, 1929. Oregon, from 1928.
- MOZELLE HAIR, B.A. *Assistant Professor of Sociology; Director of Organization and Administration of Correspondence-study, Extension Division*
B.A., Oregon, 1908; graduate student, Columbia, 1921-22. Faculty, Oregon, from 1908.
- ROBERT C. HALL *Associate Professor of Journalism and Superintendent, University Press*
Faculty, Oregon, from 1918.
- FRED ORIN HARRIS, B.F.A. *Assistant Professor of Design*
B.F.A., Washington, 1925. Faculty, Oregon, from 1929.
- HOWARD D. HASKINS, M.A., M.D. *Professor of Biochemistry, School of Medicine, Portland*
A.B., Michigan; M.D., Western Reserve; M.A., Oregon, 1923. Faculty, Western Reserve, 1907-15; Oregon, from 1915.
- HARRY C. HAWKINS, M.B.A. *Professor of Business Administration*
A.B., Olivet College, Michigan, 1917; M.B.A., Harvard, 1921. Faculty, Oregon, from 1925.
- WALLACE HAYDEN, B.Arch. *Assistant Professor of Architecture*
B.Arch., Oregon, 1928. Architectural firms, Seattle and Portland. Faculty, Oregon, from 1930.
- WILLIAM L. HAYWARD *Professor of Physical Education*
Coach, Olympic Games, since 1912. Faculty, Oregon, from 1903.
- JOHN G. HAZAM, M.A. *Assistant Professor of History*
B.A., Yale, 1923; M.A., University of California, 1928; Stanford University, 1925-26. Faculty, Oregon, from 1930.
- WALTER E. HEMPSTEAD, M.A. *Instructor in English*
B.A., Oregon, 1929; M.A., 1931; Columbia University, summer, 1930. Faculty, Oregon, from 1929.
- LOUIS F. HENDERSON, M.A. *Research Professor in Plant Biology; Curator of Herbarium*
Ph.B., Cornell, 1874; M.A., Oregon, 1926. Faculty, Idaho, 1893-1909; curator of the herbarium and research fellow, from 1925. Present position, from 1929.
- JACK ERNEST HEWITT, A.B. *Instructor in Physical Education*
A.B., California, 1923; graduate student, 1928-29. Supervisor of playground, Oakland Recreation Department, Oakland, California, summers, 1927-29; assistant instructor in physical education, California, 1927-29. Faculty, Oregon, from 1929.

- EDWIN T. HODGE, Ph.D. *Professor of Geology*
B.A., Minnesota, 1913; M.A., 1914; Ph.D., Columbia, 1915; William Bayard Cutting
Traveling Fellowship, Columbia, 1916. Faculty, Minnesota, 1913-15; Columbia, 1915-
16; British Columbia, acting head of department, 1917-20; Oregon, from 1920.
- RALPH C. HOEBER, M.A., J.D. *Assistant Professor of English; Head of Speech Division*
B.A., Oregon, 1922; M.A., 1923; J.D., Stanford, 1927. Practicing attorney, 1927-29;
part-time instructor in English and economics, Oregon, 1921-23; instructor in Eng-
lish and economics, summer sessions, 1923, 1924; regular session, 1923-24; extension
lecturer, 1927-29. Present position, from 1929.
- WILLIAM BURROUGHS HOLDEN, M.D., F.A.C.S. *Clinician in Surgery,*
School of Medicine, Portland
Battle Creek College, Mich., 1889-93; Michigan, 1893-94; Rush Medical College, 1895-
97; M.D., 1897. Faculty, Oregon, from 1914.
- GEORGE P. HOPKINS, B.A. *Professor of Piano and Head of Department*
B.A., Oregon, 1921. Student, Peabody Conservatory, Baltimore. Piano with Alfred
Butler, Los Angeles; Harold Randolph, Baltimore; Ernest Hutcheson, New York.
Composition with Gustave Strube, Baltimore; Sigismund Stojowski and Rubin Gold-
mark, New York. Faculty, Oregon, 1919-23, and from 1925 to present time. Present
position from January, 1930.
- CHARLES G. HOWARD, B.A., J.D. *Professor of Law*
B.A., Illinois, 1920; J.D., 1922. Practicing lawyer, 1922-27. Faculty, University of
Illinois, 1924-28; Oregon, from 1928.
- HERBERT CROMBIE HOWE, B.L., A.B. *Professor of English*
B.L., A.B., Cornell, 1893; graduate scholar in philosophy, Cornell, 1893-95. Faculty,
Oregon, from 1901; head of department, 1906-1925.
- RALPH R. HUESTIS, Ph.D. *Professor of Genetics*
B.S.A., McGill, 1914; M.S., California, 1920; Ph.D., 1924; research assistant, Scripps
Institution for Biological Research, 1920-24. Faculty, Oregon, from 1924.
- CARL L. HUFFAKER, Ph.D. *Professor of Education*
Central Teachers' College, Oklahoma, 1907-11; B.S., Chicago, 1915; superintendent of
schools, Iowa, 1915-23; M.A., Iowa, 1922; research assistant, Iowa, 1922-23; Ph.D.,
1923. Faculty, Arizona, 1923-27; Oregon, from 1927.
- WARREN C. HUNTER, M.D. *Assistant Professor of Pathology*
A.B., Albany College, 1920; M.D., Oregon, 1924; M.A., Michigan, 1927. Faculty,
Oregon, from 1929.
- CORNELIA M. INGRAM. *Assistant Professor of Interior Design*
Graduate, Parsons' New York School of Fine and Applied Art; summer, Parsons'
Paris School of Fine and Applied Arts; Metropolitan Museum, 3½ years; consulting
decorator, New York; member of National Decorators' Society of Women of New
York. Faculty, Oregon, from 1930.
- SAMUEL H. JAMESON, Ph.D. *Associate Professor of Sociology*
A.B., Amherst College, 1920; M.A., Columbia University, 1921; Ph.D., University of
California at Los Angeles, 1929. Faculty, Lafayette College, from 1921-26; Minnesota,
1929-30; Oregon, from 1930.
- PHILIP W. JANNEY, B.A., C.P.A. *Assistant Professor of Business Administration,*
Portland Extension Center
B.A., Oregon, 1920; formerly with Whitfield, Whitcomb & Co.; C.P.A., 1922.
Faculty, Oregon, from 1921.
- ARLIE JOHNSON, M.A. *Assistant Director and Assistant Professor of Applied Sociology*
B.A., Reed College, 1917; M.A., Columbia University, 1922; graduate student, Chi-
cago, 1927-29. Instructor, New York School of Social Work; associate in sociology,
University of Washington, 1923-27. Faculty, Oregon, from 1929.
- LOUIS H. JOHNSON. *Comptroller Emeritus*
University Steward, Oregon, 1901-16; comptroller, Oregon, 1916-30; comptroller
emeritus, 1930.
- NOBLE WILBY JONES, M.D. *Clinician in Medicine, School of Medicine, Portland*
Wisconsin, 1891-94; Stanford, 1894-95, A.B., 1895; Rush Medical College, 1898-1901,
M.D., 1901; University of Vienna, 1905-06; University of Halle, Germany, 1913-14;
University College, London, England, 1923-24. Faculty, Oregon, from 1913.
- SIMEON EDWARD JOSEPHI, M.D., LL.D. *Dean Emeritus and Professor of Nervous and*
Mental Diseases, School of Medicine, Portland
Faculty, Oregon, from 1887.
- C. LYLE KELLY, Ph.B., C.P.A. *Professor of Accounting*
Ph.B., Chicago, 1911; graduate student, Ohio, 1919-20; Nebraska, 1921. Faculty,
Nebraska Wesleyan, 1921-22; Oregon, from 1922; associate member, American Insti-
tute of Accountants.

- MAUDE I. KERNS, B.A., B.S. *Assistant Professor of Normal Art*
B.A., Oregon, 1899; Hopkins Art Institute, San Francisco, 1900-01; B.S. with
diploma in fine arts, Columbia, 1906; associate of Ralph Johnnot, 1912-18; stu-
dent, Académie Moderne, Paris; pupil, E. A. Taylor and Jessie King Taylor, 1918;
pupil of William Chase, 1914; Arthur W. Dow, 1917; studied in museums in France,
Germany, Italy. Faculty, Oregon, from 1921.
- FREDERICK ANDREWS KIEHLE, M.D. *Clinical Professor of Ophthalmology and*
Head of the Department, School of Medicine, Portland
A.B., Minnesota, 1894; M.D., 1901. Student, University of Vienna, 1907, 1911, 1928.
Faculty, Minnesota State Normal School, 1896-97; University of Minnesota Medical
School, 1897-1902; Oregon, 1914-18. Present position from 1929.
- JAMES CHARLES ELLIOTT KING, M.D. *Emeritus Professor of Dermatology,*
School of Medicine, Portland
A.B., Minnesota, 1886; M.D., Northwestern, 1890. Faculty, Oregon, from 1908.
- LYLE B. KINGERY, M.D. *Clinical Professor of Dermatology and Syphilology and*
Head of the Department, School of Medicine, Portland
B.S., Michigan, 1914; M.D., 1916. Resident instructor, assistant professor, depart-
ment of syphilology and dermatology, Michigan, 1916-22. Faculty, Oregon, from 1922.
- ERNESTO ROY KNOLLIN, M.A. *Associate Professor of Physical Education*
A.B., Stanford, 1914; M.A., 1929; graduate student, Illinois, 1919-21. Instructor in
physical education, Stanford, 1915-17; acting director, 1917-18; instructor in coaching
school, Illinois, 1919-21. Faculty, Oregon, from 1929.
- EDMUND P. KREMER, Dr. juris utriusque. *Assistant Professor of Germanic Languages*
and Literature
University of Freiburg, Baden, 1913-14; University of Munich, Bavaria, 1914; Uni-
versity of Berlin, 1919-20; University of Frankfurt a Main, 1922-24; Dr. juris utri-
usque, 1924. Faculty, Oregon, from 1928.
- ADOLF H. KUNZ, Ph.D. *Assistant Professor of Chemistry*
A.B., William Jewell College, 1923; M.S., Iowa, 1926; Ph.D., California Institute of
Technology, 1928. Faculty, Iowa, 1926-28; Oregon, from 1930.
- EDMOND J. LABBE, M.D. *Emeritus Professor of Obstetrics, School of Medicine, Portland*
University of Virginia; M.D., Columbia. Faculty, Oregon, from 1899.
- JACK M. J. LAFORGE, M.A. *Instructor in Romance Languages*
A.B., Indiana State Teachers College, 1924; M.A., Oregon, 1930. Faculty, Oregon,
from 1930.
- CARL LANDERHOLM, M.A. *Instructor in History*
A.B., Harvard, 1918; M.A., Oregon, 1930. Faculty, Oregon, 1930.
- EDNA LANDROS, A.M. *Part-time Instructor in Romance Languages*
A.B., Kansas, 1918; A.M., Arizona, 1921; summer, California, 1918; summer, Har-
vard, 1919; National University of Mexico, 1922. Faculty, Arizona, 1921-24; Oregon,
from 1930.
- JOHN J. LANDSBURY, Mus.D. *Dean of the School of Music and Professor of Music*
Mus.B., Simpson College, Iowa, 1900; Mus.D., 1909; pupil, Max Bruch, Berlin; gradu-
ate student, University of Berlin. Faculty, Simpson; Baker University; Oregon,
from 1914; present position from 1917.
- OLOF LARSELL, Ph.D. *Professor of Anatomy, School of Medicine, Portland*
B.S., McMinnville College, 1910; graduate student, Chicago; M.A., Northwestern,
1914; Ph.D., 1918. Faculty, McMinnville, 1910-15; Northwestern, 1915-18, 1920-21;
Wisconsin, 1918-20; Oregon, from 1921.
- ELLIS F. LAWRENCE, M.S., F.A.I.A. *Dean of the School of Architecture and Allied Arts,*
Professor of Architecture
B.S., M.S., Massachusetts Institute of Technology; fellow, American Institute of
Architecture. Honorary president, Oregon Building Congress; past director and vice-
president, American Institute of Architects; formerly member, Portland Housing
Commission, and Portland City Planning Commission. On jury of award for competi-
tion for Portland Public Auditorium, Bank of Italy, San Francisco, and War
Memorial, Honolulu, Hawaii, and San Francisco Stock Exchange. Faculty, Oregon,
from 1914.
- FELIX LEGRAND, B.A. *Part-time Instructor in Romance Languages*
B.A., Oregon, 1931. Brevet d'Enseignement Primaire Supérieur, conferred by the
Académie de Bordeaux (France), 1918; studied at St. Cricq (Ecole Supérieure et
Professionnelle); St. Ignatius Law School, California, 1928. Faculty, Oregon, from
1928.
- E. C. A. LESCH, Ph.D. *Assistant Professor of English*
B.A., Illinois, 1925; M.A., 1926; Ph.D., Princeton, 1928. Faculty, Oregon, from 1928.

- LESLIE L. LEWIS, M.A. *Assistant Professor of English*
B.A., Illinois, 1925; M.A., Colorado, 1927. Faculty, Colorado, 1926-28; Oregon, from 1928.
- ALFRED L. LOMAX, M.A. *Professor of Business Administration, Extension Division*
B.B.A., Oregon, 1923; formerly with George Wills & Sons, Ltd. (export merchants); United States Shipping Board; M.A., Pennsylvania, 1927. Faculty, Oregon, from 1919.
- ALICE B. MACDUFF, B.A. *Assistant Dean of Women*
B.A., Michigan, 1906. Faculty, Oregon, from 1930.
- EDWARD HIRAM MCALISTER, M.A. *Professor of Mechanics and Astronomy*
B.A., Oregon, 1890; M.A., 1893. Faculty, Oregon, from 1891; dean, College of Engineering, 1902-15; head of department, from 1915.
- JOHN E. MCCAMMON, A.B. *Assistant Professor of Military Science*
A.B., Little Rock College, Arkansas, 1923. Faculty, Missouri, 1919-22; Little Rock College, 1922-23; Oregon, from 1924.
- CLARENCE JOSEPH MCCUSKER, M.D. *Clinical Professor of Obstetrics and Head of the Department, School of Medicine, Portland*
B.S., Iowa State College, 1898; M.D., Rush Medical College, Chicago, 1903. Faculty, Oregon, from 1929.
- ROSE MCGREW *Professor of Music*
Pupil of Haenisch and Von Kotzebue, Dresden; Zimmerman, Berlin; soprano, Court Theatre, Mecklenburg-Schwerin; Royal Theatre, Hanover; prima donna, Breslau, Germany; created role of Octavian in Strauss' "Rosenkavalier"; decorated with Order of the Silver Laurel (Germany). Faculty, Oregon, from 1920.
- ALBERT EDWARD MCKAY, M.B., M.D.C.M., F.A.C.S. *Professor of Genito-Urinary Diseases, School of Medicine, Portland*
M.B., Toronto; M.D.C.M., Trinity University, Toronto. Faculty, Oregon, from 1890.
- IRA ALBERT MANVILLE, M.A., M.D. *Associate in Physiology, School of Medicine, Portland*
B.A., Oregon, 1913; M.A., 1922; M.D., 1923. Faculty, Oregon, from 1923.
- MRS. AUDREY MAY, B.A. *Commercial Supervisor, University High School*
B.A., Oregon, 1923. Faculty, Oregon, from 1930.
- EDGAR R. MEANS, M.A. *Instructor in Education*
B.A., Reed, 1918; graduate assistant, Oregon, 1923-24; M.A., 1927. Faculty, Oregon, from 1924.
- FRANK R. MENNE, B.S., M.D. *Professor of Pathology, School of Medicine, Portland*
B.S., Wisconsin; M.D., Rush Medical College. Faculty, Oregon, from 1911.
- JOHN RICHARD MEZ, Ph.D. *Associate Professor of Economics and Political Science*
D.H.H.L., Leipsic, 1906; M.A. and Ph.D., Heidelberg, 1910. Secretary, chamber of commerce, Mannheim, 1908-10; secretary, Institute for International Organization, Munich, 1911-13; national secretary, International Relations Club, New York, 1915-16; correspondent, Conference for Limitation of Armaments, Washington, 1921-22; lecturer, Wm. B. Feakins, Inc., Lecture Bureau, New York Public Lectures, 1923; assistant professor of economics, Arizona, 1924-29. Faculty, Oregon, from 1929.
- FRED NATHAN MILLER, A.M., M.D. *Director, University Health Service*
A.B., Lafayette, 1914; A.M., 1916; M.D., Rush Medical, 1924. Present position from 1925.
- VERNON X. MILLER, J.S.D. *Associate Professor of Law*
B.A., Minnesota, 1923; LL.B., Minnesota, 1925; J.S.D., Yale, 1929. Faculty, St. Thomas Law School, 1926-30; Oregon, from 1930.
- WILLIAM EDMUND MILNE, Ph.D. *Professor of Mathematics*
A.B., Whitman, 1912; A.M., Harvard, 1913; Ph.D., 1915. Faculty, Bowdoin, 1915-18; Oregon, from 1919.
- ERNEST GEORGE MOLL, A.M. *Assistant Professor of English*
A.B., Lawrence College, 1922; A.M., Harvard, 1923. Faculty, Colorado, 1923-28; Oregon, from 1928.
- *ARTHUR RUSSELL MOORE, Ph.D. *Professor of General Physiology*
B.A., Nebraska, 1904; Ph.D., California, 1911; lecturer, Woods Hole Marine Biology Laboratory, 1916-19; guest, Naples Zoological Station, 1923; table, American Association, Advancement of Science, Naples, 1925; lecturer, general physiology, Hopkins Marine Station, Stanford, from 1926. Faculty, California, 1911-13; Bryn Mawr, 1913-16; Rutgers, 1916-26; head of department of animal biology, Oregon, from 1926.

* Leave of absence, 1930-31.

- HENRETTA E. MOORE, Ph.D.....*Associate Professor of English, Portland Extension Center*
B.A., Oregon, 1888; M.L., California, 1896; M.A., Columbia, 1901, Ph.D., 1904. Faculty, Los Angeles State Normal; Idaho; Oregon, from 1924.
- RALPH U. MOORE, B.A.....*Assistant Professor of Education*
B.A., Oregon, 1923. Present position (principal, University High School), from 1925.
- VICTOR P. MORRIS, Ph.D.....*Assistant Professor of Economics*
B.A., Oregon, 1915; M.A., 1920; Ph.D., Columbia, 1929. Faculty, Grinnell College, 1922-24; Oregon Agricultural College, 1924-26; Oregon, from 1926.
- PAT V. MORRISSETTE, M.A.....*Instructor in English*
B.A., Oregon, 1925; M.A., 1926; graduate student, Princeton, 1928-29. Graduate assistant in English, Oregon, 1925-26. Present position, from 1926.
- WAYNE L. MORSE, M.A., LL.B.....*Associate Professor of Law*
Ph.B., Wisconsin, 1923; M.A., 1924; LL.B., Minnesota, 1928; law fellow, Columbia, 1929. Instructor in argumentation, Wisconsin, 1924; assistant professor of argumentation, Minnesota, 1924-28. Faculty, Oregon, from 1929.
- JOHN H. MUELLER, Ph.D.....*Associate Professor of Sociology*
B.A., Missouri, 1920; M.A., 1921; University of Montpellier, France, 1919; graduate student, Chicago, 1922-24, Ph.D., 1928. Faculty, Missouri, 1920-22, 1925-26; Chicago, 1923-26; Oregon, from 1926.
- MICHAEL J. MUELLER, B.F.A., F.A.A.R.....*Professor of Painting*
B.F.A., Yale, 1925; F.A.A.R., American Academy, Rome, 1928. Faculty, Oregon, from 1929.
- MILDRED MUMBY, M.D.....*Assistant University Physician*
M.D., Oregon, 1925. Faculty, Oregon, from 1930.
- CORNELIA PIPES MYERS, M.A.....*Instructor in Romance Languages*
B.A., Oregon, 1924; M.A., 1929. Faculty, Oregon, from 1925.
- HAROLD B. MYERS, M.D.....*Professor of Pharmacology, School of Medicine, Portland*
A.B., Wisconsin; M.D., Western Reserve; collaborator, Journal of Pharmacology. Faculty, Oregon, from 1915; associate dean, school of medicine, from 1917.
- LOUIS M. MYERS, M.A.....*Instructor in Romance Languages*
B.A., St. Stephens College, New York, 1925; M.A., Columbia University, 1929. Faculty, Oregon, from 1929.
- SVEN NILSON, Ph.D.....*Instructor in Philosophy*
B.A., (summa cum laude), Minnesota, 1925; M.A., Cornell, 1927; Ph.D., 1929. Faculty, Minnesota, 1929-30; Oregon, from 1930.
- WILL VICTOR NORRIS, Sc.D.....*Assistant Professor of Physics and Mathematics*
A.B., William Jewell, 1918; M.S., Texas Christian University, 1920; E.M., Colorado School of Mines, 1921; Sc.D., Colorado School of Mines, 1922. Faculty, Texas Christian University, 1919-20; Colorado School of Mines, 1921-26; Montana School of Mines, 1929-30; Oregon, from 1930.
- KARL W. ONTHANK, M.A.....*Dean of Personnel Administration*
B.A., Oregon, 1913; M.A., 1915. Secretary to president, 1916-17; executive secretary, from 1917; administrative committee of University, 1924-26. Present position, from 1930.
- *WILMOTH OSBORNE, M.D.....*University Physician and Medical Consultant for Women*
A.B., Reed, 1918; M.D., Oregon, 1924. Present position from 1925.
School of Medicine, Portland
B.A., Oregon, 1923; M.A., M.D., 1924. Student, University of Vienna, 1927-28. Faculty, Oregon, from 1921. Present position from 1929.
- EARL L. PACKARD, Ph.D.....*Professor of Geology*
A.B., Washington, 1911; M.A., 1912; fellow in paleontology, California, 1912-14; Ph.D., 1915. Faculty, Washington, 1915-16; Oregon, 1916-17; Mississippi A. & M. College, head of department, 1917-18; Oregon, from 1919; acting head of department, 1920-22.
- EARL M. PALLETI, Ph.D.....*Executive Secretary and Registrar*
Platteville Normal School, Wisconsin, 1912-14; Toulouse, 1919; Wisconsin, 1919; B.S., 1921; M.S., 1922; Chicago, 1923. Director of extension, Eastern State Teachers' College, Madison, South Dakota, 1921-27; faculty, Oregon, from 1927.
- MABLE HOLMES PARSONS, M.A.....*Professor of English, Portland Extension Center*
A.B., Michigan, 1904; M.A., 1905. Faculty, Oregon, from 1912.
- EDWIN E. OSGOOD, M.D.....*Assistant Professor of Biochemistry and Medicine,*

* Leave of absence, 1930-31.

- PHILIP ARCHIBALD PARSONS, Ph.D., LL.D.....*Dean, School of Applied Social Science, and Head of the Department of Sociology*
A.B., Christian University, Missouri, 1904; M.A., 1905; student, Union Theological Seminary, 1904-06; graduate student, Columbia, and research fellow, School of Philanthropy, 1908-09; Ph.D., 1909; LL.D., Culver-Stockton College, 1927. Faculty, Syracuse, 1909-20; director of university settlement, Syracuse; lecturer, Department Immigrant Education, State of New York, 1912-18; director of Portland School of Social Work, 1920-27; dean, Portland School of Social Work, 1927-29; present position, from 1929.
- EDITH BAKER PATTEE, M.A.....*Instructor in Education*
A.B., Oregon, 1911; M.A., 1913. Supervisor of languages, University High School, from 1919.
- MARY HALLOWELL PERKINS, M.A.....*Professor of English*
B.A., Bates, 1898; M.A., Radcliffe, 1908; graduate student, Columbia, 1916-17; University of London, 1925-26. Faculty, Oregon, from 1908.
- GRACE PHELPS, R.N.....*Instructor in Hospital Administration*
R.N., Cincinnati General Hospital, 1900; superintendent, Eleanor Hospital (for children), Indianapolis, Indiana, 1905-08; St. Luke's Hospital, San Francisco, 1915; director of nursing, Multnomah County Hospital, Portland, 1916; director of nursing of Portland Chapter, American Red Cross, 1917; chief nurse, Base Hospital No. 46, A. E. F., France, 1918-19; superintendent, Portland Eye, Ear, Nose and Throat Hospital, 1920-26; president, Oregon State Board for Examination and Registration of Graduate Nurses, since 1921; superintendent, Doernbecher Memorial Hospital, since 1926; director of nursing, University of Oregon Medical School, from 1929.
- MARK T. PHY, M.D.....*Assistant University Physician*
S.B., Chicago, 1921; M.D., Rush Medical College, 1925. Faculty, Oregon, from 1930.
- ALFRED POWERS, B.A.....*Dean of Extension Division, Director of Portland Center, Professor of Journalism*
B.A., Oregon, 1910. Faculty, Oregon, 1917; U. S. Army, 1918-19; director of public information and Junior Red Cross, Northwestern division, American Red Cross, 1919-20; University editor, school of journalism, 1920-22; assistant director, extension division, 1922-26; present position from 1926.
- EVERETT S. PROUTY.....*Assistant Professor of Military*
Wisconsin, 1914-16; Oxford, England, 1919. Faculty, Oregon, from 1930.
- ARNE G. RAE, B.S. in Journ.....*Assistant Professor in Journalism*
B.S. in Journalism, Oregon, 1922; advertising manager, Banner-Courier, 1919-20; advertising manager and news editor, Enterprise, 1922-24; co-publisher, Herald, 1924-29. Faculty, Oregon, from 1929.
- JOHN M. RAE, M.B.A.....*Associate Professor of Business Administration*
Ph.B., University of Wisconsin, 1923; M.B.A., Harvard, 1928. Faculty, Oregon, from 1928.
- JUAN B. RAE, M.A.....*Instructor in Romance Languages*
A.B., St. Mary's College, Oakland, 1923; M.A., California, 1927. Faculty, Oregon, from 1927.
- GEORGE REBEC, Ph.D.....*Dean of the Graduate School and Professor of Philosophy*
A.B., Michigan, 1891; student at Strassburg, 1893-94; Ph.D. Michigan, 1896; student in Florence, Italy, 1908-09. Faculty, Michigan, 1894-1909; Oregon, 1912-18; director, Portland Extension Center, 1918-23; professor of education, Reed College, 1920-21; head of department of philosophy and dean of Graduate School, Oregon, from 1920.
- WILLIAM J. REINHART.....*Instructor in Physical Education*
Oregon, three years. Present position, from 1923.
- GEORGE W. ROBBINS, M.B.A.....*Associate Professor of Business Administration*
A.B., University of California at Los Angeles, 1926; M.B.A., Harvard, 1928. Research director, the Farrar Co., Los Angeles, 1928-29. Faculty, Oregon, from 1929.
- HUGH E. ROSSON, B.S., LL.B.....*Acting Graduate Manager*
B.S., Knox, 1916; LL.B., Iowa, 1920. Faculty, Kansas State Agricultural College, 1921-23; Oregon, from 1923.
- CHARLES EASTON ROTHWELL, B.A.....*Instructor in Education*
B.A., Reed College, 1924; Oregon, 1925-27. Faculty, University High School, Oregon, from 1927.
- ETHEL I. SANBORN, Ph.D.....*Assistant Professor of Plant Biology*
B.S., South Dakota State College, 1903; B.A., South Dakota, 1904; M.A., 1907; Ph.D., Stanford, 1928. Faculty, Oregon, from 1918.

- FRIEDRICH GEORG G. SCHMIDT, Ph.D. *Professor of Germanic Languages and Literature*
Student, University of Erlangen, Bavaria, 1888-1890; Johns Hopkins, university scholar and fellow, 1894-96; Ph.D., 1896. Faculty, Cornell College, 1896-97; head of department of modern languages, Oregon, 1897-1905; head of department of German, from 1905.
- LOUISE BARROWS SCHROFF *Instructor in Painting*
Graduate, Museum of Fine Arts School, Boston, Mass., 1904; Fontainebleau School, France, 1924; pupil of Edmund Tarbell, Frank Benson, Philip Hale, Denman Ross, Arthur Dow, Jean Despujols, Aug. Fr. Gorguet, G. L. Jaulmes. Faculty, Oregon, from 1926.
- WALDO SCHUMACHER, Ph.D. *Professor of Political Science*
B.A., Bluffton, 1917; M.A., Ohio State, 1918; assistant and fellow in political science, Wisconsin, 1921-23; Ph.D., 1923. Faculty, Bluffton College, 1919-21; Syracuse University, 1923-25; Grinnell College, 1925-26; Oklahoma, 1926-28; Oregon, from 1928.
- HAZEL PRUTSMAN SCHWERING, Ph.B. *Acting Dean of Women*
Ph.B., Chicago University, 1926; graduate student, Oregon, 1927-28; acting dean of women, 1928-29. Present position from 1929.
- GERTRUDE SEARS, B.S. *Supervisor of English, Roosevelt Junior High School*
B.S., Oregon, 1929. Library, Illinois, 1921. Faculty, Oregon, from 1927.
- HARRY J. SEARS, Ph.D. *Professor of Bacteriology, School of Medicine, Portland*
A.B., Stanford, 1917; A.M., 1912; Ph.D., 1916; student, Chicago. Faculty, Stanford, 1911-12, 1913-16; city bacteriologist and chemist, Berkeley, Calif., 1917-18. Faculty, Oregon, from 1918; president, Oregon branch of Society of American Bacteriologists.
- ROBERT HOLMES SEASHORE, Ph.D. *Associate Professor of Psychology*
B.A., Iowa, 1923; M.S., 1924; Ph.D., 1925. Faculty, Ohio State University, 1925-26; National Research Council fellow in biological sciences, Stanford University, 1926-28. Faculty, Oregon, from 1928.
- OTILLIE TURNBULL SEYBOLT, M.A. *Assistant Professor of English and Director of Dramatics*
B.A., Mt. Holyoke College, 1910; M.A., Wisconsin, 1915; graduate student, Wisconsin, 1916-18; graduate student, Columbia University, 1912, 1913, 1924; graduate student, California, 1920-21. Faculty (summers), Wisconsin, 1918, 1919, 1924, 1925; faculty, Vassar College, 1921-25; Smith College, 1925-26; faculty, Colorado (summer), 1926; faculty, Minnesota, 1926-27; Mills College, 1927-28; Oregon, from 1928.
- LAURENCE SELLING, M.D. *Clinical Professor of Medicine, School of Medicine, Portland*
A.B., Yale, 1904; M.D., Johns Hopkins Medical School, 1908. Faculty, Oregon, from 1912.
- HELEN MILLER SENN, B.A. *Instructor in Public Speaking, Portland Extension Center*
B.A., Michigan, 1907; National Conservatory of Dramatic Art, New York City, 1907-09; student and faculty, Boston School of Expression. Faculty, Buena Vista College, Iowa, 1914; Willapette, 1915-17; Oregon, from 1918.
- HENRY DAVIDSON SHELTON, Ph.D. *Dean of the School of Education and Professor of Education and History*
A.B., Stanford, 1896; A.M., 1897; Ph.D., Clark, 1900; student, Leipzig, 1911-12. Faculty, Oregon, 1900-11; Pittsburg, 1912-14; Oregon, from 1914; chairman, administrative committee of University, 1924-26.
- ALFRED E. SHIELDS, B.S. *Assistant Coach of Athletic Teams*
B.S., Oregon, 1926. Faculty, Oregon, from 1929.
- FREDERICK LAFAYETTE SHINN, Ph.D. *Professor of Chemistry*
B.A., Indiana, 1901; M.A., 1902; scholar, Yale, 1902; Ph.D., Wisconsin, 1906. Faculty, Wisconsin, 1902-04, 1905-07; Indiana, 1904-05; Oregon, from 1907; acting head of department, 1918-22.
- L. KENNETH SHUMAKER, B.A. *Supervisor of English A*
B.A., Iowa, 1922; Oregon, 1922-25. Faculty, Oregon, from 1922.
- CLARA MILLER SMERTENKO, Ph.D. *Associate Professor of Latin and Greek*
A.B., Grinnell College, 1895; Ph.D., Chicago, 1897, Berlin, 1906-07. Faculty, Grinnell College, 1903-19; Columbia University, 1920-22; Skidmore College, 1923-25; Oregon, from 1927. Head of Greek department, from 1930.
- S. STEPHENSON SMITH, B.Litt. (Oxon) *Associate Professor of English*
A.B., Reed College, 1915; B.Litt., Oxford, England, 1923. Faculty, Oregon, from 1925.
- WARREN DUPRE SMITH, Ph.D. *Professor of Geology*
B.S., Wisconsin, 1902; M.A., Stanford, 1904; fellow in geology, Chicago, 1904-05; Ph.D., Wisconsin, 1908. Geologist and chief of division of mines, bureau of science, Manila, 1905-14, 1920-22. Faculty, Oregon, from 1914.

- MENO SPANN, Ph.D. *Assistant Professor of Germanic Languages and Literature*
University of Goettingen, 1922-24; University of Berlin, 1924-25; University of Marburg, 1925-28; Ph.D., 1928. Faculty, Cornell University, Ithaca, N. Y., 1928-30; Oregon, from 1930.
- CLARENCE WILEY SPEARS, M.D. *Professor of Physical Education; Head Football Coach, and Physician in the University Health Service*
B.S., Dartmouth, 1917; M.D., Rush Medical College, Chicago, 1921. Freshman football coach, Dartmouth, 1916; head coach, 1917, 1919-20; head football coach, West Virginia, 1921-24; professor of physical education and head football coach, Minnesota, 1925-30. Faculty, Oregon, from 1930.
- CARLTON E. SPENCER, A.B., J.D. *Associate Professor of Law*
A.B., Oregon, 1913; LL.B., 1915; J.D., 1925. Secretary and instructor, Oregon Law Department, Portland, 1913-17; registrar, Oregon, 1919-27. Faculty, Law School, 1923-24. Present position from 1927.
- ORIN FLETCHER STAFFORD, A.M. *Professor of Chemistry*
A.B., Kansas, 1900; A.M., 1902; graduate student, Nernst laboratory, Berlin, 1908-09. Faculty, Oregon, from 1900; head of department from 1902.
- MARY ELIZABETH STARR, B.S. in H.E. *Instructor in Household Arts*
B.S. in H.E., Washington, 1929; assistant in home economics, University of Washington, 1930. Faculty, Oregon, from 1930.
- JOHN H. STEHN, M.S. *Instructor in Wind Instruments; Director of Band*
A.B., Grinnell College, 1925; M.S., Iowa, 1927. Faculty, Oregon, from 1929.
- FERENZ STEINER. *Professor of Cello*
New York College of Music, 1910-11; Columbia University, 1910-11; graduate, Royal National Academy of Music, Budapest, Hungary. Professor of cello, New York College of Music, German Conservatory, Detroit Institute of Musical Art, Los Angeles Conservatory of Music. Faculty, Oregon, from 1930.
- GERTRUDE M. STEPHENSON, B.M. *Assistant Registrar*
B.M., Idaho, 1912; assistant registrar, University of Idaho, 1914-20; chief clerk, registrar's office, Oregon, 1921-28; assistant to registrar, 1928-30; assistant registrar, 1930.
- FRED L. STETSON, M.A. *Professor of Education*
B.A., Washington, 1911; M.A., 1913; research scholar, Teachers' College, 1919-20. Faculty, Washington, 1912-13; Oregon, from 1913; director of summer session, Eugene, 1924-26.
- ARTHUR B. STILLMAN, B.A. *Assistant Professor of Business Administration*
B.A., Oregon, 1928. Faculty, Oregon, from 1922.
- JOHN STRAUB, Lit.D. *Emeritus Dean of Men*
B.A., Mercersburg, 1876; M.A., 1879; Lit.D., Franklin and Marshall, 1913. Faculty, Oregon, from 1878; dean of the College of Literature, Science, and the Arts, 1899-1920; dean of men, 1920-25.
- ALBERT RADDIN SWEETSER, M.A. *Professor of Plant Biology*
B.A., Wesleyan, 1884; M.A., 1887; graduate student, Massachusetts Institute of Technology, 1884-85; Harvard, 1893-97. Faculty, Radcliffe, 1896-97; Pacific University, 1897-1902; Oregon, from 1902; head of department from 1909.
- HOWARD RICE TAYLOR, Ph.D. *Professor of Psychology*
A.B., Pacific University (Ore.), 1914; A.M., Stanford, 1923; Cubberly fellow, Stanford, 1924-25; Ph.D., 1927. Faculty, Oregon, from 1925.
- *LOURENE E. TAYLOR, B.A. *Instructor in Plant Biology*
B.A., Oregon, 1918. Faculty, Oregon, from 1922.
- JANE THACHER. *Professor of Music*
Student, Vienna; pupil of Karl Pileger; Teodor Leschetizky; concert pianiste. Faculty, Oregon, from 1916.
- W. F. G. THACHER, M.A. *Professor of English and Advertising*
A.B., Princeton, 1900; M.A., 1906; graduate student, Chicago, 1906; associate editor of Pacific Monthly, 1902-04. Faculty, Oregon, from 1914.
- ANNA M. THOMPSON, M.A. *Assistant Professor of Romance Languages*
B.A., Western Maryland College, 1900; M.A. 1901; graduate student, Columbia, 1909-10; Institut Français (branch University of Toulouse at Madrid), 1916-17; Centro de Estudios Históricos, Madrid, diploma, 1919; University of Mexico, summer, 1922. Faculty, International Institute, Madrid, Spain, 1910-20; Oregon, from 1920.

* Leave of absence, 1930-31.

- ELNORA E. THOMSON, R.N. *Professor of Applied Sociology; Director of Nursing Education*
Executive secretary, Illinois Society for Mental Hygiene; director of Public Health Nursing Course, Chicago School of Civics and Philanthropy; member of American Red Cross Tuberculosis Commission to Italy, 1918-19; director of Far Western Extension Office, American Child Health Association, 1923-25; director of Nursing Service, Marion County Child Health Demonstration, from 1925; present position, 1921-28, and from 1925.
- HARRIET W. THOMSON, A.B. *Professor of Physical Education*
A.B., Michigan, 1904; graduate student, 1904-05; assistant in Orthopaedic Hospital-School, 1922. Faculty, Oregon, from 1911.
- LILIAN E. TINGLE *Professor of Household Arts*
Student, Robert Gordon's College, Aberdeen, Scotland; University of Aberdeen; University of London; special study in Germany and Italy. Faculty, State Normal Industrial School, North Dakota; general supervisor of home economics, Portland public schools, 1908-17; head of department of household arts, Oregon, from 1917.
- H. G. TOWNSEND, Ph.D. *Professor of Philosophy*
A.B., Nebraska Wesleyan University, 1908; Ph.D., Cornell, 1918; Sage fellow in philosophy, Cornell. Faculty, Central College, 1910-14; Smith College, 1914-26; Oregon, from 1926.
- ERNESTINE ANN TROEMEL, B.S. *Instructor in Physical Education*
B.S., Wisconsin, 1925. Faculty, Oregon, from 1925.
- GEORGE TURNBULL, A.B. *Professor of Journalism*
A.B., Washington, 1915; editorial staff, Seattle Post-Intelligencer, 1905-16; Seattle Times, 1916-17. Faculty, Oregon, from 1917.
- HAROLD S. TUTTLE, M.A. *Associate Professor of Education*
B.S., College of Pacific, 1905; M.A., 1911; B.D., Pacific School of Religion, 1911; student, California, 1908-11; B.A., Pacific University, 1923. Faculty, Oregon, from 1926.
- AURORA POTTER UNDERWOOD, B.M. *Assistant Professor of Music*
B.M., Oregon, 1921; pupil of Ethel Newcombe and Edwin Hughes, New York, 1921-22; Fanny Bloomfield Zeisler, 1924; Phillippe, Fontainebleau, 1925. Faculty, Oregon, from 1922.
- REX UNDERWOOD *Professor of Music*
Chicago Musical College, pupil, Joseph Olheizer, 1904-06; Leipzig Conservatory, pupil, Hans Becker, 1907-09; Royal Bavarian School of Music, Wurzberg, pupil of Walter Schulze-Prisca, 1910; pupil, Michael Press, Berlin, 1911; studied in London, 1912; with Leon Sametion and Eric Delamartre, Chicago, 1924; with Remy, Fontainebleau, 1925; violin virtuoso diploma, Fontainebleau, 1925. Concert violinist and teacher, 1913-19; faculty, Oregon, from 1919.
- WENDELL L. VAN LOAN, B.S. *Instructor in Education*
B.S., Oregon, 1928. Faculty, Oregon, from 1930.
- ANDREW MCD. VINCENT *Assistant Professor of Painting and Drawing*
Art Institute of Chicago, 1923-27. Instructor, Art Institute of Chicago Night School, 1928. Awarded Julia Knapp Memorial Prize, Exhibition of Chicago Artists, 1928. Faculty, Oregon, from 1929.
- PAUL R. WASHKE, A.M. *Professor of Physical Education*
A.B., Western State Teachers College, 1927; M.A., Michigan, 1929. Faculty, Michigan, 1927-30; Oregon, from 1930.
- GERTRUDE BASS WARNER, M.A. *Director, Oregon Museum of Fine Arts*
M.A. in Public Service, Oregon, 1929; student, Vassar. Member, American Association for Advancement of Science, American Anthropological Association, Japan Society, Zaidan Hojin Meiji Sietoku Kinen Gakkai (Meiji Japan Society); present position, from 1922.
- F. MIRON WARRINGTON, Diplôme de l'Université de Paris. *Professor of Romance Languages, Portland Extension Center*
Upper Canada College, Toronto, 1897; French interpreter, Canadian federal courts, 1900-08; student, University of Mexico, 1916-17; student, University of Madrid, 1921; diplôme de l'Université de Paris, 1922; instructor, Portland Center, 1918. Present position, from 1919.
- RAYMOND E. WATKINS, M.D., F.A.C.S. *Clinical Professor of Gynecology and Head of the Department, School of Medicine, Portland*
M.D., University of Illinois, 1909. Faculty, Oregon, from 1929.
- ESTHER WICKS, B.A. *Part-time Instructor in Music*
B.A., Oregon, 1930. Faculty, Oregon, from 1930.

- DONALD WILKINSON, B.A. *Instructor of Geology*
B.A., Oregon, 1923; University of California, 1923-24; Stanford University, summer, 1924. Faculty, Oregon, from 1930.
- W. R. B. WILLCOX, F.A.I.A. *Professor of Architecture*
Three and a half years, Kalamazoo College, Mich.; University of Pennsylvania, 1893-94; European study, 1907. Practicing architect, Burlington, Vermont, 1894-1908; Seattle, Wash., 1908-22; faculty, Oregon, from 1922. Fellow, American Institute of Architects; director, 1914-17; chairman, city planning committee, 1915; vice-president, 1918; jury of fellows, 1923-26.
- ROGER JOHN WILLIAMS, Ph.D. *Professor of Chemistry*
B.S., Redlands, 1914; M.S., Chicago, 1918; Ph.D. (magna cum laude), 1919. Research chemist, The Fleischmann Co., 1919-20. Faculty, Oregon, from 1920.
- GEORGE WILLIAMSON, Ph.D. *Assistant Professor of English*
B.A., Stanford, 1920; M.A., Harvard, 1925; Ph.D., Stanford, 1928; instructor in English, Washington State College, 1920-22; assistant professor of English, Washington State College, 1923-25. Faculty, Pomona College, 1925-27; instructor and graduate student, Stanford University, 1927-28. Faculty, Oregon, from 1928.
- GEORGE FLANDERS WILSON, M.D. *Emeritus Professor of Surgery,
School of Medicine, Portland*
M.D., University of Virginia, College of the City of New York; Medical Corps, U. S. Army. Faculty, Oregon, from 1880.
- LOUIS AUBREY WOOD, Ph.D. *Associate Professor of Economics*
B.A., Stanford, 1905; B.D., Montreal Presbyterian College, 1908; Ph.D., Heidelberg, 1911. Faculty, Robertson College, Alberta, 1912-13; University of Western Ontario, 1914-23. Sterling research fellow, Yale, 1928-29. Faculty, Oregon, from 1924.
- JANET WOODRUFF, M.A. *Assistant Professor of Physical Education*
Diploma, Kellogg School of Physical Education, Michigan, 1922; B.S., Teachers' College, Columbia, 1926; M.A., 1929. Assistant professor of physical education, Oklahoma A and M College, 1922-24; instructor in physical education, Kansas State Teachers' College, 1926-27. Faculty, Oregon, from 1929.
- LEAVITT OLDS WRIGHT, Ph.D. *Professor of Romance Languages*
A.B., Harvard, 1914; B.D., Union Theological Seminary, 1917; M.A., California, 1925; Ph.D., 1928; graduate student, Teachers' College, 1915-17; California, 1924-26. Faculty, Columbia, 1916-17; Pomona College, 1917-18, 1921-24; director, del Colegio Internacional, Guadalajara, Mexico, 1918-21. Faculty, Oregon, from 1926.
- ROSALIND WULZEN, Ph.D. *Assistant Professor of Animal Biology*
B.S., California, 1904; M.S., 1910; Ph.D., 1914. Faculty, Mills College, 1909-13; California, 1914-28; Oregon, from 1923.
- HARRY BARCLAY YOCOM, Ph.D. *Professor of Zoology*
A.B., Oberlin, 1912; graduate assistant in zoology, California, 1915-17; M.A., California, 1916; Ph.D., 1918. Faculty, Wabash, 1912-13; Kansas Agricultural, 1918-15; Washburn, 1917-18; College of City of New York, 1919-20; Oregon, from 1920.
- GEORGE E. M. YORK. *Maintenance Superintendent*
University of California, 1919; Oregon, 1919-23; Oregon, from 1930.
- NOWLAND B. ZANK. *Associate Professor of Design*
Drexel Institute, 1912-14; Art Institute of Chicago, 1914; Penn State College, 1915-19; Pennsylvania Academy of Fine Art, 1916; art instructor, Portland public schools, and University Extension Center. Faculty, Oregon, from 1924.

TEACHING FELLOWS

JOHN DEWITT DAVIS, B.A., Idaho, 1913; Education; Eugene.
 CHARLES A. GOODWIN, M.S., Oregon, 1930; Physics; Corvallis.
 RALPH W. LEIGHTON, B.A., College of Idaho, 1926; Education; Eugene.
 WILLIAM MCNABB, B.S., Oregon, 1930; Physical Education; Eugene.
 IRVING MATHER, M.S., Oregon, 1930; Education; Eugene.
 HILBERT J. UNGER, M.A., Oregon, 1930; Physics; Eugene.

GRADUATE ASSISTANTS

ALFRED W. ANDREWS, B.A., Oregon, 1926; Mathematics; Eugene.
 ELIZABETH BARTO, B.A., Montana, 1930; Animal Biology, Thompson Falls, Montana.
 LESTER F. BECK, B.A., Oregon, 1930; Psychology; Eugene.
 VIDA BUEHLER, B.A., Oregon, 1928; Physical Education; Eugene.
 STEPHEN D. COLEMAN, B.S., Oregon State College, 1930; Chemistry; Corvallis.
 CHARLES DAWSON, B.S., Oregon, 1930; Chemistry; Eugene.
 ELTON EDGE, B.A., Oregon, 1928; Zoology; Eugene.
 LA WANDA FENLASON, B.A., Oregon, 1930; History; Portland.
 ELIOT C. FLETCHER, B.S., Florida, 1930; Architecture and Allied Arts; Eugene.
 KATHERYN FRY, B.A., Oregon, 1930; Education; Eugene.
 ARTHUR FRYER, B.S., Oregon, 1930; Physiology; Yamhill.
 CARL J. FURR, B.S., Utah State Agricultural College, 1929; Romance Languages; Mesa, Arizona.
 JULIA E. GROSS, B.A., Wellesley College, 1917; History; Portland.
 WINCHESTER HEICHER, A.B., Stanford, 1930; History; San Anselmo, California.
 MARCELLA HILGEN, B.S., Oregon, 1930; History; Dufur.
 MYRTLE HUBBARD, B.A., Lake Forest College, 1928; English; Libertyville, Illinois.
 H. B. HUNSAKER, B.S., Utah State Agricultural College, 1930; Physical Education; Honeyville, Utah.
 RUTH JACKSON, B.A., Oregon, 1929; English; Eugene.
 BERTRAM JESSUP, B.A., Oregon, 1927; English; Eugene.
 FRANCIS JONES, A.B., Pacific University, 1928; Chemistry; Forest Grove.
 JOHN W. JOYCE, A.R., Whitman College, 1930; Economics, Buhl, Idaho.
 EDNA KEEFERS, B.A., Oregon, 1930; Mathematics; Eugene.
 KARL KLEMM, B.A., Oregon, 1930; Physical Education; Eugene.
 MARJORIE LANDRU, B.A., Oregon, 1929; Physical Education; Eugene.
 DALE LESLIE, B.A., Oregon, 1929; Biology; Bandon.
 FRANK L. LOMBARD, B.S., Oregon, 1930; Economics; Springfield.
 MRS. MABEL KULLANDER MCKINNEY, B.M., Oregon, 1930; Music; Springfield.
 CHARLES R. MARLATTE, B.S., Oregon, 1930; Geology; Eugene.
 ELSIE V. MOLLER, B.A., Oregon, 1929; Mathematics; Myrtle Point.
 H. MEYER MUUS, B.S., North Dakota, 1930; Business Administration; Eugene.
 ISOBEL ORCHARD, B.A., Montana, 1930; English; Roman, Montana.
 PHILIP PARK, B.S., Linfield College, 1930; Education; Portland.
 LILLIAN B. PATTERSON, M.A., Oregon, 1930; Animal Biology; Eugene.
 H. EARL PEMBERTON, A.B., Willamette, 1928; Sociology; Eugene.
 ERIC L. PETERSON, B.S., Oregon, 1928; Physics; Lakeview.
 F. J. ROUBAL, M.A., Oregon, 1930; Education; Eugene.
 JOHN SCHEFFER, B.A., Oregon, 1928; English; Eugene.
 EDWARD T. SCHENK, B.A., Oregon, 1930; Palaeontology; Eugene.
 SIGFRID SEASHORE, B.A., Oregon, 1930; Psychology; Iowa City, Iowa.
 GRACE E. SMITH, B.A., Carleton College, 1929; Philosophy; Monte Vista, Colorado.
 HELEN SMITH, B.A., College of Idaho, 1930; Biology; Caldwell, Idaho.
 CELLA STODDARD, B.A., Oregon, 1930; English; Burns.
 FRANK S. STOWELL, A.B., Whitman College, 1930; English; Ellensburg, Washington.
 DONALD E. SWANSON, A.B., Nebraska Wesleyan University, 1930; Psychology; Saronville, Nebraska.
 HORACE C. TERRELL, A.B., Earlham College, 1924; English; Newberg.
 MARIAN A. TORKELSEN, A.B., Whitman College, 1930; Mathematics; Walla Walla, Washington.
 JOHN TRUESDALE, B.A., University of Redlands, 1928; Chemistry; Eugene.
 HILDA WANKER, B.A., Oregon, 1929; Architecture and Allied Arts; Portland.
 RALPH O. WICKERSHAM, B.A., Oregon, 1931; Psychology; Portland.
 LUCIA WILEY, B.A., Oregon, 1928; Architecture and Allied Arts; Tillamook.

RESEARCH ASSISTANTS

FRANKLIN ANDERSON, A.B., Santa Barbara State College, 1930; Education; Santa Barbara, California.
 THORA BOESSEN, B.A., Oregon, 1927; Applied Social Science; Eugene.
 HAROLD FISK, B.S., Oregon, 1930; Geology; Medford.
 DAVID NORTHRUP, B.A., Reed College, 1930; Biology; Portland.
 MILDRED REYNOLDS, B.A., Oregon, 1930; Applied Social Science; Eugene.
 GEORGE SCHLASSER, B.S., Oregon, 1930; Education; Portland.

RESEARCH FELLOWS

RONALD H. BEATTIE, J.D., Oregon, 1928; Applied Social Science; Eugene.
 GEORGE H. GOODYEAR, A.B., University of Redlands, 1930; Chemistry; Anaheim, California.
 MARY MORELAND, A.M., Missouri, 1926; Applied Social Science; Eugene.
 ERNEST B. PRICE, B.A., University of Rochester, 1913; Political Science; Eugene.
 GLENN J. WOODWARD, A.B., Whitman College, 1930; Chemistry; Milton.

FACULTY COMMITTEES

- ADVISORY COUNCIL—President Hall, Gilbert, Carpenter, Rebec, Boyer, Barnett, Milne.
ACADEMIC REQUIREMENTS—Pallett, Morris, Boynton, Stafford, Stetson, Stephenson.
APPOINTMENT BUREAU—Bossing, Boyer, DeCou, Bowen, Bovard, Andrew Fish, Boynton, Faville.
ATHLETICS—Howe, Bovard, Earl, Huestis, Erb.
AWARDS—Turnbull, Thacher, Biggs, Wright, Davis, Perkins.
CATALOG AND SCHEDULE—Pallett, Wright, R. C. Hall, Stillman, Stetson, Caswell, Gertrude Stephenson, *Secretary*.
COLLOQUIUM—Waldo Schumacher, Howard, Onthank.
COMMENCEMENT AND ASSEMBLY—Straub, Gilbert, Dunn, Evans, Kerns, Bovard, Rosson, Pallett.
COMMONWEALTH SCHOLARSHIPS—Earl, President Hall, Gilbert, Pallett, H. D. Angell, L. S. McCreedy, J. K. King.
EDUCATIONAL ADVISORY—Onthank, Gilbert, Rebec, Sheldon, Taylor, Pallett, Boyer, Packard.
FOREIGN SCHOLARSHIPS—Rebec, Andrew Fish, S. S. Smith, Gellhorn.
FREE INTELLECTUAL ACTIVITIES—Townsend, W. D. Smith, Lesch, Moll, McClain, Smertenko, Zane, Mez, Cressman.
GERLINGER CUP—Schwering, Mrs. W. F. Jewett, Mrs. F. L. Chambers, Seybolt, President Women's League, President Mortar Board.
GERLINGER HALL—Schwering, Bovard, Pallett.
GRADUATE COUNCIL—Rebec, Sheldon, Boyer, Williams, Milne, Larsell, Erb, J. H. Mueller, Lawrence, Schmidt.
HONORS COUNCIL—Boyer, Allen, Andrew Fish, Gilbert, Howe, Sheldon, Stafford, Rebec, S. S. Smith, Taylor, Pallett.
HOUSING—Onthank, Ager, Biggs, Schwering, Turnipseed.
INTRA-MURAL SPORTS—DeCou, Washke, Alden, Huestis, Williams, Andrew Fish, Kelly.
INTERNATIONAL RELATIONS—Morris, W. D. Smith, Faville, Mez.
WARNER PRIZES—Godfrey, Hazam.
INVESTIGATION OF COLLEGE TRAINING—Sheldon, Taylor, Gilbert, Burrell, Huestis, H. S. Tuttle, Morris, Cressman, Lewis.
KOYL CUP AND ALBERT PRIZE—Biggs, Landsbury, Earl, Schwering, Rosson.
LIBRARY—M. H. Douglass, Sheldon, Allen, Rebec, Yocom, Williams, R. H. Ernst, J. H. Mueller, Spencer, Rex Underwood.
NEW COURSES—Pallett, Gilbert, Rebec, Faville.
PERSONNEL ADVISORY COUNCIL—Conklin, Townsend, Morris, Bovard, W. D. Smith, Zane, Bailey, Taylor, Onthank.
PERSONNEL RESEARCH BUREAU—Taylor, *Director*.
PUBLICATIONS—Allen, Huffaker, Faville, Carpenter, Packard, J. H. Mueller, M. H. Douglass, R. C. Hall, *Secretary*.
RELIGIOUS AND MORAL ACTIVITIES—Bossing, Sheldon, M. H. Douglass, DeCou, Burt B. Barker, Carpenter, Gilbert, Stillman, Sweetser, Williams, W. D. Smith, H. S. Tuttle, Bovard, Parsons.
RESEARCH—President Hall, Packard, Milne, Faville, Seashore, Larsell, Huffaker, Boyer.
SCHOLARSHIP—Gilbert, Stillman, Bovard, Spencer, Yocom, Schwering, Biggs, Pallett.
STATE SURVEY—Parsons, Faville, A. R. Moore, Barnett, Sheldon, Gilbert, Waldo Schumacher, Crumbaker, Bovard, Allen, W. D. Smith, Landsbury, Lawrence, J. H. Mueller, Carpenter, Dillehunt, Stafford, Mez.
STUDENT ADVISORY—Onthank, Schwering, Gilbert, Biggs, Earl, Parsons, Spencer; Student Members—Dorothy Eberhard, Roy L. Herndon, William F. Whitely.
STUDENT AFFAIRS—Schwering, Mumby, Taylor, Spencer, Biggs, President Associated Women Students, President A. S. U. O.
VESPER—Schwering, Mrs. P. L. Campbell, M. H. Douglass, Landsbury.

THE UNIVERSITY OF OREGON

HISTORICAL

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

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

More recently the graduate school was established in 1900, the school of music in 1902, the school of education in 1910, and the schools of architecture and of business administration (at first called the school of commerce) in 1914, the school of journalism in 1916, the schools of sociology and of physical education in 1920, and the Portland school of social work, at first organized under the school of sociology, became a separate organization in 1927, and 1929 became the school of applied social science.

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

LOCATION AND CLIMATE

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

GOVERNMENT

The government of the University of Oregon until 1929 vested, under the laws of the state of Oregon, in a board of regents, is now lodged with the Board of Higher Education consisting of nine members. Members of the Board of Higher Education are, after the first term has expired, appointed by the governor of the State for a period of nine years.

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

ENDOWMENT AND SUPPORT

The University of Oregon is one of the four state-supported institutions which derive their income from the millage taxes. The millage income of the University is approximately \$900,000 annually. In addition, there is a considerable income from fees, incidental, laboratory, and resident and non-resident tuition.

No income producing property is owned by the University, but an income of approximately \$8,000 a year is obtained from the state land fund and a small endowment fund given to the University by Henry Villard.

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

ORGANIZATION AND DEGREES

The University is organized into the following establishments:

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

EQUIPMENT

GROUNDS

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

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

The south campus is mainly occupied by the newer buildings, the administration building, or Johnson hall, Condon hall, the education group, the school of music; the buildings of the woman's quadrangle, and the new fine arts building completed in 1930. East of this section of the campus is the new dormitory for men, and a large tract devoted to military and athletic purposes. The University buildings are situated on rising ground well wooded with native and exotic trees.

BUILDINGS

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

THE UNIVERSITY LIBRARY
STAFF

M. H. DOUGLASS, M.A.	Librarian
BEATRICE J. BARKER, Ph.B.	Head Cataloger
MABELLE BEAKLEY, B.A.	Junior Assistant in Charge of English Reserve
IONE E. BROOKE	Junior Assistant, Circulation Department
ELLA S. CARRICK, B.A.	Cataloger
MARGUERITE R. CARPENTER, B.A.	Junior Assistant, Cataloging Department
LENORE CASFORD, B.A.	Periodical Librarian
FRANCES CORCORAN, B.S.	Junior Assistant, Reference Department, and Business Administration Librarian
ALICE GARDINER	Periodical Clerk
MABEL HOUCK	Librarian, School of Architecture and Allied Arts
KATHERINE KARPENSTEIN, B.A.	Junior Assistant, Circulation Department
JACQUOISE KIRTLEY, B.A.	Law Librarian and Cataloger
MABEL KLOCKARS, B.A.	Reserve Librarian and Oriental Museum Librarian
JOHN MARCH, B.A., B.S.	Senior Assistant, Reference and Periodical Departments
MABEL EATON MCCLAIN, B.A., B.S.	Circulation Librarian
MRS. ELLEN PENNELL	Assistant
BERNICE RISE, B.A., B.S.	First Assistant, Circulation Department
ROSE ROBINSON, B.A., B.S., M.A.	Cataloger
FRANCES SCHROEDER, B.A.	Junior Assistant, Reference and Periodical Departments
CORWIN V. SEITZ, B.A.	Order Clerk
ELSA SMITH	Junior Assistant, Circulation Department
BETTY MAE STAMM, B.A.	Junior Assistant, Order Department
GLADYS E. VATNSDAL, B.A.	Accessions Clerk
PAULINE WALTON, M.A.	Indexer
MARY WARD RUTHERFORD	Junior Assistant, Circulation Department
MARIAN P. WATTS, B.A.	Reference Librarian
GLADYS A. YODER	Secretary and Bookkeeper

The University library is a well-selected and steadily growing collection, now numbering about 223,000 volumes. It is well equipped for the undergraduate work of the University and is each year making some progress in securing materials needed for advanced research.

The library is supplied with the standard general and special reference books and with the files of the principal American and foreign periodicals of general interest as well as those of special value in connection with the work of the various departments of instruction. It receives regularly about 2318 periodicals and 170 newspapers. There is available each year from various sources for books, periodicals, and binding, about \$38,000. During the past twenty years a total of about \$380,000 has been expended for additions to its resources of books and periodicals.

Among the special collections in the main library are: The Pauline Potter Homer collection of beautiful books, a "browsing" collection of 650 volumes; the Oregon collection of books, periodicals, pamphlets, documents, etc., by Oregon authors or relating to the state; the University of Oregon collection of items having to do with the University; the textbook collection numbering about 2,000 volumes of school and college text-books, new and old; the F. S. Dunn collection of 500 volumes of historical fiction illustrating life from prehistoric times to the Norman conquest; and the Camilla Leach collection of art books.

The law library of 19,800 volumes shelved in the law building includes substantial gifts from the libraries of Lew Russell, Judge Matthew P. Deady, and the Kenneth Lucas Fenton Memorial library of 8,000 volumes given by Judge W. D. Fenton in memory of his son.

The Oregon Museum Oriental library of 2,300 volumes was presented by Mrs. Gertrude Bass Warner, and is maintained by her in connection with the Oregon Museum of Fine Arts. It includes rare and valuable books and periodicals dealing with the history, literature, civilization, and especially the art of China, Japan and other Oriental countries.

A reference collection for the use of students of architecture is provided in the architecture building. Mr. Ion Lewis, prominent Portland architect, in 1929 presented his valuable architectural library to the University of Oregon School of Architecture and Allied Arts, and the heirs of Mr. William M. Whidden, for many years Mr. Lewis' partner, presented his fine collection also to the school. These collections form the nucleus of a permanent School of Architecture library.

Collections of books for required reading are maintained in the main library, in Condon hall, and in the school of business administration.

During the regular session the library is open each week day from 7:30 a. m. to 10 p. m., and on Sunday from 2 to 10 p. m. Vacation hours are from 8 a. m. to 6 p. m. Books other than reference books and those especially reserved for use in the library may be drawn out for a period of one month subject to renewal if there is no other demand for them. All persons connected with the University have the privilege of drawing books and the use of the library for reference purposes is extended to the general public as well. Books that can be spared from the University are also loaned for a month at a time to other libraries, to superintendents and principals of Oregon schools, to alumni of the University, and to responsible individual citizens of the state.

THE OREGON MUSEUM OF FINE ARTS

MRS. GERTRUDE BASS WARNER.....	Director
MRS. LUCY PERKINS.....	Curator, Chinese Collection
	Mongolian Collection
MRS. EMILY B. POTTER.....	Curator, Japanese Collection
	Korean Collection
	Cambodian Collection
MABEL R. KLOCKARS.....	Librarian, The Murray Warner Museum Library
ROSE ROBINSON.....	Cataloger, The Murray Warner Museum Library

The Murray Warner Collection of Oriental Art is at present housed on the third floor of Gerlinger hall.

The Murray Warner Collection of Oriental Art, given to the University of Oregon in 1921 by Mrs. Gertrude Bass Warner as a memorial to her husband, was started by Major and Mrs. Warner while they were living in Shanghai, China. Major Warner had a considerable knowledge of the Orient, and serving the American government as he did through the Boxer rebellion and the unsettled conditions following, had exceptional opportunities to obtain many beautiful specimens of Chinese art, some of which are now in the museum. Since Major Warner's death, Mrs. Warner has made six trips to the Orient to increase the collection and to replace articles that were not up to museum standards, with those that were. Mrs. Warner has given a part of the collection to the Smithsonian Institution in Washington, D. C., but the larger portion has come to the University of Oregon in order to foster on the Pacific Coast a sympathetic understanding and appreciation of the peoples of the Orient.

The Warner collection is especially distinguished by the rarity and perfect preservation of the objects composing it. At the present time only a small part of the Chinese collection is on display. Included in the material exhibited at present is a large collection of Chinese paintings by old masters, and tapestries and embroideries; fine examples of cinnabar lacquer; old jade; Chinese porcelains, including specimens of old blue and white of the Ming period; rare peachbloss, oxblood and other varieties; ancient bronzes dating from the Chou, Han, and Sung dynasties.

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

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

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

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

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

The collections mentioned above are now being installed in the Museum of Fine Arts. This beautiful building, designed to be a "temple of things beautiful and significant" was made possible by gifts from the citizens of Oregon. The first unit will cost approximately \$200,000.

UNIVERSITY PROCEDURE

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

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

ADMISSION TO THE UNIVERSITY

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

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

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

ACCREDITED HIGH SCHOOLS

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

ADMISSION TO FRESHMAN STANDING

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

Plan A. Presentation of fifteen units from a four-year high school or twelve units from a senior high school. Part of these units are to be grouped into majors (a major is three units in one field) and minors (a minor is two units in one field). The distribution from a four-year high school must include two majors and three minors, of which two majors and one minor or one major and two minors must be selected from some of the following fields: English; languages other than English; mathematics; laboratory science; and social science. One of the majors must be in English. The distribution

from a senior high school must include two majors and two minors, of which two majors and one minor or one major and two minors must be selected from some of the following fields: English; languages other than English; mathematics; laboratory science; and social science. One of the majors or one of the minors must be in English. No credit is granted for penmanship, spelling, physical education, or any subject classified as a student activity.

Plan B. Presentation of fifteen units from a four-year high school or twelve units from a senior high school, of which ten units in the former or eight units in the latter must be selected from some of the following fields: English; languages other than English; mathematics; laboratory science; and social science. At least three of the ten units or two of the eight units must be in English. No credit is granted for penmanship, spelling, physical training, or any subject commonly classified as a student activity.

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

ADMISSION TO ADVANCED STANDING

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

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

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

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

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

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

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

Language 99. The purpose of these examinations is to clear the 24 term hours language requirement for the bachelor of arts degree. These examinations in reading proficiency in foreign language are open to students regardless of previous formal course work in languages and shall give the student three-term hours credit in each language in which he passes the examination.

Procedure. A student should first consult the head of the language department in which he expects to take the examination and, if consent is given, he obtains a petition from the registrar's office upon which he asks permission to take this examination. When this petition is approved by the head of the language department and the major professor, the Academic Requirements committee passes upon it. Upon the successful completion of the examination, the Registrar is sent a certificate thereof signed by the head of the language department which gave the examination and by the major professor of the student taking the examination. The examination may be given jointly by the two officials, or each may act independently.

ADMISSION AS A SPECIAL STUDENT

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

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

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

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

REGISTRATION

Freshmen are expected to report at the University by Monday, September 21, 1931, for freshman week, consisting of English, physical and psychological examinations and orientation lectures.

Each freshman will be sent a program of freshman week events after his credentials have been passed upon. *Credentials for students expecting to enter the University in the fall term, 1931, should be filed in the registrar's office not later than September 1. Owing to the congestion of correspondence during the two weeks prior to the opening of each term, it is impossible to reply at once to letters and applications sent in during these periods.*

Registration material will be released to juniors and seniors on Monday, September 21, 1931, and to all other students on Wednesday, September 23, 1931. Registration will take place from Thursday to Saturday noon, September 24 to 26, 1931. Study programs will be arranged for the entire year at that time and must be filed in the registrar's office before September 28, at which date classes begin.

Registration Procedure:

1. All students call at the registrar's office for registration material.

2. Each student either selects a field of principal interest in the College of Literature, Science and the Arts, i. e., one of the groups such as Language and Literature, Social Science, Mathematics and Physical Science, or Biological Science, or else chooses one of the professional schools. The chairman of the group or the dean of the school, or a staff member designated by him will be the student's adviser, and will fill out the study

program conforming to the requirements of the University and the special group or school which the student has selected.

3. The cards in the registration booklet must be properly filled out and the fall term study program should be approved by the adviser before filing. The booklet must be turned in to the cashier at the time the registration fee is paid. No student is registered in the University before this is done.

4. A late filing fee of \$1.00 must be paid by any student who files his study program on Monday, September 28, 1931, with a cumulative fee for each day of delay thereafter.

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

6. On the first day of the winter and spring terms each student is required to complete his registration for that term. Students filing cards later are required to pay a late registration fee of \$1.00 for the first day and \$1.00 for each additional day until a total of \$5.00 is reached.

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

SCHOOLS AND DEPARTMENTS

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

COLLEGE OF LITERATURE SCIENCE AND THE ARTS

LANGUAGE AND LITERATURE GROUP

English	Germanic Languages	Greek	Latin	Romance Languages
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SOCIAL SCIENCE GROUP

Economics	History	Philosophy	Political Science	Sociology
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MATHEMATICS AND PHYSICAL SCIENCE GROUP

Mathematics	Chemistry	Geology and Geography	Mechanics and Astronomy	Physics
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BIOLOGICAL SCIENCE GROUP

Animal Biology	Plant Biology	Psychology
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UNAFFILIATED DEPARTMENTS

Military Science	*Household Arts
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SCHOOL OF APPLIED SOCIAL SCIENCE

Social Work	Public Welfare	Nursing and Health Education	Community Organization
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SCHOOL OF ARCHITECTURE AND ALLIED ARTS

Architecture	Painting	Sculpture	Design	Normal Art
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SCHOOL OF BUSINESS ADMINISTRATION

SCHOOL OF EDUCATION

SCHOOL OF JOURNALISM

SCHOOL OF LAW

SCHOOL OF MEDICINE

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

SCHOOL OF MUSIC

SCHOOL OF PHYSICAL EDUCATION

Physical Education for Men	Physical Education for Women
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* A service department only.

GRADUATION REQUIREMENTS

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

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

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

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

Hours Required in Upper Division Subjects.

COLLEGE OF LITERATURE, SCIENCE AND THE ARTS

At least 62 hours in upper division courses are required, 45 of which must have been earned subsequent to the receipt of the junior certificate.

PROFESSIONAL SCHOOLS

At least 62 hours in upper division courses (or 45 hours upon the recommendation of the dean of the school) must have been earned subsequent to the receipt of the Junior certificate. (The junior certificate is granted upon completion of lower division requirements)

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

I. Unusual excellence.

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

III. Satisfactory.

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

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

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

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

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

F., Failure.

Group Requirements. A student whose principal interest lies in one of the four groups within the college must complete during the freshman and sophomore years (1) a freshman foundation course and a sophomore option of one year in length and not less than 9 term-hours in any one of the four groups, and (2) a freshman foundation or sophomore option of one year in length and not less than 9 term-hours in any of the remaining groups.

A student whose major interest lies within one of the schools must complete during his freshman and sophomore years (1) the school re-

quirements for the freshman and sophomore years, (2) a freshman foundation or sophomore option of one year in length and not less than 9 term-hours in groups one or two, and (3) a freshman foundation or sophomore option of one year in length and not less than 9 term-hours in groups three or four.

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

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

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

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

Each of these sciences must include not less than three hours laboratory work per week.

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

Each of these sciences must include not less than three hours laboratory work per week.

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

Degree Requirement. For the bachelor of arts, two year-courses (or 24 term-hours) in one foreign language, in addition two years of one language offered for entrance to the University, or have passed "Language 99." For the bachelor of science, 36 term-hours either in mathematics and science, or in social sciences.

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

Correspondence Study. Not more than 60 term-hours of correspondence may be applied toward a degree.

Indebtedness. No degree will be granted or credentials issued so long as a student is indebted to the University.

Required Subjects:

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

Military training must be taken by all men during the freshman and sophomore years except that students who are not citizens of the United States are exempted, and students having conscientious objections to military training on account of religious belief are exempted on written application fully establishing this fact.

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

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

Restrictions. Not more than one year of law, 48 term-hours, or of Portland medical work, 51 term-hours with average grade of III, may be applied to any degree other than professional degrees. Not more than twelve hours of applied music may count toward any degree other than bachelor of music. (Note: This rule refers only to applied music, such as piano, voice, violin, organ, etc., not to theoretical music courses.)

DEGREE WITH HONORS

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

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

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

2. Two types of honors are granted:

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

GENERAL HONORS

3. The degree with general honors will be granted to those candidates who have done satisfactory work in approved honors courses in three different fields (i. e., schools or departments as at present organized). Work in all three fields should be begun in the junior year and carried through the senior year. A grasp of the interrelation of the three subjects is the aim. In each of these courses the instructor will provide a more individual and comprehensive type of work with especial emphasis upon discussion and wide reading with a minimum of lectures. Such instruction may take one of two forms.

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

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

HONORS WITH THESIS

5. A candidate for honors with thesis shall study under the direction of a school or department, which shall, if satisfied with his work as prescribed in section 8, recommend him for that degree, the recommendation to be approved by the Honors Council. If his work be judged unworthy of honors, but worthy of a degree, the school or department may recommend him for a degree without honors.

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

7. A student who has to pass a comprehensive examination for the degree with honors may, at the discretion of his school, department, or college group, be excused, during the last two terms of his senior year, from final examinations in any or all courses that may fall within the field covered by examination for honors, including allied courses accepted for this purpose. Regular rules of attendance may also be relaxed in his case. On the examinations which he takes he shall be graded as indicated in section 4 above like any student not reading for honors, except that a low grade shall not in itself deprive him of his candidacy, but shall be regarded as a warning. Should his work on a thesis or other subject be incomplete, but otherwise satisfactory to his adviser or instructor, at the end of a term, the grade sent in to the registrar shall be "Honors." Credit varying from 3 to 9 hours for his thesis, and credit varying from 3 to 12 hours a year for each year in which he is enrolled in the course called "Honors Reading," may be counted by an honors student towards the total number of hours required for the degree.

FINAL EXAMINATION

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

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

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

PERSONNEL DIVISION

STAFF

KARL W. ONTHANK, M.A. *Dean of Personnel Administration.*

OFFICE OF THE DEAN OF MEN

HUGH L. BIGGS, B.A. *Dean.*

ALICE SOCOLOFSKY, B.A. *Secretary*

OFFICE OF THE DEAN OF WOMEN

HAZEL PRUTSMAN SCHWERING, Ph.B. *Acting Dean.*

ALICE B. MACDUFF, A.B. *Assistant Dean.*

EULA DUKE, B.A. *Secretary*

BUREAU OF PERSONNEL RESEARCH

HOWARD R. TAYLOR, Ph.D. *Director*

CLIFFORD CONSTANCE, M.A. *Assistant*

HARRIET HODGIN, B.A. *Secretary*

CHARLOTTE R. DONNELLY *Secretary of Housing and Employment*

DOROTHY V. THOMAS *Secretary, Y. M. C. A.*

RUTH P. ADAMS *Secretary to the Dean of Personnel Administration*

HALLS OF RESIDENCE

GENEVIEVE TURNIPSEED *Dormitory Director*

WOMEN

FANNIE MACAMANT *Head Resident, Susan Campbell Hall*

CONSUELO MCMILLAN *Head Resident, Hendricks Hall*

ISABEL ORCHARD *Head Resident, University Cottage*

MEN

DOUGLAS DECEW *Sponsor, Alpha Hall*

ROY HERNDON *Sponsor, Zeta Hall*

FRED HOLLENBECK *Sponsor, Sigma Hall*

LESTER JOHNSON *Sponsor, Gamma Hall*

JAMES MULLINS *Sponsor, Sherry Ross Hall*

ERIC PETERSON *Sponsor, Omega Hall*

CLARENCE WICK *Sponsor, Friendly Hall*

THE NEW PERSONNEL DIVISION

The various agencies dealing with personnel were coordinated in the fall of 1930 under the leadership of a dean of personnel administration. For many years the dean of men and dean of women have looked after

the welfare of students. More recently a Bureau of Personnel Research has gathered data regarding students. These offices are continued with their present functions but under the new organization are much more intimately coordinated with each other and with the numerous other agencies on the campus dealing with personnel problems. These other agencies include: (1) The Personnel Advisory Council, a faculty committee concerned with matters of policy in the development of personnel work, (2) The Health Service, (3) The placement service rendered by various agencies on the campus, particularly the professional schools, (4) The student advisers, particularly the organized group of lower division advisers, (5) Other living or welfare agencies, such as the Housing Committee, the administrative group which supervises and regulates student housing, and (6) The various faculty committees and agencies studying problems looking toward the improvement of University service to students.

STUDENT WELFARE

The Deans of Men and Women have general responsibility for student welfare. Students look to their faculty advisers for guidance in academic and related matters but are free to consult the deans at any time. 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 individually to those having special problems. They are especially concerned with the orientation of freshmen in the University. During the first year they act as advisers to the freshman class and endeavor to have a conference with each new student.

PERSONNEL RESEARCH

The Bureau of Personnel Research collects personnel data and organizes information based on these data for use by advisers and students, and by the University administration is shaping institutional policies. It conducts the psychological tests given all entering students, compiles ratings of preparatory work and University achievement. A limited amount of individual testing and counselling is also done.

GUIDANCE PROGRAM

The University seeks to help each student toward the selection of the life career which for him promises to be most satisfactory, and to guide the students into courses and activities which are most likely to contribute toward success in the occupation selected and toward the development of a well rounded personality. Advisers and deans are especially concerned with guidance. The personnel offices are available for counsel in special problems. Successful practitioners in many fields are brought to the campus for conferences with students. Selected readings at the library and other facilities are offered for securing occupational information. Students in need of personal counsel on social adjustment, health, mental hygiene, financial difficulties, or other matters are cared for by the deans' offices, health service, and other appropriate agencies.

LOWER DIVISION ADVISERS

Freshman and sophomore students are advised by members of an organized corps of lower division advisers, each of whom normally has a limited number of advisers. Students look to their advisers not only for academic guidance but also for personal counsel on any matter related to success in college. They are urged to become acquainted with

them early and to consult them freely; those who do, find in their advisers valuable guides, counsellors, and friends.

FRESHMAN WEEK

The week preceding the beginning of University classes, designated as freshman week, is set aside for the various activities preliminary to beginning work in the University. The required examinations—physical, psychological, and English A, are distributed through this week. Registration follows examinations. No less important to the entering student is the series of meetings at which he has opportunity to receive information calculated to help him to adjust himself to the University environment, so different from his previous experience, and to become acquainted with University officers and student leaders with whom he is to be associated.

STUDENT LIVING

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

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

HALLS OF RESIDENCE

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

The new dormitory houses 276 men in six separate units—Alpha, Gamma, Sigma, Omega, Zeta and Sherry Ross halls. The rooms are double rooms, with study tables, running water and separate sleeping rooms. The six separate units each has its own club rooms. The building is modern, fireproof, and commodious in every respect. Each unit has its own dining room in the main dining hall.

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

In connection with the new dormitory and served from the same kitchen is a dining room which accommodates students living outside the hall at \$7.00 per week or by the meal: Breakfast, 30c, lunch, 40c; dinner, 50c.

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

Mary Spiller hall is also used as a residence for women.

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

ROOM:

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

Room rent is payable by the term in advance. However, upon recommendation by the dean of men or the dean of women the comptroller will accept payment of the term's rental in three monthly installments. Room rentals do not include the vacation period between University terms. For the convenience of students who wish to remain in the city during these vacation periods, rooms may be rented at the regular rate in one of the units of the dormitory system.

Board is \$75 per term and can be paid in advance for the term or in three installments during the term, the installments being due by the tenth of each month.

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

Applications for Rooms. Application for rooms in the women's halls of residence should be made to the office of the director of dormitories.

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

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

The deposit will be forfeited upon cancellation of the reservation unless such cancellation is made at least two weeks prior to the opening of the term for which the reservation is made or unless such cancellation is made for reasons approved by the dean of women or the dean of men.

Cards for applications will be found on the last page of this catalog.

INVITATIONAL HOUSES

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

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

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

The following women's organizations are represented on the campus: Alpha Chi Omega, Alpha Delta Pi, Alpha Gamma Delta, Alpha Omicron

Pi, Alpha Phi, Alpha Xi Delta, Beta Alpha Phi, Chi Omega, Delta Delta Delta, Delta Gamma, Delta Zeta, Zeta Tau Alpha, Gamma Phi Beta, Kappa Alpha Theta, Kappa Delta, Kappa Kappa Gamma, Phi Mu, Pi Beta Phi, Sigma Kappa, Theta Omega.

ROOMS IN PRIVATE FAMILIES

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

Lists of approved rooming and boarding places in town available to upper division students are assembled each year by the fifteenth of September, and are furnished to entering students without charge. Students engaging rooms or rooms and board with private families are required to take them for a period of not less than one University term of twelve weeks. Those who do not wish to take permanent rooms on entering the University may obtain temporary ones which are listed with the dean of women, and at the Y. M. C. A. Hut.

The Housing Secretary, whose work is intimately associated with that of the dean of men and dean of women, has charge of listing "approved residences" and of placing in these residences students permitted by the deans to reside there. Houses placed on the approved list are regularly inspected and are required to maintain certain standards of service.

THE HEALTH SERVICE

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

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

The Infirmary. The University infirmary provides free care and medical attention for regularly registered students for a limited period, with moderate charges for longer service. Free service limited to two weeks with a charge of \$3.00 per day for service thereafter. In all cases where a special nurse is deemed necessary the expense must be taken care of by the student. The infirmary (and dispensary) service does not extend, however, to cases requiring the care of a specialist, or involving major operations or chronic diseases.

SELF-SUPPORT

Approximately seventy per cent of the students attending the University are either wholly or in large part earning their own way by work in the summers and during the college year. The work available during the session consists of janitor work, typewriting, reporting, tutoring, waiting on table, clerking, clothes pressing, odd jobs, etc. The University is glad to be of all possible assistance to those desiring to find work and maintains through the Y. M. C. A. and Y. W. C. A. free employment bureaus for students. However, remunerative employment cannot be guaranteed to all who may desire it, and the new student should have suf-

ficient funds to cover the expenses of at least the first term. In writing regarding employment, address Mrs. Charlotte Donnelly, secretary of employment for men, Y. M. C. A. Hut, or for women, Miss Dorothy Thomas, secretary of the Y. W. C. A.

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

STUDENT EXPENSES

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

Item	Low	Medium	High
Fixed fees at registration	\$ 78.75	\$ 78.75	\$ 78.75
Other fees	22.50	30.00	45.00
Books, supplies, etc.	15.00	25.00	35.00
Military deposit (returnable)	5.00	5.00	5.00
*Gymnasium suit deposit (payable only once)	12.00	12.00	12.00
Board	225.00	275.00	300.00
Room	72.00	108.00	120.00
Incidentals (church, recreation, laundry, etc.)	75.00	150.00	200.00
	\$505.25	\$683.75	\$795.75

STUDENT LOAN FUNDS

Through the generosity of Mr. William M. Ladd, of Portland, Mr. A. S. Roberts, of The Dalles, and the class of 1904, the University loan fund was founded. Although for a number of years the total amount of the fund reached only a little over \$500, yet its benefits were large, and through it many students were enabled to complete their college course who otherwise could not have done so. At the beginning of 1909, Senator R. A. Booth, of Eugene, became interested, and through his efforts a number of others, among whom were Mr. Theodore B. Wilcox and Mr. J. C. Ainsworth, of Portland, Mr. John Kelly, of Eugene, Mr. W. B. Ayer, of Portland, Mr. Joseph N. Teal, of Portland, classes of 1911 and 1913, the estate of the late D. P. Thompson, of Portland, Mrs. Ellen Condon McCornack, and Mr. Ben Selling of Portland, who made substantial donations. The University now has the following funds amounting to approximately \$40,000. This money is constantly in circulation, under the supervision of the dean of men and the University comptroller.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The D. P. Thompson Loan Fund of \$500, established in 1924 by the estate of the late D. P. Thompson, of Portland.

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

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

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

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

ADMINISTRATION OF LOAN FUNDS

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

1. *Preference to Upperclassmen.* As a general rule, loans are not made to members of the freshman class, excepting in case of surplus funds, or where the circumstances of the loans are such as to overcome the common objections to freshmen borrowing. It is believed that a student should avoid going in debt during his first year. Borrowing so early in the college career frequently is the foundation for a very large indebtedness before a student has graduated. Many times it leads to discouragement and depression, and in some cases has been found to be the direct cause of a student quitting before he has completed his course. The freshman, therefore, is advised to depend on his own resources during his first year in college. Loans of limited amounts are made to worthy sophomores. Generally the maximum loaned to any sophomore is

from \$100 to \$150. Juniors and seniors are preferred borrowers, since they have demonstrated their ability to do college 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.

2. *Amount of Loans.* Rarely is more than \$300 loaned to any individual student. This is considered the maximum amount available from the University Loan Funds to a single borrower. Some others permit more.
3. *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 where the borrower has in every way proved himself worthy of this consideration. It is necessary with our rather limited funds that they be kept active so that a greater number of students can thereby be accommodated.
4. *Security.* The University has not the machinery to accept various forms of collateral which most money lenders require for security to loans. The only security accepted is the signature of two responsible citizens in addition to that of the student borrower, as co-signer on his obligation. It is desirable to have one such citizen the parent or guardian of the borrower.
5. *Interest Rate.* Interest on all University loans is charged at the rate of six per cent, payable annually. The Crawford Fund Loans bear interest at the rate of five per cent, payable annually.
6. *Personal Qualities.* In considering the applications, these personal qualities of the student weigh heavily in the minds of the committee:
 - a. Scholastic record.
 - b. Reputation for reliability, honesty, and industry.
 - c. Need for aid, and the probability of wise expenditure.
 - d. Amount of present indebtedness.
 - e. Ability to repay.
 - f. Effort which the student has made to assist himself.

No discrimination is made against women or graduate students.

Application blanks are procurable at the office of the dean of men, through whom applications must be made to the University Loan Committee. Women applicants should first consult with the dean of women, and receive her approval of the loan before making formal application at the dean of men's office.

The Loan Committee, consisting of the president of the University, the comptroller, and the director of loans, finally approves all loans.

SCHOLARSHIPS

The Mary Spiller Scholarship. The Mary Spiller scholarship was established by the alumnae of the University in honor of Mrs. Mary Spiller, the first woman member of the faculty. An endowment fund for this scholarship is being raised by the alumnae of the University. Information concerning it may be obtained from Mrs. Lawrence T. Harris, care Harris, Smith and Bryson, Eugene, Oregon.

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

PRIZES

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

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

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

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

The Albert Prize. The Albert cup, presented by J. H. Albert of Salem, is awarded at commencement to the senior student who, during his college course, shall have made the greatest progress toward the ideal in character, scholarship and wholesome influence. The award is made on the basis of character, scholarship, and qualities of leadership in student activities. Three candidates are nominated for this award by a committee of the faculty. The final selection is made by a popular vote of the class from the three nominees.

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

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

The Gertrude Bass Warner Prizes. A prize consisting of a trip to the Orient, at an estimated cost of \$450, to attend the Oriental Culture Summer College of Tokyo, Japan, is awarded to the American undergraduate student writing the best essay on the subject of promoting closer relations of friendship between the United States and the Orient. If in the estimation of the committee it is not desirable for the winner to go to the Orient, a cash prize of \$250.00 may be substituted. Another prize of \$150.00 is awarded the Philippine or foreign student writing the best essay on the subject of improving relations between his country and the United States.

Contestants to be eligible in 1931-32 must have had *one term's study* in one phase of the Orient which deals with its history, economics or political science. The background requirement will be increased to *two years of work* for the contest in 1932-33.

The Jewett Prizes are awarded from the income of a sum of money given by Mrs. Wilson F. Jewett for students who excel in public speaking. Prizes are given for extempore speaking, oratory, and pre-legal inter-class competition.

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

The Vice Presidential Scholarship Awards. These awards are large silver cups donated by Vice President Burt Brown Barker to be awarded annually to that men's organization and that women's organization which shall have achieved the highest scholastic average among them men's and women's living organizations respectively during the preceding academic year.

Sigma Nu Scholarship Plaque. Awarded annually to that fraternity which shall have achieved the highest scholastic average during the preceding academic year.

Chi Omega Scholarship Cup. Awarded annually to that sorority which shall have achieved the highest scholastic average during the preceding academic year.

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

THE ASSOCIATED STUDENTS

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

The management of the A. S. U. O. is vested in an executive council of thirteen members of seven students, elected annually, three faculty members, three alumni and the graduate manager. The following sub-committees of the Executive Council assist that body in student government:—Finance, Athletic, Publications, Music, Forensics, Building and Student Affairs. The graduate manager is the executive agent of the organization, and is assisted by a group of student managers.

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

ALUMNI ASSOCIATION

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

OFFICERS OF THE ALUMNI ASSOCIATION FOR 1930

HOMER ANGELL, '00	President
MAB D. KINSEY, '05	Vice-president
CARL NELSON, '19	Vice-president
JEANNETTE CALKINS, '18	Secretary-treasurer
EDWIN R. DURNO, '23	Representative, Board of Alumni Delegates

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

OREGON DADS AND MOTHERS

In 1928 the fathers of Oregon students formed an organization known as Oregon Dads. A year later a similar organization of mothers was formed. These bodies meet annually on the University campus to become acquainted first hand with the University, its facilities, staff, work, and objectives, and to study and discuss problems which concern them as parents of Oregon students. The Oregon Mothers have organized local clubs to study the University. As an aid to this study a volume entitled "Outline of Studies for Oregon Mothers, Dealing with Problems and Policies of the University of Oregon," has been issued. Copies are available to Oregon Dads and Mothers.

FEEES

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

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

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

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

1. Residence and domicile are synonymous and domicile shall be considered to be a fixed permanent residence to which, when absent, one has the intention of returning.
2. A student entering from another state or country is prima facie a non-resident, and to change his residence, the burden of proof is upon the student.
3. Residence cannot be changed by mere declaration of intention so to change, and in addition to declaration of intention to change residence, must be supporting fact sufficiently strong to satisfy the authorities that the intention has actually been affected.
4. In case of minors, change of residence of parents or legal guardians will be closely examined.

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

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

Students registering in only one course pay a term fee of \$10.00, which does not entitle them to student body privileges or the Emerald. Course fees additional.

Students registering as auditors for the purpose of attending classes without credit pay a fee of \$5.00 per course for the term.

Graduate School Fee. Graduate students pay a registration fee of \$19.00 a term in lieu of the regular registration fee. Graduate assistants and members of the instructional staff registering for graduate work pay a registration fee of \$11.00 a term.

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

School of Applied Social Science	\$25.00 per term
(Students registered in eight hours or less pay \$12.50 per term)	
School of Architecture and Allied Arts	\$25.00 (maximum) per term
School of Business Administration	\$ 5.00 per term
School of Journalism	\$ 5.00 per term
School of Law	\$10.00 per term

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

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

Laboratory, Locker and Syllabus Fees. These fees are listed in detail in the schedule of courses listed in the registration manual which is issued at the beginning of the academic year in September. They usually range from \$1 to \$10 per term, according to the cost of the materials to be consumed, or other charges which have to be covered by them.

Privilege Fees.

(1) *Late Registration Fee.* Students registering on September 28, 1931, or later, pay a \$1.00 privilege fee for late registration, with a cumulative fee of \$1.00 per day for the first five days. Graduate students are given until the second Friday after the beginning of classes in which to complete their registration. After that date they pay \$1.00 for each day late.

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

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

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

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

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

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

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

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

REFUNDS OF FEES AND DEPOSITS

Registration Fees. Students who withdraw before the end of the third week of any term and who have complied with the regulations governing withdrawals, will be entitled to complete refund of all fees, excepting that there shall be a service charge of \$3.00. An additional deduction of \$1.00 will be made from the student body refund for each event punched on the student body ticket.

Between the third and sixth week after the beginning of the term the following rebates on fees paid at registration will be allowed on petition approved by the Registration Committee which requires evidence that the student has been forced to withdraw for reasons beyond his personal control:

<i>Registration Fees Paid per Term</i>		<i>Refunds Allowed</i>	
*Resident tuition fee	\$15.00	One-half, less building fee	\$ 5.00
Infirmary fee	3.00	No part	
Physical education	3.00	One-half	1.50
Associated student fee	5.25	Less Emerald	4.50
	\$26.25		\$11.00
Non-resident tuition fee	\$50.00	One-half	\$25.00

After the sixth week no refunds of registration fees will be allowed.

* Includes building fee \$5.00 not returnable.

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

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

Students who are permitted by the dormitory committee to discontinue boarding at the dormitory during any month for illness or other special reason, but who continue in the University, may be allowed, at the discretion of the committee, a refund of the unused portion of the month's board.

Dormitory Room Rent. When a term's rent is paid in advance, the full amount of any whole month in which a student has, with proper permission, not occupied his room, is refunded.

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

Miscellaneous Deposits. R. O. T. C., gymnasium suit deposits, key deposits, etc., are refunded on regularly approved vouchers from the departments concerned, the amount refunded being contingent upon the regulations of those departments, which provide for specific deductions.

THE GRADUATE SCHOOL

THE GRADUATE COUNCIL

GEORGE REBEC, Ph.D.	Dean, Philosophy
C. V. BOYER, Ph.D.	English
DONALD M. ERB, Ph.D.	Economics
CARL L. HUFFAKER, Ph.D.	Education
OLOF LARSELL, Ph.D.	Medicine
ELLIS F. LAWRENCE, M.S., F.A.I.A.	Architecture and Allied Arts
W. E. MILNE, Ph.D.	Mathematics
JOHN H. MUELLER, Ph.D.	Sociology
FRIEDRICH G. G. SCHMIDT, Ph.D.	German
HENRY D. SHELDON, Ph.D.	Education

GRADUATE SCHOOL FACULTY

GEORGE REBEC, Ph.D.	Dean of the Graduate School and Professor of Philosophy
PERCY PAGET ADAMS, B.A., B.S.	Assistant Dean of the School of Architecture and Allied Arts and Professor of Graphics
FLORENCE D. ALDEN, A.B.	Professor of Physical Education
ERIC W. ALLEN, B.A.	Dean of the School of Journalism and Professor of Journalism
WILLIAM F. ALLEN, Ph.D.	Professor of Anatomy, School of Medicine, Portland
*WALTER CARL BARNES, B.A. (Oxon)	Professor of History
JAMES DUFF BARNETT, Ph.D.	Professor of Political Science
CHANDLER B. BEALL, Ph.D.	Assistant Professor of Romance Languages
JOSEPH BROWN BILDERBACK, M.D.	Professor of Pediatrics, School of Medicine, Portland
RICHARD W. BOCK	Professor of Sculpture
JESSE H. BOND, Ph.D.	Professor of Business Administration
NELSON L. BOSSING, Ph.D.	Associate Professor of Education
JOHN FREEMAN BOVARD, Ph.D.	Dean of the School of Physical Education and Professor of Physiology
RAY PRESTON BOWEN, Ph.D.	Professor of Romance Languages
C. V. BOYER, Ph.D.	Professor of English
WILLIAM PINGRY BOYNTON, Ph.D.	Professor of Physics
JULIA BURGESS, M.A.	Professor of English
GEORGE E. BURGETT, Ph.D.	Professor of Physiology, School of Medicine, Portland
CHARLES E. CARPENTER, A.M., LL.B.	Dean of the Law School and Professor of Law
ALBERT EDWARD CASWELL, Ph.D.	Professor of Physics
DAN ELBERT CLARK, Ph.D.	Professor of History and Assistant Director of Extension Division
ROBERT CARLTON CLARK, Ph.D.	Professor of History
TIMOTHY CLORAN, Ph.D.	Professor of Romance Languages
REGINALD D. COGGESHALL, B.A.	Professor of Journalism
EDMUND S. CONKLIN, Ph.D.	Professor of Psychology
LUTHER SHEELEIGH CRESSMAN, Ph.D.	Professor of Sociology
HAROLD RANDOLPH CROSLAND, Ph.D.	Associate Professor of Psychology
CALVIN CRUMBAKER, Ph.D.	Associate Professor of Economics
DAVID R. DAVIS, Ph.D.	Assistant Professor of Mathematics
BURCHARD WOODSON DEBUSK, Ph.D.	Professor of Education
EDGAR E. DECOU, M.S.	Professor of Mathematics
RICHARD B. DILLEHUNT, M.D.	Dean of the School of Medicine, Portland
MATTHEW HALE DOUGLASS, M.A.	University Librarian
FREDERICK STANLEY DUNN, A.M.	Professor of Latin
RUDOLF HERBERT ERNST, Ph.D.	Professor of English
JOHN STARK EVANS, B.A.	Associate Dean of the School of Music and Professor of Music
DAVID E. FAVILLE, M.B.A.	Dean of the School of Business Administration and Professor of Business Administration
ANDREW FISH, Ph.D.	Associate Professor of History
LEO FRIEDMAN, Ph.D.	Assistant Professor of Chemistry
DANIEL D. GAGE, JR., M.B.A.	Associate Professor of Business Administration
JOHN T. GANOE, Ph.D.	Associate Professor of History
ERNST GELHORN, M.D., Ph.D.	Professor of Animal Biology
JAMES HENRY GILBERT, Ph.D.	Dean of the College of Literature, Science and the Arts and Professor of Economics
HOWARD D. HASKINS, M.A., M.D.	Professor of Biochemistry, School of Medicine, Portland
LOUIS F. HENDERSON, M.A.	Research Professor of Plant Biology and Curator of the Herbarium
EDWIN T. HODGE, Ph.D.	Professor of Geology
CHARLES G. HOWARD, B.A., J.D.	Professor of Law
HERBERT CROMBIE HOWE, B.L., A.B.	Professor of English
RALPH R. HUESTIS, Ph.D.	Professor of Genetics
CARL L. HUFFAKER, Ph.D.	Professor of Education
WARREN C. HUNTER, M.D.	Assistant Professor of Pathology, School of Medicine, Portland
SAMUEL HAIG JAMESON, Ph.D.	Associate Professor of Sociology
C. LYLE KELLY, Ph.B., C.P.A.	Associate Professor of Business Administration

* Leave of absence, 1930-31.

ERNESTO ROY KNOLLIN, M.A.	Associate Professor of Physical Education
EDMUND P. KREMER, Dr. juris utriusque	Assistant Professor of Germanic Languages and Literature
ADOLF HENRY KUNZ, Ph.D.	Assistant Professor of Chemistry
JOHN J. LANDSBURY, Mus.D.	Dean of the School of Music
OLOF LARSELL, Ph.D.	Professor of Anatomy, School of Medicine, Portland
ELLIS F. LAWRENCE, M.S., F.A.I.A.	Dean of the School of Architecture and Allied Arts and Professor of Architecture
EDWARD C. A. LESCH, Ph.D.	Assistant Professor of English
WILLIAM K. LIVINGSTON, M.A., M.D.	Instructor in Parasitology and Surgery, School of Medicine, Portland
ALFRED L. LOMAX, B.B.A., M.A.	Professor of Business Administration, Extension Division
EDWARD HIRAM MCALISTER, M.A.	Professor of Mechanics and Astronomy
ALBERT EDWARD MACKAY, M.B., M.D.C.M., F.A.C.S.	Professor of Genito-Urinary Diseases, School of Medicine, Portland
IRA ALBERT MANVILLE, M.A., M.D.	Associate in Physiology, School of Medicine, Portland
FRANK R. MENNE, B.S., M.D.	Professor of Pathology, School of Medicine, Portland
JOHN RICHARD MEZ, Ph.D.	Associate Professor of Economics and Political Science
VERNON X. MILLER, J.S.D.	Associate Professor of Law
WILLIAM EDMUND MILNE, Ph.D.	Professor of Mathematics
ARTHUR RUSSELL MOORE, Ph.D.	Professor of General Physiology
VICTOR P. MORRIS, Ph.D.	Associate Professor of Economics
WAYNE L. MORSE, M.A., LL.B.	Associate Professor of Law
JOHN H. MUELLER, Ph.D.	Associate Professor of Sociology
MICHAEL J. MUELLER, B.F.A., F.A.A.R.	Professor of Painting
HAROLD B. MYERS, M.D.	Associate Dean and Professor of Pharmacology, School of Medicine, Portland
SVEN NILSON, Ph.D.	Instructor in Philosophy
WILL VICTOR NORRIS, Sc.D.	Assistant Professor of History and Mathematics
WILMOTH OSBORNE, M.D.	University Physician and Medical Consultant for Women
EDWIN E. OSGOOD, M.D.	Assistant Professor of Biochemistry and Medicine, School of Medicine, Portland
EARL L. PACKARD, Ph.D.	Professor of Geology
MABLE HOLMES PARSONS, M.A.	Professor of English, Portland Extension Center
PHILIP ARCHIBALD PARSONS, Ph.D., LL.D.	Dean of the School of Applied Social Science, Head of the Department of Sociology, and Professor of Applied Sociology
MARY HALLOWELL PERKINS, M.A.	Professor of English
ALFRED POWERS, B.A.	Dean of the Extension Division, Director of Portland Center, and Professor of Journalism
CARLETON P. PYNN, M.D.	Instructor in Physiology, School of Medicine, Portland
JOHN M. RAE, M.B.A.	Associate Professor of Business Administration
ETHEL I. SANBORN, Ph.D.	Assistant Professor of Plant Biology
FRIEDRICH GEORG G. SCHMIDT, Ph.D.	Professor of Germanic Languages and Literature
WALDO SCHUMACHER, Ph.D.	Professor of Political Science
HARRY J. SEARS, Ph.D.	Professor of Bacteriology, School of Medicine, Portland
ROBERT HOLMES SEASHORE, Ph.D.	Associate Professor of Psychology
HENRY DAVIDSON SHELTON, Ph.D.	Dean of the School of Education and Professor of History
FREDERICK LAFAYETTE SHINN, Ph.D.	Professor of Chemistry
CLARA MILLER SMERTENKO, Ph.D.	Associate Professor of Greek and Latin
S. STEPHENSON SMITH, B.Litt. (Oxon.)	Associate Professor of English
WARREN DU'PRE SMITH, Ph.D.	Professor of Geology
MENO SPANN, Ph.D.	Assistant Professor of Germanic Languages and Literature
CLARENCE WILEY SPEARS, M.D.	Professor of Physical Education and Physician in University Health Service
CARLTON E. SPENCER, J.D.	Professor of Law
ORIN FLETCHER STAFFORD, A.M.	Professor of Chemistry
FRED L. STETSON, M.A.	Professor of Education
JOHN STRAUB, Lit.D.	Emeritus Dean of Men and Professor of Greek Language and Literature
ALBERT RADDIN SWEETSER, M.A.	Professor of Plant Biology
HOWARD RICE TAYLOR, Ph.D.	Professor of Psychology
W. F. G. THACHER, M.A.	Professor of English
ELNORA E. THOMSON, R.N.	Professor of Applied Sociology; Director of Nursing Education, School of Applied Social Science
HARRIET W. THOMSON, B.A.	Professor of Physical Education
H. G. TOWNSEND, Ph.D.	Professor of Philosophy
GEORGE TURNBULL, B.A.	Professor of Journalism
REX UNDERWOOD	Professor of Music
F. MIRON WARRINGTON, Diplôme de l'Université de Paris	Professor of Romance Languages, Portland Extension Center
PAUL R. WASHKE, M.A.	Professor of Physical Education
W. R. B. WILLCOX, F.A.I.A.	Professor of Architecture
ROGER JOHN WILLIAMS, Ph.D.	Professor of Chemistry
GEORGE WILLIAMSON, Ph.D.	Assistant Professor of English
LOUIS AUBREY WOOD, Ph.D.	Associate Professor of Economics
LEAVITT OLDS WRIGHT, Ph.D.	Professor of Romance Languages
ROSALIND WULZEN, Ph.D.	Assistant Professor of Animal Biology
HARRY BARCLAY YOCOM, Ph.D.	Professor of Zoology
NOWLAND B. ZANE	Associate Professor of Design

ORGANIZATION OF THE GRADUATE SCHOOL

The graduate school controls all graduate work leading to other than strictly professional degrees. The general administration and oversight of the work of the school is in the hands of the graduate council. The school is divided into four divisions, each under the supervision of a divisional council entrusted with the task of working out the special programs and standards of study within the boundary lines of its disciplines. The divisional councils also supervise departmental programs including requirements, prerequisites, theses and examinations as well as the programs for individual students. The formulation of departmental programs, both general and for individual students, rests with the departments.

The four divisions of the graduate school are:

1. **Natural Science:** Including the departments of Chemistry, Geology and Geography, Mathematics, Mechanics and Astronomy, Physics; Animal Biology, Plant Biology, Physical Education,* Psychology.
2. **Medicine.**
3. **Language and Literature and Fine Arts:** English, Germanic Languages, Greek, Latin, Romance Languages, Art,* Music.*
4. **Social Science:** Business Administration,* Economics, Education,* History, Journalism,* Law,* Philosophy, Political Science, Sociology.

The departments officially recognized by the graduate council as equipped to give major work for the degrees of master of arts and master of science are:

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

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

Architecture	Design
Painting	Sculpture
Music	

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

Anatomy (Medical School)	History
Biology	Pharmacology (Medical School)
Education	Physics
English	Psychology
Geology and Geography	Romance Languages
Germanic Languages	

ADMISSION

Graduates of standard colleges and universities are admitted to the graduate school by the registrar upon presentation of an official transcript of the credits upon which their bachelor's degree is based. But

* In relation to the work of the graduate school the professional schools rank as departments.

admission to candidacy for an advanced degree is determined only after a preliminary examination, given when a student has completed a material amount of graduate work.

Graduates of other than standard universities and colleges are expected to obtain the bachelor's degree from a standard institution before proceeding to graduate work.

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

DEPARTMENTAL REQUIREMENTS

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

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

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

CANDIDACY FOR ADVANCED DEGREES

Admission to formal candidacy for a degree does not take place until the student has satisfactorily completed in residence approximately one-third of the work, i.e., the work of one term, or at least of one summer quarter.* Before being admitted to candidacy for a degree, the student must pass a preliminary examination arranged by the two departments of the major and minor subjects. Heads of the major or minor departments may, at their discretion, require more than the minimum residence period.

REQUIREMENTS FOR DEGREES

THE MASTER'S DEGREE

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

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

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

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

THE MASTER OF FINE ARTS DEGREE

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

* The summer quarter consists of the six-week summer session and the four-week post session.

THE DOCTOR'S DEGREE

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

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

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

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

The candidate presents a thesis embodying the results of his own original investigation. The general field and, if possible, the subject of this research, should be selected and such preliminary investigation of the field made as will justify an expectation of its fruitfulness before and as one of the grounds of the promotion to candidacy. The thesis, if approved, is to be deposited in triplicate bound copies in the office of the dean, accompanied by five copies of an abstract of the thesis, approved by the major professor, and of not more than 2,500 words, for the use of the examining committee.

Departments have the option of requiring written examinations of the doctoral candidate in addition to the oral examinations.

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

THE SUMMER SESSION

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

The regular summer sessions, held simultaneously at Eugene and Portland, are six weeks in length. The 1931 session begins June 20. At Eugene, a post session of four weeks from August 1 to August 26, offers work in education, economics, English, history, and psychology.

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

FINANCIAL

All graduate students not members of the instructional staff pay in three installments of \$19.00 each, the University registration fee for each

year in which they do resident work. Members of the instructional staff, including graduate assistants, registering for graduate work, pay a registration fee of \$11.00 each term. Laboratory fees are given in detail in the schedule of courses published at the beginning of each year. Graduate students are exempt from the non-resident fee.

The fees for graduate work done in summer session or in the Portland extension center are ordinarily the same as for undergraduate courses, and are announced in their special bulletins.

ASSISTANTS AND FELLOWS

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

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

Part-time graduate assistantships, involving service as readers, laboratory assistants, or other minor positions, are also open to graduate students. These carry a smaller stipend and fewer hours of work.

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

GRADUATE BULLETIN

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

THE COLLEGE OF LITERATURE, SCIENCE AND THE ARTS

THE FACULTY

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

MAJOR F. A. BARKER	Professor of Military Science and Tactics and Chairman of Department
*WALTER CARL BARNES, B.A. (Oxon)	Professor of History
JAMES DUFF BARNETT, Ph.D.	Professor of Political Science and Chairman of Department
RAY PRESTON BOWEN, Ph.D.	Professor of Romance Languages and Chairman of Department
C. V. BOYER, Ph.D.	Professor of English and Chairman of Department
WILLIAM PINGRY BOYNTON, Ph.D.	Professor of Physics and Chairman of Department
JULIA BURGESS, M.A.	Professor of English
ALBERT EDWARD CASWELL, Ph.D.	Professor of Physics
DAN ELBERT CLARK, Ph.D.	Professor of History
ROBERT CARLTON CLARK, Ph.D.	Professor of History and Chairman of Department
TIMOTHY CLORAN, Ph.D.	Professor of Romance Languages
EDMUND S. CONKLIN, Ph.D.	Professor of Psychology and Chairman of Department
LUTHER S. CRESSMAN, Ph.D.	Professor of Sociology
EDGAR E. DECOU, M.S.	Professor of Mathematics and Chairman of Department
FREDERIC S. DUNN, A.M.	Professor of Latin and Chairman of Department
DONALD M. ERE, Ph.D.	Professor of Economics
RUDOLF H. ERNST, Ph.D.	Professor of English
ERNST GELLHORN, M.D., Ph.D.	Professor of Animal Biology
LOUIS F. HENDERSON, M.A.	Research Professor in Plant Biology
EDWIN T. HODGE, Ph.D.	Professor of Geology
HERBERT CROMBIE HOWE, B.L., B.A.	Professor of English
RALPH R. HUESTIS, Ph.D.	Professor of Animal Biology
EDWARD HIRAM MCALISTER, M.A.	Professor of Mechanics and Astronomy and Chairman of Department
WILLIAM E. MILNE, Ph.D.	Professor of Mathematics
*ARTHUR RUSSELL MOORE, Ph.D.	Professor of General Physiology and Chairman of Department of Animal Biology
EARL L. PACKARD, Ph.D.	Professor of Geology
PHILIP A. PARSONS, Ph.D.	Professor of Sociology and Chairman of Department
MARY HALLOWELL PERKINS, M.A.	Professor of English
GEORGE REBEC, Ph.D.	Professor of Philosophy and Chairman of Department
F. G. G. SCHMIDT, Ph.D.	Professor of Germanic Languages and Literature and Chairman of Department
WALDO SCHUMACHER, Ph.D.	Professor of Political Science
FREDERICK L. SHINN, Ph.D.	Professor of Chemistry
WARREN DUPRE SMITH, Ph.D.	Professor of Geology and Chairman of Department
ORIN F. STAFFORD, M.A.	Professor of Chemistry and Chairman of Department
JOHN STRAUB, Lit.D.	Professor Emeritus of Greek
ALBERT R. SWEETSER, M.A.	Professor of Plant Biology and Chairman of Department
HOWARD RICE TAYLOR, Ph.D.	Professor of Psychology
W. F. G. THACHER, M.A.	Professor of English
LILIAN E. TINGLE	Professor of Household Arts and Chairman of Department
H. G. TOWNSEND, Ph.D.	Professor of Philosophy
ROGER JOHN WILLIAMS, Ph.D.	Professor of Chemistry
LEAVITT O. WRIGHT, Ph.D.	Professor of Romance Languages
HARRY B. YOCOM, Ph.D.	Professor of Biology

HAROLD R. CROSLAND, Ph.D.	Associate Professor of Psychology
CALVIN CRUMBAKER, Ph.D.	Associate Professor of Economics
ANDREW FISH, Ph.D.	Associate Professor of History
JOHN T. GANOE, Ph.D.	Associate Professor of History
SAMUEL HAIG JAMISON, Ph.D.	Associate Professor of Sociology
JOHN R. MEZ, Ph.D.	Associate Professor of Economics and Political Science
VICTOR P. MORRIS, Ph.D.	Associate Professor of Economics
JOHN H. MUELLER, Ph.D.	Associate Professor of Sociology
ROBERT H. SEASHORE, Ph.D.	Associate Professor of Psychology

* Leave of absence, 1930-31.

S. STEPHENSON SMITH, B.Litt. (Oxon).....	Associate Professor of English
LOUIS A. WOOD, Ph.D.....	Associate Professor of Economics
CLARA M. SMERTENKO, Ph.D.....	Associate Professor of Greek and Chairman of Department

CHANDLER B. BEALL, Ph.D.....	Assistant Professor of Romance Languages
CAPTAIN CLARENCE H. BRAGG.....	Assistant Professor of Military Science and Tactics
DAVID R. DAVIS, Ph.D.....	Assistant Professor of Mathematics
ALICE HENSON ERNST.....	Part-time Assistant Professor of English
LEO FRIEDMANN, Ph.D.....	Assistant Professor of Chemistry
JOHN GEORGE HAZAM, M.A.....	Assistant Professor of History
RALPH C. HOEBER, M.A., J.D.....	Assistant Professor of English
EDMUND P. KREMER, Dr. juris utriusque.....	Assistant Professor of Germanic Languages
ADOLF HENRY KUNZ, Ph.D.....	Assistant Professor of Chemistry
EDWARD C. A. LESCH, Ph.D.....	Assistant Professor of English
LESLIE LYLE LEWIS, M.A.....	Assistant Professor of English
LIEUTENANT J. E. MCCAMMON.....	Assistant Professor of Military Science
ERNEST G. MOLL, M.A.....	Assistant Professor of English
WILL VICTOR NORRIS, Sc.D.....	Assistant Professor of History and Mathematics
EVERETT S. PROUTY.....	Assistant Professor of Military Science and Tactics
ETHEL I. SANBORN, Ph.D.....	Assistant Professor of Plant Biology
OTTLIE SEYBOLT, M.A.....	Assistant Professor of English and Director of Drama
L. K. SHUMAKER, A.B.....	Supervisor of English Bureau
MENO SPANN, Ph.D.....	Assistant Professor of Germanic Languages
ANNA M. THOMPSON, M.A.....	Assistant Professor of Romance Languages
GEORGE WILLIAMSON, Ph.D.....	Assistant Professor of English
ROSALIND WULZEN, Ph.D.....	Assistant Professor of Animal Biology

FRANK I. AGULE.....	Instructor in Military Science and Tactics
ALICE MATILDA BAHR, M.A.....	Part-time Instructor in Animal Biology
MARGARET CLARKE, M.A.....	Part-time Instructor in English
EDWARD CONYERS.....	Instructor in Military Science and Tactics
CHRISTIAN ADELLA CRANE, B.A.....	Instructor in Romance Languages
HELEN ELIZABETH CRANE, B.A.....	Part-time Instructor in Romance Languages
THEODORE WAYLAND DOUGLAS, M.A.....	Instructor in English
DOROTHY GURLEY FISH, B.A., B.S.....	Part-time Instructor in Household Arts
CELIA V. HAGER, M.A.....	Instructor in Psychology
WALTER E. HIMPSTEAD, M.A.....	Instructor in English
*ARTHUR C. HICKS, M.A.....	Instructor in English
JACQUES M. J. LAFORGE, M.A.....	Instructor in Romance Languages
EDNA LANDROS, M.A.....	Instructor in Latin and Greek
CARL LANDERHOLM, M.A.....	Part-time Instructor in History
FELIX LEGRAND, B.A.....	Part-time Instructor in Romance Languages
PAT V. MORRISSETTE, M.A.....	Instructor in English
CORNELIA PIPES MYERS, B.A.....	Instructor in Romance Languages
LOUIS MCCORRY MYERS, M.A.....	Instructor in Romance Languages
SVEN NILSON, Ph.D.....	Instructor in Philosophy
J. ROLLO PATTERSON, M.S.....	Instructor in Plant Biology
JUAN B. RAEI, M.A.....	Instructor in Romance Languages
MARY ELIZABETH STARR, B.S.....	Instructor in Household Arts
*LOURENE E. TAYLOR, B.A.....	Instructor in Plant Biology
WILLIAM D. WILKINSON, B.A.....	Instructor in Geology

LOWER DIVISION GROUPS

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

To facilitate the operation of this lower division program, the departments of the college were grouped into four main divisions as follows:

* Leave of absence, 1930-31.

I Language and Literature, II Social Science, III Mathematics and Physical Science, and IV Biological Science. Two departments (Household Arts and Military Science) are not included within these groups, since the work of these two departments is largely service work taken by students whose principal interest lies in other fields.

Group and Departmental Announcements

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

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

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

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

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

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

I. LANGUAGE AND LITERATURE

DESCRIPTION OF COURSES

FRESHMAN SURVEY COURSES

ENGLISH

101-102-103. *Literature Survey*.^{*} From Beowulf to the present. Each epoch is studied by reading representative authors, supplemented by lectures. First term, Beowulf to Edmund Spenser; second term, the seventeenth and eighteenth centuries; third term, 1800 to the present. Courses in sequence, but may be taken separately. Howe, Lewis, Lesch, Moll, Williamson. *Four hours, each term*

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

^{*} Credit will not be given for both Literature Survey and Introduction to Literature.

LATIN

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

ROMANCE LANGUAGES

FRENCH

101-102-103. *French Literature*. Reading of masterpieces of various periods. A general review of French literature. Lectures. Beall, C. Crane, Myers. *Three hours, each term.*

SPANISH

107-108-109. *Spanish Literature*. Reading of masterpieces of various periods. A general survey of Spanish literature. Lectures. Wright, Thompson. *Three hours, each term.*

SOPHOMORE OPTION COURSES

ENGLISH

201-202-203. *Shakespeare*. Study of the important historical plays, comedies and tragedies. Courses in sequence, but may be taken separately. Prescribed for majors. Clarke, Liesch, Moll, Williamson.

Three hours, each term.

205-206-207. *German Literature and Civilization*. Given in English. Open to upperclassmen. Outside reading and papers on assigned topics. Spann.

Three hours, each term.

208-209-210. *Literature of the Ancient World*. Greek, Latin and Hebrew writers considered with especial reference to their influence on English literature. Smertenko.

Two or three hours, each term.

GERMANIC LANGUAGES AND LITERATURE

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

GREEK

208-209-210. *Literature of the Ancient World*. (See English above.)

LATIN

208-209-210. *Literature of the Ancient World*. (See English above.)

201a,b,c. *Latin Literature; The Silver Age*. Tacitus, Agricola and Germania; Pliny, selected Letters; Martial, selected Epigrams; Suetonius, selected Lives. Open to sophomores. Dunn. *Three hours, each term.*

ROMANCE LANGUAGES

201-202-203. *French Literature*. Reading of masterpieces of various periods. A general review of French literature. Lectures. Beall, C. Crane, Myers.

Three hours, each term.

204-205-206. *Seventeenth Century French Literature*. Readings of representative works of Corneille, Molière, Racine, LaFontaine, Madame de Sévigné, Pascal and Descartes. Bowen.

Three hours, each term.

SPANISH

207-208-209. *Spanish Literature*. Reading of masterpieces of various periods. A general survey of Spanish literature. Lectures. Wright, Thompson.

Three hours, each term.

OTHER LOWER DIVISION COURSES

(For description look under department heading)

ENGLISH

LITERATURE

111. *History of the English Language*. *Three hours, fall term.*

114. *American Literature*. *Three hours, any term.*

117. *English Poetry*. *Three hours, winter term.*

121. *Wordsworth*. *Three hours, spring term.*

130. *William Morris*. *Three hours, fall term.*

211. *Ruskin*. *Three hours, spring term.*

218,219,220. *The English Essay*. *Three hours, each term.*

- 231,232,233. *Classical, Romantic and Victorian Poets.*
Three hours, each term.
- 221-222-223. *Literature of the Modern World.*
Two or three hours, each term.

Written English

- English A.* *Two hours for one hour of credit, each term.*
- 250-251-252. *Report Writing.* *Two hours, each term.*
- 253-254-255. *Short Story Writing.* *Two hours, each term.*
- 261-262-263. *Magazine Writing.* *Two hours, each term.*

Spoken English

- 180-181-182. *Introductory Course in Speech.** *Three hours, each term*
183. *Extempore Speaking.** *Three hours, any term.*
- 280-281-282. *Argumentation and Debate.* *Two hours, each term.*
- 283-284-285. *Advanced Public Speaking.* *Two hours, each term.*
286. *Intercollegiate Oratory.* *Two hours, winter term.*
287. *Intercollegiate Debate.* *Two hours, winter term.*

* By special arrangement English 183 may be substituted for English 180.

Drama and Play Production

- 140-141-142. *The Speaking Voice.* *Three hours, each term.*
- 241-242-243. *Interpretation.* *Three hours, each term.*
- 247-248-249. *Theatre Workshop.* *Three hours, each term.*

GERMANIC LANGUAGES AND LITERATURE

- 1a,b,c. *Elementary German.* *Four hours, each term.*
- 2a,b. *Elementary German.* *Six hours, winter and spring terms.*
- 3a,b,c. *Second Year German.* *Four hours, each term.*
- 111a,b,c. *Classical German.* *Three hours, each term.*
- 112a,b,c. *German Fiction and Contemporary Literature.*
Three hours, each term.
- 113,114,115. *Modern German Drama.* *Three hours, each term.*

Scandinavian Language and Literature

- 11a,b,c. *Elementary Norse.* *Three hours, each term.*
- 21a,b,c. *Elementary Swedish.* *Three hours, each term.*

GREEK

- 1a,b,c. *Beginning Greek.* *Four hours, each term.*
- 50a,b,c. *Xenophon, Homer, and Greek Grammar.*
Four hours, each term.
- 111,112,113. *Greek Literature.* *Hours to be arranged.*

LATIN

- 1a,b,c. *Elementary Latin and Caesar.* *Four hours, each term.*
 2a,b,c. *Cicero's Orations and Vergil's Æneid.* *Four hours, each term.*
 211a,b,c. *Latin Literature, Comedy.* *Three hours, each term.*

ROMANCE LANGUAGES

FRENCH

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

- 1a,b,c. *First Year French.* *Four hours, each term.*
 2-3-4. *Second Year French.* *Four hours, each term.*
 5a,b. *First Year French.* *Six hours, winter and spring terms.*

SPANISH

- 11a,b,c. *First Year Spanish.* *Four hours, each term.*
 12-13-14. *Second Year Spanish.* *Four hours, each term.*
 15a,b. *First Year Spanish.* *Six hours, winter and spring terms.*

ITALIAN

- 31a,b,c. *First Year Italian.* *Three hours, each term.*
 32-33-34. *Second Year Italian.* *Three hours, each term.*

II. SOCIAL SCIENCE

DESCRIPTION OF COURSES

FRESHMAN SURVEY COURSES AND ELECTIVES

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

ECONOMICS

112. *Economic Institutions in Relation to Conduct.* An inquiry into the ethical problems associated with economic life and economic institutions. The responsibilities and ideals of public service are emphasized. *Three hours, winter term.*

HISTORY

113. *Historical Institutions in Relation to Conduct.* A study of the part played by certain fundamental social institutions such as the family, the state, the church, art, science in the formation of character during different periods in the development of civilized nations.

Three hours, spring term.

PHILOSOPHY

111. *Introduction to Reflective Thinking.* The aim of the course is to start with the student at the point of his actual experiences and outlooks and to help him cross-question himself and develop the ability and habits of sustained and orderly critical thinking, with special reference to his fundamental judgments and valuations of life, the world, and himself. Course 111 is repeated each term. Two special sequels are available to the student on the completion of 111 which may be entered at the beginning of the second or the third term. They are 112 or 113, *Introduction to Reflective Thinking*, or 112 *Economics, Economic Institutions in Relation to Conduct*, or 113 *History, Historic Institutions in Relation to Conduct*. Rebec.

Three hours, any term.

112. *Introduction to Reflective Thinking.* An elementary study of selected moral problems, emphasizing the problems of the individual. Prerequisite, 111. Nilson.

Three hours, winter term.

113. *Introduction to Reflective Thinking.* An elementary study of selected moral problems, emphasizing the problems of society. Prerequisite, 111. Nilson.

Three hours, spring term.

SOPHOMORE OPTION COURSES

ECONOMICS

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

Three hours, each term.

HISTORY

203,204,205. *World History.* The great civilizations of the world in review. From the stone age to the present. Sheldon.

Four hours, each term.

206,207,208. *English History.* General survey of English history, covering the political and constitutional, the economic and social, the intellectual and religious lines of development. The third term will include a sketch of the growth of the empire. Open to freshmen. May be entered second or third term by permission of the instructor.

Four hours, each term.

PHILOSOPHY

201-202-203. *Introduction to Philosophy.* A survey of some of the persistent problems of philosophy about the nature of reality and man's place in it. Townsend.

Three or four hours, each term.

POLITICAL SCIENCE

201-202-203. *Modern Governments.* (1) American National government. The national government, with special attention to practical operation and contemporary reforms. (2) State and local governments. The

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

SOCIOLOGY

201a,b,c. *Elements of Sociology*. Analysis of social organization and culture, human nature; social changes and movements as affected by culture, biological and physical environmental factors, and a brief survey of the various social problems as well as methods of investigation. Cressman, Jameson. *Three hours, each term.*

203. *Modern Movements for Social Betterment*. A survey of charities and corrections from the time of the Parish system and the English Poor Laws through the development of the traditional American system of public and private relief and reformation up to the beginning of the present movement in the direction of constructive and preventive public welfare. Parsons. *Three hours, spring term.*

OTHER LOWER DIVISION COURSES

(For description look under department heading)

HISTORY

241. *Europe Since 1870*.

Five hours, spring term.

SOCIOLOGY

211. *An introduction to Modern Social Problems*.

Three hours, fall term.

224-225. *Elements of Statistics*.

Three hours, two terms.

III. MATHEMATICS AND PHYSICAL SCIENCE

DESCRIPTION OF COURSES

FRESHMAN SURVEY COURSES AND ELECTIVES

101-102-103. *Survey of Physical Science*. A general introductory course in the field of physical sciences, embracing cosmical relations, principles of physics and chemistry, geologic processes, and man's reaction to them. Especial emphasis is laid upon development and applications of the scientific method. Boynton, Friedmann, Hodge, Norris, W. D. Smith, Wilkinson. *Four hours, each term.*

104-105-106. *Unified Mathematics (A)*. Standard freshman survey course for all science students. Prerequisite, one and one-half years of algebra. Davis, DeCou, Milne. *Four hours, each term.*

104-105-106. *Unified Mathematics (B)*. Freshman survey course, primarily for business administration and economics students. Devotes the third term to Mathematics of Finance. Prerequisite, one and one-half years of algebra. Davis, DeCou, Milne. *Four hours, each term.*

104-105-106. *Unified Mathematics (C)*. Freshman survey course for students entering with one year only of algebra. Davis, DeCou, Milne. *Four hours, each term.*

104-105-106. *Unified Mathematics (D)*. Freshman survey course, primarily for business administration and economics students entering with one year only of algebra. Devotes the third term to Mathematics of Finance. Davis, DeCou, Milne. *Four hours, each term.*

SOPHOMORE OPTION COURSES

CHEMISTRY

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

210a,b,c. *Second Year Chemistry*. Prerequisite, general chemistry, but open to students who have done exceptionally well in high school chemistry. The laboratory work is primarily quantitative analysis. The lectures are closely correlated with the laboratory work but include a more thorough introduction to physical chemistry than the analytical procedures alone involve. Three lectures and one or two laboratory periods a week. Kunz. *Four to six hours, each term.*

GEOLOGY AND GEOGRAPHY

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

Four hours, fall and winter terms.

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

203a,b. *General Geology Laboratory*. Wilkinson.

One hour, fall and winter terms.

204. *Historical Geology Laboratory*. Wilkinson.

One hour, spring term.

205. *Principles of Geography*.

Three hours, fall term.

206. *Economic Geography*.

Three hours, winter term.

207. *Regional Geography*.

Three hours, spring term.

208-209-210. *Geography Laboratory*.

One hour, each term.

MATHEMATICS

201-202-203. *Differential and Integral Calculus*. A fundamental course laying a thorough foundation for all future work in mathematics and its application. May be taken for upper division credit. Milne.

Four hours, each term.

PHYSICS

204-205-206. *General Physics*. A general course covering mechanics, sound, heat, light, electricity, and an introduction to the modern physics. Prerequisite, trigonometry or high school physics. Unified mathematics or an acceptable equivalent is prerequisite. Normally taken in the sophomore year. Three lectures and one laboratory period per week. Caswell.

Four hours, each term.

OTHER LOWER DIVISION COURSES

(For description look under department heading)

CHEMISTRY

92a,b,c. *Elementary Chemistry.* *Four hours, each term.*220. *Continuation Chemistry.* *Four hours, fall term.*240a,b. *Organic Chemistry for Medical Students.*
Four hours, winter and spring terms.

GEOLOGY AND GEOGRAPHY

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

IV. BIOLOGICAL SCIENCE

DESCRIPTION OF COURSES

FRESHMAN SURVEY COURSES

Elementary Biology. An introductory course in general biology involving the use of both plants and animals as illustrative material. Offered in three sections, see below. Plant and Animal Biology staff.*Three hours, each term.*

101-102-103. For biology majors and pre-medical students. Two lectures and one three-hour laboratory period.

104-105-106. For non-majors who wish to take a laboratory course. Two lectures and one three-hour laboratory period.

107-108-109. For non-major students. Two lectures and one one-hour demonstration or quiz period.

SOPHOMORE OPTION COURSES

ANIMAL BIOLOGY

201,202,203. *Advanced Zoology.* The elements of comparative anatomy, gross and microscopic, and of vertebrate embryology. Two lectures and six hours of laboratory. Yocom and Huestis. *Four hours, each term.*

PLANT BIOLOGY

204-205. *Plant Morphology.* Ecology and Economy. This course is a continuation of Biology 101-102-103. It gives a more comprehensive review of plant forms, their relation to their environment, and their economic uses. Three lectures and one three-hour laboratory period. Sweetser and Sanborn.
*Four hours, fall and winter terms.*206. *Systematic Botany.* A study of the structure and classification of Oregon plants. Three lectures and one three-hour laboratory period. Sweetser and Sanborn.
Four hours, spring term.

PSYCHOLOGY

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

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

DIVISION OF BIOLOGY

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

An undergraduate major in biology will comprise:

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

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

DESCRIPTION OF COURSES

LOWER DIVISION

FRESHMAN SURVEY COURSES

Elementary Biology. An introductory course in general biology involving the use of both plants and animals as illustrative material. Offered in three sections, see below. Plant and Animal Biology Staff.

Three hours, each term.

101-102-103. For biology majors and pre-medical students. Two lectures and one three-hour laboratory period.

104-105-106. For non-majors who wish to take a laboratory course. Two lectures and one three-hour laboratory period.

107-108-109. For non-major students. Two lectures and one one-hour demonstration or quiz period.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

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

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

ANIMAL BIOLOGY

Professors HARRY B. YOCOM, RALPH R. HUESTIS, *A. R. MOORE;

Associate Professor ERNST GELLHORN;

Assistant Professor ROSALIND WULZEN;

Instructor ALICE M. BARRS;

Demonstrator ELTON R. EDGE;

Research Assistant DAVID R. NORTHUP;

Graduate Assistants ELIZABETH BARTO, ARTHUR L. FREYER, LILLIAN BRAMHALL PATTERSON

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

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

DESCRIPTION OF COURSES

LOWER DIVISION

FRESHMAN SURVEY COURSES

Elementary Biology. An introductory course in general biology involving the use of both plants and animals as illustrative material. Offered in three sections, see below. Plant and animal biology staff.

Three hours, each term.

101-102-103. For biology majors and pre-medical students. Two lectures and one three-hour laboratory period.

104-105-106. For non-majors who wish to take a laboratory course. Two lectures and one three-hour laboratory period.

107-108-109. For non-major students. Two lectures and one hour demonstration or quiz period.

SOPHOMORE OPTION COURSES

201,202,203. *Advanced Zoology.* The elements of comparative anatomy, gross and microscopic, and of vertebrate embryology. Two lectures and six hours of laboratory. Yocom and Huestis. *Four hours, each term.*

UPPER DIVISION

303-304. *Physiology of Exercise.* For students of physical education. A study of the principles of physiology with particular application to the problems arising in the field of physical education. Two lectures, one laboratory period with prerequisites of elementary chemistry and biology. Gellhorn.

Three hours, fall and winter terms.

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

Four hours, spring term.

* Leave of absence, 1930-31.

375,376,377. *Advanced Histology and Embryology*. The early development of mammals. One lecture and two three-hour laboratory periods. Yocom. *Three hours, each term.*

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

FOR ADVANCED UNDERGRADUATES AND GRADUATES

401a,b, 402. *General Physiology*. The principles of physiology and their application to life processes in plants and animals. Prerequisites, general chemistry and general physics. Two lectures and one three-hour laboratory period. Moore. *Three hours, each term.*

405a,b. *Growth in Infancy*. Physiological problems connected with prenatal and postnatal developments in the human. Field work amounting to one laboratory period a week may be taken by a selected number of upper division students. Prerequisite, some knowledge of elementary biology. *Two to three hours, each term.*

403-404. *Genetics*. Lectures or conferences upon the fundamentals of genetics, together with laboratory practice in statistical analysis and experimental breeding. Huestis. *Four hours, winter and spring terms.*

411,412,413. *Assistants' Conference*. Staff. *One hour, each term.*

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

421. *Mammalian Anatomy*. An intensive study of a typical mammal with special emphasis on its gross structure; and the correlation of structure with function. Nine to twelve hours of laboratory. Huestis. *Three or four hours, spring term.*

431,432,433. *Invertebrate Zoology*. Advanced course in the taxonomy, structure, physiology, ecology and life histories of the invertebrates. Special attention to animals of economic importance, especially those of parasitic habits. Laboratory material from representatives of the invertebrate fauna of Oregon. Lectures, conferences, field and laboratory work. Yocom. *Four hours, each term.*

435. *Protozoology*. A course dealing with the problems of protozoa in their relation to the larger problems of biology. A study of the morphology, physiology and ecology of the free living forms is made as well as reference to the parasitic forms as the causative agents in disease. Two lectures and six laboratory hours. Yocom. *Four hours, fall term.*

440,441,442. *Problems in Animal Biology*. To be undertaken under the direction of the appropriate member of the staff. *Hours to be arranged.*

445,446,447. *Advanced Protozoology*. A course for students able to carry on semi-independent work on protozoological subjects of special interest to them. Yocom. *Two to four hours, each term.*

496a,b,c. *Honors Reading*. Same as 396. Senior year. *Three to twelve hours.*

PRIMARILY FOR GRADUATES

501-502-503. *Physiology of the Central Nervous System*. Moore. *Hours to be arranged.*

504,505,506. *Seminar on Growth.* The growth of the individual, accelerators and inhibitors of growth. Wulzen. *Two hours, each term.*

507,508,509. *Biophysics.* The consideration of certain fundamental physiological processes from a quantitative standpoint. Special emphasis is placed upon the study of muscle and nerve. Lectures and seminars. Laboratory, one period, optional. Gellhorn.

Three or four hours, each term.

540,541,542. *Research.* May be undertaken by those properly prepared in the first year of graduate study; must be started in the second year of graduate work. Departmental staff. *Hours to be arranged.*

545,546,547. *Thesis.* Departmental staff.

Nine hours.

PRE-MEDICAL CURRICULA

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

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

THREE-YEAR PRE-MEDICAL CURRICULUM

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

FOUR-YEAR PRE-MEDICAL CURRICULUM

FRESHMAN		Fall	Winter	Spring
Elementary Biology		3	3	3
Mathematics		4	4	4
German		4	4	4
History or Literature		3	3	3
Military Science (men) or Personal Hygiene (women)		1	1	1
Physical Education		1	1	1
		16	16	16

SOPHOMORE			
General Chemistry	4	4	4
German	4	4	4
General Physics	4	4	4
Written English	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
	<u>16</u>	<u>16</u>	<u>16</u>
JUNIOR			
Advanced Zoology	4	4	4
Analytical Chemistry	4	4	4
Elective	8	8	8
	<u>16</u>	<u>16</u>	<u>16</u>
SENIOR			
General Physiology	4	4	4
Organic Chemistry	4	4	4
Sanitation	3		
Bacteriology		4	
Physical Chemistry			4
Elective	4	4	4
	<u>15</u>	<u>16</u>	<u>16</u>

PLANT BIOLOGY

Professor ALBERT R. SWEETSER ;

Assistant Professor ETHEL I. SANBORN ;

Instructors LOURENE E. TAYLOR, J. ROLLO PATTERSON ;

Research Professor and Curator LOUIS F. HENDERSON

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

The supply of preserved material is constantly being added to and is fairly representative of the various plant groups. Each student is expected to provide a dissecting set and drawing material, but the laboratory is prepared to furnish the necessary microscopic slides, reagents and glassware.

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

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

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

DESCRIPTION OF COURSES

LOWER DIVISION

FRESHMAN SURVEY COURSES

Elementary Biology. An introductory course in general biology involving the use of both plants and animals as illustrative material. Offered in three sections, see below. Plant and animal biology staff.

Three hours, each term.

101-102-103. For biology majors and pre-medical students. Two lectures and one three-hour laboratory period.

104-105-106. For non-majors who wish to take a laboratory course. Two lectures and one three-hour laboratory period.

107-108-109. For non-major students. Two lectures and one one-hour demonstration or quiz period.

SOPHOMORE OPTION COURSES

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

Four hours, fall and winter terms.

206. *Systematic botany.* A study of the structure and classification of Oregon plants. Three lectures and one three-hour laboratory period. Sweetser and Sanborn.

Four hours, spring term.

UPPER DIVISION

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

Three hours, winter term.

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

Three hours winter term

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

311. *Bacteriological Problem.*

Hours to be arranged.

312. *Biological Pedagogy.* Intended only for those planning to teach. Minimum prerequisite, Elementary Biology, or its equivalent and one year of education. Sweetser.

Three hours, winter term.

315a,b,c. *Seminar.* Staff

One hour, each term.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

401,402. *Plant Histology.* A study of plant tissue. Two lectures and one three-hour laboratory. Prerequisites, Elementary Biology and 204-205, and 206 or equivalent. Sanborn.

Three hours, fall and winter terms.

403. *Algae.* Study of the morphology of types of the four groups, with taxonomy of our local forms. Two lectures and one three-hour laboratory. Prerequisites, Elementary Biology, and 204-205 and 206 or equivalent. Sanborn.

Three hours, fall and winter terms.

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

Two or three hours, spring term.

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

417. *Paleobotany*. History of paleobotany and studies of the Oregon fossil flora. Sanborn. *Four hours, spring term.*

PRIMARILY FOR GRADUATES

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

514a,b,c. *Bacteriological Problems*. *Hours to be arranged.*

515. *Graduate Seminar*. *Hours to be arranged.*

516. *Thesis*. *Nine hours.*

CHEMISTRY

Professors ORIN F. STAFFORD, FREDERICK L. SHINN, ROGER J. WILLIAMS;
 Assistant Professors LEO FRIEDMAN, ADOLF H. KUNZ;
 Graduate Assistants CHARLES DAWSON, FRANCIS P. JONES, JOHN H. TRUESDAIL,
 KARL KLEMM;
 George H. Goodyear Kingery Fellow GLEN J. WOODWARD

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

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

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

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

LOWER DIVISION

SOPHOMORE OPTION COURSES

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

210a,b,c. *Second Year Chemistry*. Prerequisite, general chemistry, but open to students who have done exceptionally well in high school chemistry. The laboratory work is primarily quantitative analysis. The lectures are closely correlated with the laboratory work but include a more thorough introduction to physical chemistry than the analytical procedures alone involve. Three lectures and one or two laboratory periods a week. Kunz. *Four to six hours, each term*

OTHER LOWER DIVISION COURSES

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

220. *Continuation Chemistry*. A one-term course designed to supplement and extend the work of the general chemistry course, 201a,b,c. For medical students. Shinn. *Four hours, fall term.*

240a,b. *Organic Chemistry for Medical Students*. A briefer and more elementary course than 440a,b,c. Three lectures and one laboratory period. Shinn. *Four hours, winter and spring terms.*

UPPER DIVISION

320,321,322. *Analytical Chemistry*. The first part of the course is devoted to qualitative analysis. This is followed by work in the theory and technique of standard analytical procedures of greater complexity than considered in Second Year Chemistry. One lecture and two or three laboratory periods a week. Kunz. *Three or four hours, each term.*

360. *Physical Chemistry for Medical Students*. A one-term course covering topics in Elementary Physical Chemistry of interest to medical students. Friedmann. *Three hours, spring term.*

FOR ADVANCED UNDERGRADUATES AND GRADUATES

401-403-405. *Advanced Inorganic Chemistry*. The chemical elements are first discussed as regards their practical and theoretical importance. Finally, such topics as radio-activity, the periodic table, and atomic structure are taken up. A minimum of two years work in chemistry is prerequisite. Three lectures per week. Given alternate years. Not given 1930-31. *Three hours, each term.*

402,404,406. *Advanced Inorganic Laboratory*. To accompany, optionally, course 401-403-405. Stafford. *One hours, each term.*

420,421,422. *Advanced Analytical Chemistry*. Special analytical procedures adapted to those enrolling. Kunz. *Hours to be arranged.*

423. *Microchemical Analysis*. Kunz. *Hours to be arranged.*

434. *Toxicology*. Shinn. *Hours to be arranged.*

440a,b,c. *Organic Chemistry*. The chemistry of the compounds of carbon. Deals with compounds which are important from the theoretical, technical and biological standpoints. The first two terms are devoted to aliphatic compounds and the third term to those of the aromatic series. Prerequisite, two years of college chemistry. Three lectures and one laboratory period. Williams. *Four hours, each term.*

460a,b,c. *Physical Chemistry*. Three lectures and one laboratory period. Shinn. *Four hours, each term.*

466-468. *Colloidal Chemistry*. Friedmann. *Three hours, two terms.*

467-469. *Colloidal Chemistry Laboratory*. Friedmann.

One hour, two terms.

480. *Senior Thesis*.

Hours to be arranged.

PRIMARY FOR GRADUATES

510,511,512. *Applied Chemistry*. Prerequisite, 30 term hours in chemistry, one year of general physics, and one year of calculus. Given alternate years. Not given 1931-32. Stafford.

Three hours, each term.

520,521,522. *Advanced Analytical Chemistry*. Special analytical procedures adapted to those enrolling. Given 1931-32. Kunz.

Hours to be arranged.

530-531-532. *Optical Methods of Analysis*. Basic principles and laboratory practice in the use of optical instruments in chemical analysis and in the investigation of physio-chemical phenomena. Given 1931-32. Kunz.

Three hours, each term.

546-547-548. *Advanced Organic Laboratory*. Largely individual laboratory work, with stress on laboratory technique in the preparation of organic chemicals. Organic elementary analysis is also given after the student has had some experience in preparation work. Course may be entered any term. One to four laboratory periods. Williams.

One to four hours, each term.

543-544-545. *Advanced Organic Chemistry*. The theoretical aspects of the subject are emphasized by discussion of theories of valence, chemical reactivity, free radicals, catalysis, etc., as these are related to particular groups of compounds. Williams.

Two hours, fall and winter terms.

546-547-548. *Advanced Organic Laboratory*. Largely individual laboratory work, with stress on laboratory technique in the preparation of organic chemicals. Organic elementary analysis is also given after the student has had some experience in preparation work. Course may be entered any term. One to four laboratory periods. Williams.

One to four hours, each term.

550-551-552. *Biochemistry*. A general course dealing with the chemistry of both plant and animal organisms, their tissue constituents, nutrition and metabolism. Prerequisite, Organic Chemistry. Williams.

Two hours, each term.

553-554-555. *Biochemistry Laboratory*. To accompany, optionally, course 550-551-552. Williams.

One hour, each term.

560,561,562. *Advanced Physical Chemistry*. Shinn and Friedmann.

Hours to be arranged.

563-564-565. *Chemical Energetics*. The fundamentals of thermodynamics. Given in 1930-31 and alternate years. Shinn.

Three hours, each term.

573-574-575. *Electro Chemistry*. Two lectures and one laboratory period. Given in 1931-32 and in alternate years. Shinn.

Hours to be arranged.

581-582-583. *Seminar*. Required of all graduate students. Chemistry staff.

One hour, each term.

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

Hours to be arranged.

593,594,595. *Instructor's Conference*. Staff.

One hour, each term.

597-598-599. *Thesis*.

Hours to be arranged.

ECONOMICS

Professors JAMES H. GILBERT, DONALD M. ERB;
Associate Professors VICTOR P. MORRIS, JOHN R. MEZ, LOUIS A. WOOD, CALVIN CRUMBAKER;
Graduate Assistants JOHN W. JOYCE, FRANK L. LOMBARD

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

COURSE OF STUDY FOR MAJOR STUDENTS IN ECONOMICS

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

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

DESCRIPTION OF COURSES

LOWER DIVISION

FRESHMAN SURVEY COURSES AND ELECTIVES

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

Three hours, each term.

112. *Economic Institutions in Relation to Conduct.* An inquiry into the ethical problems associated with economic life and economic institutions. The responsibilities and ideals of public service are emphasized.

Three hours, winter term.

SOPHOMORE OPTION COURSES

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

Three hours, each term.

UPPER DIVISION

323. *Economics of Business Organization.* The evolution of business units such as the partnership, joint stock concern, and the corporation. Special attention to the organization, financing, and promotion of corporations and the advantages and disadvantages of the corporate form of organization from the standpoint of industrial society. Prerequisite, 203a,b,c. Crumbaker. *Four hours, spring term.*

324. *Trusts and Industrial Combinations.* The evolution of industrial combinations, the economics of concentration and the evils of combination from the standpoint of investor and the public. The attempts at regulation by state and federal authority and plans for safeguarding the public interest. Prerequisite, principles of economics. Crumbaker. *Four hours, winter term.*

325. *Government Control of Public Utilities.* Sound lines of policy in regulating, controlling or owning natural monopolies or public utilities other than steam railways. Municipal ownership in America and Europe and the economic and political problems incidental thereto. Prerequisite, principles of economics. Crumbaker. *Four hours, spring term.*

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

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

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

374. *Economic History.* A study of the evolution of modern industrial society in the period since the industrial revolution and the emergence of the problems of large-scale enterprise with special reference to the American situation. Prerequisite, principles of economics. Crumbaker. *Four hours, winter term.*

FOR ADVANCED UNDERGRADUATES AND GRADUATES

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

406. *Organized Labor.* Study of the history of the labor movement, the aims, methods and policies of trade unions, conservative and radical.

Students are required to interpret the philosophy of unionism and evaluate the significance of the labor movement. Prerequisite, 405. Wood.

Four hours, winter term.

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

Four hours, spring term.

413. *Money, Banking and Economic Crises.* The principles of money, the laws controlling its value, methods for measuring price levels and devices for stabilizing the purchasing power. The monetary history of the United States and the present monetary system. Principles underlying sound banking and the use of credit, with the history, causes and remedies for crises and panics. Prerequisite, principles of economics. Gilbert, Morris.

Five hours, spring term.

418a,b. *Public Finance.* Aims to ascertain sound principles affecting public expenditure, the raising of revenue, budgetary legislation, financial organization and the use of the public credit. Various forms of taxes and a constructive plan for fiscal reform. Special consideration given to Oregon problems. Prerequisite, principles of economics. Gilbert.

Four hours, winter and spring terms.

435. *Railway Economics.* The study of transportation by land as a factor in modern economic life, the tendency toward combination and the problems of discriminating rates. Prerequisite, principles of economics. Erb.

Four hours, fall term.

436. *Water Transportation.* Transportation agencies by water in both the domestic and foreign trade. The evolution, services and organization of these carriers and the relationships to the railways. The problems of combination and competition, the history and effect of subsidies and forms of indirect aid by governments. Prerequisite, principles of economics. Erb.

Four hours, winter term.

437. *Control of Carriers.* The characteristics which determine whether a carrier is a common carrier or not. The problems of regulation of rates, combinations and monopolies, relations between rail and water carriers, obtaining and use made of capital, relations of carriers to labor. Special attention to the work of the Interstate Commerce Commission and United States Shipping Board, and other government boards dealing with the problems of regulation. Prerequisites, principles of economics, and 435 and 436. Erb.

Four hours, spring term.

446-447-448. *International Trade Policies of the Pacific Area.* The resources, trade, economic policies, and interdependence in the Pacific area, with special emphasis on the Far East. Prerequisite, principles of economics. Mez.

Three hours, each term.

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

Four hours, winter and spring terms.

452. *Economics of Public Utilities.* An analysis of the economic nature of public utilities followed by a critical study of their history, organiza-

tion, financial problems and the trend toward large scale enterprise, consolidation, system building. Attention also given to the creation and development of specialized public relations organization. Prerequisites, 323, 324, 325. Crumbaker. *Four hours, winter term.*

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

454. *Labor Bureaus and Commissions*. This course includes a survey of state and federal bureaus and commissions and the machinery for investigating labor problems and enforcing labor legislation. Types of commissions will be studied and their problems analyzed. Prerequisites, 406, 407, 408. Wood. *Four hours, fall term.*

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

467. *Labor and Agrarian Movements*. Deals in an historical and critical way with various labor and agrarian movements in the United States and Canada. Efforts to secure closer cooperation, economic and political, between organized labor and the farming class are considered and results appraised. Prerequisite, 405. Wood. *Three hours, winter term.*

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

470. *History of Economic Thought*. The evolution of man's ideas about economic matters. Prerequisite, principles of economics. Mez. *Three hours, fall term.*

471a,b. *Modern Economic Thought*. A critical study of the English classical school and subsequent writers, culminating in recent economic theory. Mez. *Three hours, winter and spring terms.*

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

PRIMARILY FOR GRADUATES

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

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

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

ENGLISH

Professors C. V. BOYER, JULIA BURGESS, RUDOLF H. ERNST, HERBERT C. HOWE,
 MARY H. PERKINS, W. F. G. THACHER;
 Associate Professor S. STEPHENSON SMITH;
 Assistant Professors ALICE H. ERNST, FRED ORRIN HARRIS, RALPH C. HOEBER,
 E. C. A. LESCH, LESLIE L. LEWIS, ERNEST G. MOLL, OTTILIE T. SEYBOLT, GEORGE WILLIAMSON,
 Instructors MARGARET CLARKE, THEODORE W. DOUGLAS, WALTER E. HEMPSTEAD, JR.,
 PAT V. MORRISSETTE;
 Supervisor of English Bureau L. K. SHUMAKER;
 Graduate Assistants FRANCES BACON, DOROTHY DELZELL, MYRTLE HUBBARD, RUTH JACKSON,
 BERTRAM JESSUP, EUGENE LAIRD, CECIL MATSON, ISABEL ORCHARD, JOHN SCHEFFER,
 CELIA STODDARD, FRANK S. STOWELL, HORACE C. TERRELL

General Requirements:

1. Majors in English are required to take Latin, French or German during both the freshman and the sophomore years. This means two successive years in one of the three languages.
2. History (English or European) and a laboratory science are lower division requirements of English majors.
3. Majors intending to teach must satisfy the education and norm requirements. (See School of Education.)
4. Majors must elect from the upper division courses at least two which run throughout the year. One of the two should be either the English Novel or the English Drama.
5. Variable credit-hours are indicated after courses open to honors candidates. Students not working for honors will register for minimum credit-hours.

Recommendations:

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

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

COURSE OF STUDY FOR MAJOR STUDENTS IN ENGLISH

ENGLISH LITERATURE OPTION

FRESHMAN	Fall	Winter	Spring
Survey Course in English Literature or Introduction to Literature†	4	4	4
Latin, French, or German	4	4	4
English History, Background of Social Science, Survey of Physical Sciences, or Elementary Biology	3-4	3-4	3-4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
American Literature (one term)* or elective	3	3	3
	16-17	16-17	16-17

† Introduction to Literature is open only to those not intending to major in literature.

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

SOPHOMORE

Written English	2	2	2
Shakespeare	3	3	3
Latin, French or German (continuation)	3-4	3-4	3-4
*English, History or Science	3-4	3-4	3-4
Military Science (men)	1	1	1
Physical Education	1	1	1
Elective	3	3	3
	16-18	16-18	16-18

* History or science must be taken during the first two years. The order in which they are taken is optional.

JUNIOR			
English Novel, English Drama, or other one-year course	3	3	3
English Composition for Teachers* (any term) or elective ..	2	2	2
Education 301-302-303*	4	4	4
Honors Reading† or elective	3	3	3
Electives	4	4	4
	16	16	16

* Required only of those intending to teach.

† For candidates for honors.

SENIOR			
English Novel, English Drama, or other one-year course	3	3	3
Anglo Saxon†, Chaucer†, or elective	3	3	3
Honors Reading† (seminar) or elective	3	3	3
Education 306 and 307*	5-7	5-7	5-7
Thesis† or elective	2-3	2-3	2-3
	16-19	16-19	16-19

* Required of majors intending to teach.

† For candidates for honors.

‡ Required of majors contemplating graduate work in English.

DRAMA AND PLAY PRODUCTION OPTION			
FRESHMAN	Fall	Winter	Spring
The Speaking Voice or Interpretation	3	3	3
Latin, French, or German	4	4	4
Survey Course in English or Introduction to Literature	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
Freshman Survey or Sophomore Option in Group II, III or IV*	3-4	3-4	3-4
	16-17	16-17	16-17
SOPHOMORE			
Interpretation, Theatre Workshop or Speaking Voice	3	3	3
Shakespeare	3	3	3
Latin, French, or German (continuation)	3-4	3-4	3-4
Freshman Survey or Sophomore Option in Group II, III or IV*	3-4	3-4	3-4
Military Science (men)	1	1	1
Physical Education	1	1	1
Written English	2	2	2
	16-18	16-18	16-18

* History and science must be taken during the first two years. The order in which they are taken is optional.

JUNIOR			
Technique of Acting or Play Production	3	3	3
Stage Design or elective	2-3	2-3	2-3
Playwriting or elective	2-3	2-3	2-3
Elective in Literature	2-3	2-3	2-3
Elective	4-5	4-5	4-5
	13-17	13-17	13-17
SENIOR			
Technique of Acting or Play Production	3	3	3
English Drama	3	3	3
Guild Hall Players or elective	9-11	9-11	9-11
	15-17	15-17	15-17

NOTE—Intending teachers should major in English literature.

PRE-LIBRARY

The University of Oregon does not at the present time (except in the summer session) offer courses in library training. Those who plan to become librarians should, however, have a broad general education, and since most of the better class of library training schools require a college degree for entrance, the following course of study has been planned in conformity with the requirements for admission of these schools. It is recommended that only students who have a scholarship record which makes them eligible for honors should consider entering the field of librarianship.

Since it is essential that library workers have a reading knowledge at least of French and German it is recommended that not less than two years of each of these languages be taken in college. A knowledge of Latin is also desirable.

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

PRE-LIBRARY OPTION

FRESHMAN	Fall	Winter	Spring
Survey Course in English Literature	4	4	4
French, Latin, or German	4	4	4
Second Foundation Courses	3-4	3-4	3-4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
Elective	3	3	3
	16-17	16-17	16-17

Suggested Electives:

American Literature—American Poets.
The Speaking Voice or Introductory Course in Speech.
Elementary Newswriting and Proof Reading.
Elementary Biology.
English History.

SOPHOMORE

French, Latin, or German	4	4	4
Shakespeare	3	3	3
Report Writing	2	2	2
Psychology or Third Foundation Courses	3-4	3-4	3-4
Military Science (men)	1	1	1
Physical Education	1	1	1
Elective	2-3	2-3	2-3
	16-18	16-18	16-18

Suggested Electives:

English History.
Principles of Economics.
Modern Governments.
Reflective Thinking.
World History.
Living Writers.

JUNIOR

Literature Course (upper division), English Drama	3	3	3
Language Requirements	3-4	3-4	3-4
Criticism	2	2	2
Honors Reading or elective	8-10	8-10	8-10
	16-19	16-19	16-19

Suggested Electives:

Modern Europe.
Cultural Anthropology.
Organic Evolution.
Reference and Book Selection.
American Novel.
Scandinavian Literature.
Literature of the Ancient World.

SENIOR

English Novel	3	3	3
History of Philosophy	3	3	3
English Criticism	3	3	3
Elective or Honors Reading	6-9	6-9	6-9
	16-18	16-18	16-18

Suggested Electives:

Literature of the Renaissance.
Nineteenth Century Prose.
History of the Middle Ages and the Renaissance.
Political Parties, City Government, and Political Theory.
Eighteenth Century Prose.

DESCRIPTION OF COURSES

FRESHMAN SURVEY COURSES

101-102-103. *Literature Survey*.* From Beowulf to the present. Each epoch is studied by reading representative authors, supplemented by lectures. First term, Beowulf to Edmund Spencer. Second term, the seventeenth and eighteenth centuries. Third term, 1800 to the present. Courses in sequence, but may be taken separately. Howe, Lewis, Williamson, Lesch, Moll. *Four hours, each term.*

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

* Credit will not be given for both Literature Survey and Introduction to Literature.

SOPHOMORE OPTION COURSES

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

Three hours, each term.

205-206-207. *German Literature and Civilization*. Given in English. Open to upper-classmen. Outside reading and papers on assigned topics. Spann.

Three hours, each term.

208-209-210. *Literature of the Ancient World*. Greek, Latin and Hebrew writers considered with especial reference to their influence on English literature. Smertenko.

Two or three hours, each term.

OTHER LOWER DIVISION COURSES

LITERATURE

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

Three hours, fall term.

114. *American Literature*. Study of American literature from its beginning to the present day. Lectures and assigned readings. Douglas.

Three hours, any term.

117. *English Poetry*. Class-room practice in reading aloud. Credit will be given for one term only. Meets three times a week. Howe.

Three hours, winter term.

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

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

Three hours, fall term.

211. *Ruskin*. A study of the modern painters, planned to familiarize the student with the use of critical terms, as well as with masterly English prose. Howe.

Three hours, spring term.

218,219,220. *The English Essay*. Lewis.

Three hours, each term.

221-222-223. *Literature of the Modern World*. The renaissance in Italy, France, Spain and England; Pascal and Puritanism in England;

French and English Classicism; the novel and other prose forms; the romantic revolt; Victorian literature; Parnassians and Symbolists; Ibsen and the modern drama; some consideration of recent development in literature. R. Ernst.
Two or three hours, each term.

231,232,233. *Classical, Romantic and Victorian Poets.*

Three hours, each term.

Written English

English A. A one-term course in the mechanics of English for those who fail the entrance English examination. The first half of the course is designed to make an accurate diagnosis of the student's difficulties in technical English, and the second half is designed to give the student individual instruction which will enable him to solve his problems in the use of the mechanics of the English language. The student must pass the entrance English examination or English A before he is permitted to register for any other written English course. Shumaker.

Two hours for one hour of credit, each term.

250-251-252. *Report Writing.* A year course in the fundamentals of composition and rhetoric, with frequent written themes in exposition and description. Special attention is paid to correctness in fundamentals and to the organization of papers of types frequently required in other college courses. Douglas, Hubbard, Jackson, Jessup, Lesch, Lewis, Moll, Morrisette, Orchard, Scheffer, Stoddard, Stowell, Terrell, Williamson.

Two hours, each term.

253-254-255. *Short Story Writing.* This course is designed to develop proficiency in the art of writing the short story. Thacher.

Two hours, each term.

261-262-263. *Magazine Writing.* The study and practice of various kinds of writing, exclusive of the short story and verse. Perkins.

Two hours, each term.

Spoken English

180-181-182. *Introductory Course in Speech.** Three aims of this course are: (1) To master the elements of original speech composition (fall quarter); (2) to develop delivery skill in the use of spoken English (winter quarter); (3) to train beginners to adapt themselves effectively to audiences in various types of practical-life speech situations (spring term). Hempstead, Hoeber.

Three hours, each term.

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

Three hours, any term.

280-281-282. *Argumentation and Debate.* A study of the theory of argumentation and application of that theory to informal persuasive speeches and to classroom debates. Library research (under supervision of the University Library) and brief-drawing are stressed. Prerequisite,† 180-181-182.

Two hours, each term.

* By special arrangement English 183 may be substituted for English 180.

† Open to superior students who have taken English 183, and in rare cases to students who have not taken either 180-181-182 or 183, but have had equivalent special training.

283-284-285. *Advanced Public Speaking*. Fall term: The theory of speech composition, both from the point of view of psychology and of rhetoric. Textbook work and original speeches to illustrate principles studied. Winter term: A number of great representative speeches of various types are examined from the standpoints of content and style, and are used as models for original speeches. Special study is made of the oration. Spring term: A critical study of the chautauqua and lyceum lecture, and the preparation and delivery of such a lecture constitute the greater portion of the term's work. The last portion of the term is given to a consideration of the after dinner speech. Prerequisite,† 180-181-182. Hoeber. *Two hours, each term.*

286. *Intercollegiate Oratory*. The preparation and presentation in interscholastic competition of an oration. Open only to the University orators chosen in competitive tryout. Prerequisite,† 180-181-182. *Two hours, winter term.*

287. *Intercollegiate Debate*. The exhaustive study of a single debate proposition. This course is open only to those who have been chosen to represent the University in intercollegiate debate. Prerequisite,† 180-181-182. Hoeber. *Two hours, winter term.*

DRAMA AND PLAY PRODUCTION

140-141-142. *The Speaking Voice*. Based upon study of phonetic sounds in tone production. Practical course in standardization of English speech. Pronunciation, enunciation and articulation especially stressed. Seybolt. *Three hours, each term.*

241-242-243. *Interpretation*. Open to freshmen by permission. The study and oral interpretation of poetry, drama and narrative, with emphasis upon character analysis. Seybolt. *Three hours, each term.*

247-248-249. *Theatre Workshop*. Planning and construction of stage settings, costumes, properties; principles of lighting; the mechanics of the physical stage. Practical experience is provided in connection with the production of plays. Harris. *Three hours, each term.*

UPPER DIVISION

LITERATURE

301-302-303. *Living Writers*. Kipling, Bernard Shaw, H. G. Wells, Arnold Bennett, Galsworthy, Chesterton, Gordon, Bottomley, Dunsany, Kaye-Smith, May Sinclair, and others as they appear. Howe. *Three hours, each term.*

304-305-306. *Contemporary European Literature*. European literature of the last fifty years, with special emphasis on Ibsen and the Russians. Howe. *Three hours, each term.*

310a,b,c. *History of English Criticism*. Fall: Neo-Classicism in England, with its classical origins. Winter: The Romantic period in criticism. Spring: Victorian and contemporary criticism. Burgess. *Two hours, each term.*

324-325-326. *Main Tendencies in Contemporary Literature*. The Transition to the temper of contemporary literature: Meredith, Hardy, Kip-

† Open to superior students who have taken English 183, and in rare cases to students who have not taken either 180-181-182 or 183, but have had equivalent special training.

ling; the naturalists, Zola, Hauptmann, Bennett, and others; the "literature of idea," Brieux, France and Shaw; Modern Romanticism, Maeterlinck, Yeats, Hudson, and others; conclusion, Conrad. R. Ernst.

Three hours, each term.

316. *Browning*. Representative readings in the main divisions of Browning's work, including the dramas and the Ring and the Book. Lewis.

Three hours, spring term.

321-322-323. *Literature of the Ancient World*. Greek, Latin and Hebrew writers considered with especial reference to their influence on English literature. Smertenko.

Two or three hours, each term.

350. *The Teaching of English Composition*. For students expecting to teach English in high schools. Prerequisite, six hours of written English. Perkins.

Two hours, winter or spring terms.

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

Two or three hours, each term.

354-355-356. *Essay Writing*. Advanced composition, including modern styles, restricted to personal and reflective writing. Lewis.

Two hours, each term.

360-361-362. *Authorship*. A course in the writing of fiction for advanced students, in which an attempt is made to produce marketable work. Prerequisite, 253-254-255, or its equivalent, or consent of the instructor. Thacher.

Two hours, each term.

364,365,366. *Versification*. Experiment in the writing of verse, with study of various verse forms as mediums of expression. Analysis and discussion of class work. Open to freshmen and sophomores with the consent of the instructor. A. Ernst.

Two hours, each term.

370-371-372. *Playwriting*. Creative experiment in the writing of plays with incidental study of models. Analysis and class discussion of student work with relation to problems of technique such as plot, theme, dialogue, characterization. A. Ernst.

Three hours, each term.

390-391-392. *Honors Reading*. Junior Year. Department staff.

Three hours, each term.

DRAMA AND PLAY PRODUCTION

340-341-342. *Technique of Acting*. Introduction to the principles of acting technique. Advanced problems in the analysis and presentation of character. Production of one-act and full-length plays. Seybolt.

Three hours, each term.

343-344-345. *Play Production*. For those interested in directing plays for schools, colleges and community groups. The course covers choosing a play, casting its parts, directing, rehearsal and production. Practical experience in producing a play is a part of the work in this course in perfecting the unit production. Seybolt.

Three hours, each term.

346-347-348. *Guild Hall Players*. A producing group elected from the advanced students who have appeared successfully in the public performances. Class limited in number. Consent of instructor required. Seybolt.

Three hours, each term.

382a,b,c. *Stage Design*. The physical theatre in its social and historical background; forms of theatre auditoriums and types of stage settings; costume and lighting as elements of drama; types of theatre production; trend of contemporary decoration. Lectures and assigned readings, with drawings and model sets of historical and contemporary stage settings. Harris. *Two hours, each term.*

LIBRARY SCIENCE

331. *Book Selection and Evaluation*. Casford. *Three hours, fall term.*

332. *Elementary Reference Work*. McClain. *Three hours, winter term.*

FOR ADVANCED UNDERGRADUATES AND GRADUATES

LITERATURE

401-402. *Milton*. Lesch. *Three hours, winter and spring terms.*

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

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

410a,b,c. *Anglo-Saxon*. Grammar and translation of selected passages. Beowulf. Judith. Perkins. *Three hours, each term.*

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

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

414-415-416. *American Novel*. A general survey of American fiction, with detailed study of important authors from Melville, Howells, James, and Twain to the present day. Burgess. *Three hours, each term.*

417-418-419. *Development of the English Language*. Anglo-Saxon, Middle English and Modern English. Changes in syntax, phonetics and vocabulary. Perkins. *Three hours, each term.*

420. *The Arthurian Legend in English Literature*. A study of the origin and growth of the Arthurian legend with its use as poetic material by English and American writers. Perkins. *Three hours, winter term.*

421-422. *Spenser*. Lesch. *Three hours, fall and winter terms.*

427-428-429. *American Prose Writers*. Fall: Emerson, Thoreau, Melville, Lowell, Holmes, with some readings from historians. Winter: William James, Santayana, Henry Adams, and others. Spring: American literary criticism. Burgess. *Two hours, each term.*

434-435-436. *English Drama*. This course traces the development of English dramatic forms from the beginnings of modern times. Fall term, medieval to Elizabethan; winter term, 1642 to 1870; spring term, contemporary drama. R. Ernst.
Three hours, each term.

437. *Elizabethan Non-Dramatic Literature*. The great English formative period studied in its poetry and prose from the sonnet to the blank verse of Elizabethan drama, from the famous Elizabethan translations to the prose of Bacon, and connected with the literary background which produced Shakespeare. Williamson.
Three hours, fall term.

441-442-443. *The English Novel*. From Richardson and Fielding to the present. Boyer.
Three hours, each term.

444-445-446. *Eighteenth Century Prose*. The letters, memoirs and essays from Dryden through Johnson. The rise of the periodical. Voltaire and Casanova in England. Walpole and Sterne in France. Lectures on the philosophical backgrounds from Hobbes to Hume. Dr. Johnson and his circle. Smith.
Three hours, each term.

447. *Seventeenth Century Literature—Cavalier and Puritan*. The period of Donne, Jonson, and great baroque prose; of the struggle between humanism and puritanism; of the Cavalier poets and the English church fathers; all studied with reference to permanent attitudes of the human mind and to literary trends in the 17th century. Williamson.
Three hours, winter term.

448. *Seventeenth Century Literature—The Restoration*. English literature from 1660 to 1700, centering about Dryden and connected with the relevant philosophy, science, and literary influences; designed to show literature passing from a court as scandalous as it was gay to the beginnings of the modern world. Williamson.
Three hours, spring term.

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

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

464a,b,c. *Elements of Style*. Moll.
Two hours, each term.

470a,b,c. *History of English Literature*. Planned for honor candidates, intending teachers and graduate students. R. Ernst.
Three hours, each term.

480-481-482. *Nineteenth Century Prose*. Main currents of thought as reflected in Carlyle, Mill, Newman, Ruskin, Huxley, Arnold, Pater. Boyer.
Two or three hours, each term.

490-491-492. *Honors Reading*. Senior year. Department staff.
Three hours, each term.

498. *Seminar in Special Authors (Pope)*. Lesch.
Three hours, fall term.

499a,b,c. *Thesis for Honors Candidates*. Department Staff.
Three hours, each term.

PRIMARILY FOR GRADUATES

500. *Seminar in Special Authors.* Hours to be arranged.
- 502a,b,c. *Carlyle.* Carlyle's relation as source or transmitter to the various literary, social, and intellectual movements of the day. Lectures and research problems. Boyer. Two or three hours, each term.
- 505a,b,c. *The Donne Tradition in English Poetry.* A study of Jack Donne and Dr. Donne, of the "metaphysical" movement, and of their connections with special topics in 17th century literature. Williamson. Two hours, each term.
509. *Problems and Methods of Literary Study.* Bibliography and the methods of modern literary research in connection with some project which the student has in hand. Williamson. Three hours, fall term.
- 510a,b,c. *Philosophical Foundations of English Literature.* Bacon, Hobbes, Locke, Berkeley, Hume, the deists, the economists, the evolutionists, the utilitarians, and the pragmatists. Three hours, each term.
- 515a,b,c. *Coleridge.*
- 518a,b,c. *Romantic Tendencies in the 18th Century.* R. Ernst. Three hours, each term.
520. *Research and Seminar.* Department staff. Hours to be arranged.
- 525a,b,c. *Seminar in Shelley.* Howe. Hours to be arranged.
529. *Graduate Thesis.* Nine hours.
- 530a,b,c. *Seminar.* English comedy. Open to honors students of senior standing. Smith. Two or three hours, each term.
- 535a,b,c. *Seminar in Shakespeare.* Research problems. Open to honors students of senior standing. Williamson. Two or three hours, each term.
- 536a,b,c. *Seminar in Elizabethan Drama.* Research problems. Open to honors students of senior standing. Williamson. Two or three hours, each term.
- 537a,b,c. *The Evolution of Tragedy.* Boyer. Two or three hours, each term.
- 539a,b,c. *Seminar in American Literature.* Special research problems for each student, leading to a long report or thesis. Open to honors students in English of senior standing. Burgess. One or two hours, each term.
- 550a,b,c. *Social Problems in English Literature.* The period covered by this course varies from year to year. Open to a limited number of seniors as well as to graduates. Boyer. Two or three hours, each term.
- 571a,b,c. *Survey of English Critics.* Burgess. Three hours, each term.

GEOLOGY AND GEOGRAPHY

Professors EARL L. PACKARD, WARREN D. SMITH, EDWIN T. HODGE;
 Instructor W. DONALD WILKINSON;
 Research Assistant HAROLD N. FISK;
 Graduate Assistant EDWARD T. SCHENK

The department of geology is located in Condon hall, where it occupies the ground floor with a single laboratory on the second floor. Some equipment and various collections are stored under present conditions in

various buildings on the campus, including Quartz hall, which is now also used for a graduate research laboratory.

The geological laboratories are equipped for courses in general geology, geography, mineralogy, economic geology, petrography, physiography, paleontology, and assaying. These laboratories contain study collections of minerals, rocks, invertebrate and vertebrate fossils, standard collections of maps, as well as the usual equipment such as models, microscopes, and other apparatus necessary to an efficient training in the fields enumerated.

The collections of geologic materials, representing the life work of Professor Thomas Condon and his daughter, Ellen Condon McCornack, is noteworthy because of its fossil mammals obtained from the well-known John Day basin of central Oregon. Unfortunately much of this material, as well as extensive collections of Oregon fossils and rocks which are being increased annually by University geological expeditions, are not on display due to lack of space.

The state of Oregon offers unusually rich fields for the graduate student working in many phases of geographical, physiographical, geological, or paleontological sciences. The department is equipped to afford facilities for graduate work in these fields.

The curriculum of geology is planned to afford a foundation in the allied fields and a thorough training in geological subjects which are essential to the appreciation of the importance these subjects occupy in our civilization, and which serve as a foundation for advanced work leading to the graduate degrees.

COURSE OF STUDY FOR MAJOR STUDENTS IN GEOLOGY AND GEOGRAPHY

FRESHMAN	Fall	Winter	Spring
*Survey of Physical Science	4	4	4
Unified Mathematics	4	4	4
Elementary Chemistry	4	4	4
Social Science group elective	3	3	3
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	17	17	17

* Students of superior quality with a leaning toward geology may take General Geology in lieu of this course.

SOPHOMORE			
General Geology	3	3	3
General Physics, or Elementary Biology	3-4	3-4	3-4
Written English	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
Elective	4-5	4-5	4-5
	15	15	15

JUNIOR			
Methods	4	4	4
Structural Geology	4		
Physiography		4	
Advanced Physiography			4
Biology, or Descriptive Geometry and Architecture	2-3	2-3	2-3
Foreign Language	3-4	3-4	3-4
Electives (Education for those intending to teach)	3-4	3-4	3-4
	16-18	16-18	16-18

SENIOR			
Materials	4	4	4
Stratigraphy			3
Paleontology	4	4	
Foreign Language	4	4	4
Elective	4	4	4
Seminar	1	1	1
	17	17	16

SUGGESTED ELECTIVES FOR SENIORS AND GRADUATES

Economic Geology—Non-metallics	4	4	
Assaying (not for graduate credit)			2-4
Applied Geology	3	3	3
Mesozoic Faunas	4		
Tertiary Faunas		4	
Advanced Geography	3	3	3

DESCRIPTION OF COURSES

LOWER DIVISION

FRESHMAN SURVEY COURSES AND ELECTIVES

101-102-103. *Survey of Physical Science.* A general introductory course in the field of the physical sciences, embracing cosmical relations, principles of physics and chemistry, geologic processes, and man's reaction to them. Especial emphasis is laid upon development and applications of the scientific method. Boynton, Friedmann, Hodge, Norris, W. D. Smith, Wilkinson. *Four hours, each term.*

SOPHOMORE OPTION COURSES

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

Four hours, fall and winter terms.

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

Four hours, spring term.

203a,b. *General Geology Laboratory.* Wilkinson.

One hour, fall and winter terms.

204. *Historical Geology Laboratory.* Wilkinson.

One hour, spring term.

205. *Principles of Geography.*

Three hours, fall term.

206. *Economic Geography.*

Three hours, winter term.

207. *Regional Geography.*

Three hours, spring term.

208-209-210. *Geography Laboratory.*

One hour, each term.

OTHER LOWER DIVISION COURSES

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

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

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

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

UPPER DIVISION

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

Four hours, fall and winter terms.

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

308. *Development and History of Life*. A brief discussion of the origin of life on the earth and an outline of the history of life as revealed by the fossil remains of animals and plants. Packard.

Three hours, fall term.

309. *Geologic History of Vertebrates*. A brief consideration of the rise and development of the vertebrates with especial emphasis on certain groups of ancient animals that once lived on the Pacific Coast. Packard.

Three hours, winter term.

310. *Geologic History of Man*. A study of the physical and cultural development of the ancient types of men, as shown by their fossil remains, their implements and art. Packard.

Three hours, spring term.

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

Two or four hours, spring term.

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

Nine hours.

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

Three to four hours, each term.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

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

Three hours, spring term.

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

Four hours, each term.

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

Four hours, fall and winter terms.

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

One hour, each term.

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

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

413. *Advanced Geography*. Research in the physical and economic geography of Oregon and closely related Northwest regions. The investigations will consist largely in intensive studies of the various physiographic regions of Oregon. Prerequisites, general geology and physiography. Special work assigned to meet the needs of individual students. Smith. *Hours to be arranged.*

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

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

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

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

422. *Geologic History of Pacific Countries*. A study of the broad problems of the Pacific region as a whole and of the countries bordering thereon, with special reference to the islands and the Far East. Prerequisites, general geology and stratigraphy and structural geology. Smith. *Two hours, spring term.*

426. *The Geography of Europe*. Comprises both lectures and laboratory work, following syllabus prepared by the Division of Geology and Geography of the National Research Council. The physiography of Europe, with a survey of the principal natural resources of the continent. Intensive study of the map of Europe. Discussions of some of the general problems. Smith. *Four hours, fall term.*

428. *The Geography of the Pacific*. An intensive study of the Pacific region, the physical geography and natural resources, with some attention given to the outstanding social, economic and political questions as influenced by the physical background of the more important countries bordering this ocean. Smith. *Two hours, spring term.*

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

430. *Geography of South America.* A survey of the essential facts in the physical, economic and human geography of this continent. The course will also consider the outstanding economic, social and political trends in South America, as influenced by the above facts. Prerequisites, Geography 205, 206 and 207 or General Geology, 201a and 201b, and 202. Smith.

Three hours, spring term.

PRIMARYLY FOR GRADUATES

501. *Graduate Research.* *Hours to be arranged.*

502. *Graduate Thesis.* *Hours to be arranged.*

503. *Applied Geology.* Advanced study in the application of geology to engineering and economic problems. Hodge. *Hours to be arranged.*

504. *Advanced Economic Geology.* Special work assigned to meet the requirements of advanced students in metallic and non-metallic mineral deposits. Hodge, Smith. *Hours to be arranged.*

505. *Regional Geology.* Advanced studies in selected regions outside the United States. Readings and conferences. Smith.

571,572,573. *Microscopy.* A course on the use and theory of the microscope in the recognition and determination of the properties of organic and inorganic materials. Hodge. *Hours to be arranged.*

GERMANIC LANGUAGES AND LITERATURE

Professor F. G. G. SCHMIDT;
Assistant Professors EDMUND P. KREMER, MENO SPANN;
Graduate Assistant MARGARET A. ERICKSON

* COURSE OF STUDY FOR MAJOR STUDENTS IN GERMAN

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

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

DESCRIPTION OF COURSES

LOWER DIVISION

SOPHOMORE OPTION COURSES

205,206,207. *German Literature*. Given in English. Open to upper-classmen. Outside reading and papers on assigned topics. (See also Course 305,306,307.) Spann. *Three hours, each term.*

OTHER LOWER DIVISION COURSES

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

2a,b. *Elementary German*. A two-term course covering the work of 1a,b,c. For students entering in the winter term.

Six hours, winter and spring terms.

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

Four hours, each term.

111a,b,c. *Classical German*. Open to students who have had two years of German. Some works of Goethe, Schiller, Lessing, Kleist, Grillparzer, will be read. Prerequisite, two years of college German. Schmidt.

Three hours, each term.

112a,b,c. *German Fiction and Contemporary Literature*. During the year some of the following works will be read: Sudermann's *Der Katzensteg*; Keller's *Kleider machen Leute*; Meyer's *Juerg Jenatsch*; Wildenbruch's *Der Letzte*; Riehl's *Der Fluch der Schoenheit*; Frenssen's *Joern Uhl*; Bonsels' *Die Biene Maja*, etc. Schmidt

Three hours, each term.

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

Three hours, each term.

UPPER DIVISION

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

302,303,304. *Modern German Drama*. Some of the following dramas will be read: Fulda's *Der Talisman* or *Das verlorene Paradies*; Wildenbruch's *Harold*, Hauptmann's *Die versunkene Glocke*; Ernst's *Flachsmann als Erzieher*; Sudermann's *Johannes* or *Heimat*; Schnitzler's *Der grüne Kakadu*, etc. Schmidt.

Three hours, each term.

305,306,307. *German Literature*. Given in English. Open to students of lower division. Outside reading and papers on assigned topics. Spann.

Three hours, each term.

311a,b,c. *Classical German*. Open to students who have had two years of German. Some works of Goethe, Schiller, Lessing, Kleist, Grillparzer, will be read. Prerequisite, two years of college German. Schmidt.

Three hours, each term.

312a,b,c. *German Fiction and Contemporary Literature*. During the year some of the following works will be read: Sudermann's *Der Katzensteg*; Keller's *Kleider machen Leute*; Meyer's *Juerg Jenatsch*; Wilden-

bruch's *Der Letzte*; Riehl's *Burg Neideck*, *Der Fluch der Schoenheit*; Frenssen's *Joern Uhl*; Bonsels' *Die Biene Maja*, etc. Schmidt.

Three hours, each term.

314. *German Poetry*. Poems of Goethe, Schiller, Uhland, etc., will be read.

Two hours, spring term.

315. *Goethe's Faust*. Given in German. Part I with commentary. Schmidt.

Three hours, winter term.

316. *Goethe's Faust*. Given in German. Part II with commentary. Schmidt.

Three hours, spring term.

317. *Heine*. Prose works.

Two hours, fall term.

318. *Goethe's Faust*. For students majoring in comparative literature and open to all students without knowledge of German. Lectures and assigned readings.

Two hours, winter term.

319. *Historical and Philosophical German*. The rapid translation of historical, economic and philosophical German. Kremer.

Two hours, spring term.

320,321,322. *Scientific German*. Recommended to students in science or medicine. Articles on chemistry, physics, biology, anatomy, embryology, comparative anatomy, surgery, the history of medicine, and of current clinical literature will be read. Students desiring to enter this course should consult the instructor. Kremer.

Three hours, each term.

323. *Journalistic and Commercial German*. Reading of journals and periodicals and the study of commercial bulletins giving an insight into German business customs and institutions. Open to all students who have had two years of German.

Two hours, fall term.

330. *Teaching of Germanic Languages*. Discussion of methods of teaching Germanic languages; examination of texts. Open to juniors and seniors. Required of students who wish to be recommended as teachers of Germanic languages. Schmidt.

Three hours, spring term.

331,332,333. *German Conversation and Advanced Composition*. Open to all students who have had two years of German. Required of all students who wish to teach German. No credit allowed unless two terms are taken. Kremer.

Two hours, each term.

341,342,343. *The Nineteenth and Twentieth Century Novel*. Representative works of Freytag, Keller, Meyer, Sudermann, Frenssen, Storm, Riehl, Heyse, Scheffel, Ludwig, Dahn, Bonsels, Schnitzler, Rosegger, Auerbach, Ebner-Eschenbach, Spielhagen, etc., will be included in the course. Schmidt.

Three hours, each term.

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

Two hours, each term.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

404a,b,c. *History of German Literature*. With special study of the classic periods of the twelfth and eighteenth centuries. Scherer's *Geschichte der Deutschen Literatur* and Francke's *History of German Literature*.

ture, are used as textbooks. Papers on assigned topics will be required. Schmidt. *Three hours, each term.*

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

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

PRIMARILY FOR GRADUATES

501a,b,c. *Middle High German*. Michels, *Mittelhochdeutsche Grammatik*, 1910; Henrici, *Proben der Dichtungen des Mittelalters*, Berlin, 1898; selections from *Nibelungenlied*; Walther von der Vogelweide, *Parzival*; Lexer, *Mittelhochdeutsches Taschen-Wörterbuch*. Schmidt, Kremer. *Three hours, each term.*

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

503. *Gothic and the Elements of Comparative German Grammar*. Braune, *Gotische Grammatik*, latest edition (1920). Heyne's *Ulfilas*, 9. Auflage, von F. Wrede, Paderborn, 1896; Streitberg's *Urgermanische Grammatik*. This course is required for advanced degrees in English philology. Kremer.

520. *Graduate Thesis*.

Six to nine hours.

SCANDINAVIAN LANGUAGES AND LITERATURE

LOWER DIVISION

11a,b,c. *Elementary Norse*. Principles of grammar and the reading of easy prose. The texts used comprise: M. Michelet, first year Norse, latest edition; O. Krogh, *Nyere Norsk Prosa*, Riksmål. Given in alternate years with 21a,b,c. Kremer. *Three hours, each term.*

21a,b,c. *Elementary Swedish*. Principles of grammar and the reading of easy prose. The texts used comprise: Im. Björkhagen, *Modern Swedish Grammar* and A. L. Elmquist, *Swedish Reader*; S. Lagerloef's *En Herrgaardssaegen* or Geijerstam's *Mina Pojkar*. Given in alternate years with 11a,b,c. Kremer. *Three hours, each term.*

UPPER DIVISION

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

FOR ADVANCED UNDERGRADUATES AND GRADUATES

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

PRIMARILY FOR GRADUATES

560. *Old Icelandic*. The texts used are: H. Sweet, *Icelandic Primer*, 2nd edition; and E. Mogk, *Gunlaugs saga Ormstungu*. Kremer.

Hours to be arranged.

GREEK

Professor Emeritus JOHN STRAUB;
Associate Professor CLARA MILLERD SMERTENKO;
Instructor EDNA LANDROS

Students who expect to acquire a knowledge of Greek literature should begin the study of the language in their freshman year. Majors are required to have a minimum of 36 term hours in the Greek language.

DESCRIPTION OF COURSES

LOWER DIVISION

SOPHOMORE OPTION COURSES

208-209-210. *Literature of the Ancient World*. Greek, Latin writers considered with especial reference to their influence on English literature. Smertenko.

Two or three hours, each term

OTHER LOWER DIVISION COURSES

1a,b,c. *Beginning Greek*. Gleason's Greek Primer; Greek Reader by Marchant. This course covers the basic inflections and syntax for Attic Greek, together with one term of selected readings. Landros.

Four hours, each term.

50a,b,c. *Xenophon, Homer and Greek Grammar*. Xenophon's Anabasis, Plato's Socratic Dialogues, and four books of Homer. Continued grammar. Landros.

Four hours, each term.

111,112,113. *Greek Literature*. Reading of selected authors.

Hours to be arranged.

UPPER DIVISION

300a,b,c. *Xenophon and Greek Testament*. This course is intended primarily for students preparing for the ministry, but is elective for other students. Prerequisite 1a,b,c. Not given 1931-32. *Four hours, each term.*

302a,b,c. *Greek Tragedy*. Selected plays of Aeschylus. Sophocles and Euripides, with a survey of the history of the Greek drama. Smertenko.

Three hours, each term.

303,304,305. *Herodotus and Thucydides*. The Athenian empire studied through the lives of three of its leaders. The texts of Herodotus, Thucydides and Plutarch are used. Fall term, Themistocles and the founding of the empire. Winter term, Pericles and the Athenian supremacy. Spring term, Alcibiades and the Sicilian expedition. Smertenko.

Two or three hours, each term.

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

Hours to be arranged.

315,316,317. *Greek Grammar, Greek Prose and Greek Sight Translation*.

Two hours, each term.

321-322-323. *History of the Greek Language*. A study of the history of the Greek language with consideration of the principles of change in the Indo-European languages. Not given 1931-32. *Three hours, each term.*

330a,b,c. *Greek Language and Literature*. Intended primarily for juniors and seniors who have no knowledge of Greek. Intensive study of the rudiments of the language and reading of selected texts in the original Greek, supplemented by the study of Greek literature through English sources. This course cannot be offered to fulfil the language requirement for the B. A. degree. Landros. *Four hours, each term.*

351-352-353. *Greek Prose Composition*. Not given 1931-32.

Two hours, each term.

396a,b,c. *Honors Reading*. A course of reading for honors candidates, arranged for the individual student. Junior year. *Three to twelve hours.*

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

Three to twelve hours.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

401a,b,c. *Plato and Aristotle*. Plato, Republic; Aristotle, Ethics. Smertenko. *Three hours, each term.*

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

Two or three hours, each term.

450,451,452. *Greek Seminar*.

Two hours, each term.

PRIMARILY FOR GRADUATES

500,501,502. *Greek Literature*. Graduate students will be permitted to choose what they wish to read from a list of authors which may be obtained on application to the historical context of the works read and presupposes adequate knowledge of the ancient world as a whole.

504a,b,c. *Greek Philosophy*. Special emphasis is laid upon the Pre-Socratics. Smertenko. *Hours to be arranged.*

505a,b,c. *Plato, the Dialogues*. An extended reading of the dialogues with a study of their philosophical import. Not given 1931-32.

Hours to be arranged.

506a,b,c. *The Greek Drama*. A study of Greek tragedy and comedy as expressions of Greek life, and especially of Greek religion.

Hours to be arranged.

507a,b,c. *The Greek Historians*. A study of Greek history through the writings of Xenophon, Herodotus, and Thucydides. *Hours to be arranged.*

510. *Graduate Thesis*.

Nine hours.

HISTORY

Professors ROBERT C. CLARK,* WALTER C. BARNES, DAN E. CLARK, H. D. SHELDON;

Associate Professors ANDREW FISH, JOHN T. GANOE;

Assistant Professor JOHN HAZAM;

Instructor CARL LANDERHOLM;

Graduate Assistants J. C. BRANAMON, JOHN COX, LAWANDA FENLASON, JULIA GROSS, WINCHESTER HEICHER, MARCELLA HILLGEN

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

Students majoring in history who plan to teach the subject in high

* Leave of absence, 1930-31.

school must in addition to the requirements of the major norm in history take at least one other full year course and in addition the courses in teaching of history and Oregon history.

DESCRIPTION OF COURSES

LOWER DIVISION

FRESHMAN SURVEY COURSES AND ELECTIVES

113. *Historical Institutions in Relation to Conduct.* A study of the part played by certain fundamental social institutions such as the family, the state, the church, art, science in the formation of character during different periods in the development of civilized nations.

Three hours, spring term.

SOPHOMORE OPTION COURSES

203,204,205. *World History.* The great civilization of the world in review. From the stone age to the present. Sheldon.

Four hours, each term.

206,207,208. *English History.* General survey of English history, covering the political and constitutional, the economic and social, the intellectual and religious lines of development. The third term will include a sketch of the growth of the empire. Open to freshmen. May be entered second or third term by permission of the instructor.

Four hours, each term.

OTHER LOWER DIVISION COURSES

241. *Europe Since 1870.* The internal conditions in the leading countries, the colonial expansion of Europe, the world war and the conditions in the leading countries since the war. Designed for students who can find time for only one term of history. Barnes. *Five hours, spring term.*

UPPER DIVISION

341,342-343. *Modern Europe.* The history of Europe from the death of Louis XIV to the present. Treats the Old Regime, the spirit of reform, the French revolution, the nineteenth century struggles for nationality and democracy, the colonial expansion of Europe, the world war, and the problems of peace. Economic, social, intellectual, and religious factors will be included.

Four hours, each term.

371. *History of the United States.* Early period, 1750-1829. The background of European expansion into America followed by the struggle for independence, the establishment of a national government and the political, social and economic changes of the period. R. C. Clark.

Four hours, fall term.

372. *History of the United States.* Middle period, 1829-1877. The study of political, social and economic development from Jackson to the end of the reconstruction following the Civil war. R. C. Clark.

Four hours, winter term.

373. *History of the United States.* 1877-1930. Emphasis upon the industrial revolution and its effects upon American politics and society. R. C. Clark.

Four hours, spring term.

391,392-393. *China and Japan.* A history of the civilizations of China and Japan from the earliest times to the present. In dealing with the modern period emphasis is placed upon the relations the European nations and the Orient and the important economic and diplomatic problems arising from these relations. Hazam.

Three hours, each term.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

400. *Teaching of History and Social Studies.* A course designed for major students and others who are preparing to teach history and the other social studies in high school. Clark. *Two hours, fall term.*

401-402-403. *Great Historians.* A study of the works of the great history writers from the Greeks to the present. Stress is laid on the 19th century. Readings in the development of the art and science of history writing, and in historical methods as now understood. Fish.

Two hours, each term.

404,405,406. *Intellectual History.* An outline study of the development of the western European mind. The historical origins and growth of contemporary mental attitudes. The course serves also as a study of the history of the freedom of thought. Prerequisite, junior standing or instructor's permission. Fish.

Three hours, each term.

407,408,409. *Reading and Conference.* A course of reading mapped out by a member of the staff with personal conferences and a term thesis. Designed especially for honor students. History staff.

Two to five hours, each term.

411,412,413. *Ancient History.* First term, Egypt, the Fertile Crescent, Asia Minor, and the Aegean to 478 B. C.; second term, Greece and Rome to 200 B. C.; third term, the last two centuries of the Roman Republic and the Roman Empire. Ganoë.

Three hours, each term.

421-422-423. *The Middle Ages.* A political, economic and cultural history of Europe from the decline of the Western Roman Empire to the beginnings of the modern state with special emphasis on the rise and development of the Christian church. Hazam.

Three hours, each term.

431,432,433. *The Age of Monarchy.* Fall term, the Renaissance; winter term, the Reformations; spring term, the Religious Wars and Louis XIV. This course traces the development from the medieval period of the universal church to the modern period of the independent states, and their rivalry in war, colonial expansion, commerce, culture, and religion, to the eve of the French Revolution. Barnes.

Three hours, each term.

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

Two or three hours, each term.

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

Three hours, spring term.

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

Three hours, spring term.

467-468-469. *The Development of the British Empire*. First term, to 1782; second term, 1782-1874; third term, 1874 to the present. Not given, 1931-32. Fish. *Three hours, each term.*

470. *Problems in United States Economic History*. The history of the policies of the federal government relating to public land conservation and reclamation, road building and railroads, etc. Ganoe. *Three hours, fall term.*

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

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

480. *Colonial America*. A study of the establishment of the European colonies in America and their development until 1750. Ganoe. *Three hours, winter term.*

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

482. *Mexico and the Carribean*. Ganoe. *Three hours, fall term.*

491-492-493. *Oregon History*. This course gives an acquaintance with the methods of historical study and research, and practice in the writing of history. Detailed study, largely from sources, of the building of civilization in the Pacific Northwest. Required course for senior majors, and for graduate students who write a thesis in the field of Oregon history. Clark. *Two or three hours, each term.*

PRIMARILY FOR GRADUATES

501,502,503. *History Research*. The working out of a research problem assigned and supervised by the instructor in whose field the problem is found. History staff. *Two to three hours.*

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

510,511,512. *Graduate Thesis*. History staff. *Nine hours.*

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

565a,b. *Nineteenth Century England*. An intensive study by the seminar method of the social, economic and intellectual aspects. Fish.

552-553a,b. *Problems of 19th Century Education*. (See description under this number in School of Education. Credit in history will be given for this course.) Sheldon. *Two hours, each term.*

575. *Problems in United States Foreign Relations*. R. C. Clark. *Three hours, spring term.*

HOUSEHOLD ARTS

Professor LULIAN TINGLE:
Instructors MARY E. STARR, DOROTHY GURLEY FISH

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

In order to fill the needs of the student who can give only a limited amount of time to this work, home-making sequences of courses have been arranged, requiring only two or three hours a term, and allowing a student to select either the food or the clothing option. A four-year sequence which may be taken by a student majoring in any department or school, by using the elective hours in any curriculum, is as follows:

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

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

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

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

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

DESCRIPTION OF COURSES

CLOTHING GROUP

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

114,115,116. *Clothing Selection.* A study of the selection of clothing from the standpoints of design, textile material, hygiene, and cost for

home-made and ready-made garments. Required with 111, 112, 113 Clothing Construction, but may be elected independently. No prerequisite. Starr. *One hour, each term.*

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

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

FOOD GROUP

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

215-216-217. *Foods*. A general survey course similar to 315, 316, 317, open to sophomores. Tingle. *Three hours, each term.*

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

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

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

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

HOME-MAKING GROUP

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

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

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

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

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

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

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

LATIN

Professor FREDERIC S. DUNN:
Associate Professor CLARA MILLERD SMERTENKO;
Instructor EDNA LANDROS

COURSE OF STUDY FOR MAJOR STUDENTS IN LATIN

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

Students who have presented less than two units in Latin for entrance are not permitted to major in the department, and it is strongly urged that intending majors come with at least three and, if possible, four units of high school Latin. Students who have entered with insufficient Latin

and who, accordingly, may not major in the department, may if they wish take the beginning service course 1a,b,c, with such subsequent courses as are desired. In no case is course 1a,b,c, counted for the major. The four-year course of study hereinafter laid down will equip students for high school teaching in Latin. Majors who do not intend to teach may substitute any electives for the courses in pedagogy.

DESCRIPTION OF COURSES

LOWER DIVISION

FRESHMAN SURVEY COURSES

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

SOPHOMORE OPTION COURSES

201a,b,c. *Latin Literature. The Silver Age*. Tacitus, Agricola and Germania; Pliny, selected Letters; Martial, selected Epigrams; Suetonius, selected Lives. Open to sophomores. Dunn. *Three hours, each term.*

208-209-210. *Literature of the Ancient World*. Greek, Latin and Hebrew writers considered with especial reference to their influence on English literature. Smertenko. *Two or three hours, each term.*

OTHER LOWER DIVISION COURSES

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

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

211a,b,c. *Latin Literature; Comedy*. Selected plays of Plautus and Terence, with supplementary work in prose composition. Smertenko. *Three hours, each term.*

UPPER DIVISION

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

311-312-313. *Latin Literature. The Elegy*. Selections from Catullus and the Augustan elegiac poets. Smertenko. *Three hours, each term.*

353. *Latin Pedagogy*. A laboratory course for prospective teachers of Latin. A service course open to majors and qualified non-majors. Dunn. *Three hours, fall term.*

FOR ADVANCED UNDERGRADUATES AND GRADUATES

401-402. *Latin Literature, Tragedy*. Fragments of Roman scenic literature; Seneca, selected tragedies. Dunn. *Three hours, fall and winter terms.*

411-412. *Latin Literature, Satire*. Horace, Satires and Epistles; Juvenal, selected Satires; lectures on the history of Roman satire. Dunn. *Three hours, fall and winter terms.*

413. *Tacitus, The Annals*. Selections from Books I to VI will be read, with lectures on the period. Dunn. *Three hours, spring term.*

431-432-433. *Latin Literature, The Civil War*. Caesar, *Bellum Civile*; Cicero, selected Letters. Dunn. *Two hours, each term.*

441,442,443. *Less Known Latin Authors*. Reading from authors of the late imperial epoch, to be selected. *Two or three hours, each term.*

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

452. *Mythology*. Lectures and required readings upon our inheritance from the myths of Greece and Rome. A service course open to majors and qualified non-majors. Dunn. *Three hours, winter term.*

461-462-463. *Latin Literature, the Historians*. Livy, the Macedonian Wars; Velleius Paterculus; *Historiae Augustae*, selections. Dunn. *Three hours, each term.*

491,492,493. *Undergraduate Seminar*. *Two hours, each term.*

PRIMARILY FOR GRADUATES

501a,b,c. *History of Latin Literature*. Part I (Poetry). *Hours to be arranged.*

502a,b,c. *History of Latin Literature*. Part II (Prose). *Hours to be arranged.*

These courses, offered in alternate years, give a two years' intensive study of Latin literature, comprising extensive reading in the works of the lesser known authors as well as those familiar through the undergraduate course, together with lectures on their lives and style.

503a,b,c. *Roman Philosophy*. Lectures covering the chief systems of doctrine prevailing among the Romans will alternate with readings from Cicero's *De Officiis* and the best portions of Lucretius. Dunn. *Hours to be arranged.*

504a,b,c. *The Reigns of Trajan and Constantine*. Dunn. *Hours to be arranged.*

505a,b,c. *The Reigns of Tiberius and Nero*. These courses present two emperors each, to be studied from all available sources, literary and monumental. *Hours to be arranged.*

551a,b,c. *Historical Latin Grammar*. A study of the development of Latin sounds, inflections and syntax. *Hours to be arranged.*

510. *Thesis*. *Nine hours.*

515. *Seminar*. *Hours to be arranged.*

MATHEMATICS

Professors EDGAR E. DECOU, EDWARD H. MCALISTER, W. E. MILNE;

Assistant Professors DAVID R. DAVIS, WILL V. NORRIS;

Graduate Assistants EDNA M. KEEPER, ELSIE V. MOLLER, MARIAN A. TORKELSON

The courses below are intended to meet the needs of the following groups: first, those students seeking mental discipline through the study of an exact science; second, those desiring a mathematical basis for the study of the natural and applied sciences, as physics, chemistry, astron-

omy, geology, biology, architecture; third, those preparing to be teachers of mathematics in high schools; fourth, those desiring to proceed to graduate work in mathematics.

Major students in other departments wishing to be recommended as teachers of mathematics should take a minor norm in mathematics. (See School of Education).

COURSE OF STUDY FOR MAJORS IN MATHEMATICS

FRESHMAN	Fall	Winter	Spring
Unified Mathematics	4	4	4
Freshman Survey or Sophomore Option	3-4	3-4	3-4
French or German	4	4	4
Freshman Survey or Sophomore Option	3-4	3-4	3-4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16-17	16-17	16-17
SOPHOMORE			
Calculus	4	4	4
French or German	3-4	3-4	3-4
Written English	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
General Physics or elective	4	4	4
	15-16	15-16	15-16
JUNIOR			
Advanced Analytical Geometry or other upper division course	3		
Differential Equations		3	3
Second course in Mathematics	3	3	3
Education or elective	4	4	4
Mechanics, Advanced Physics, or elective	3-4	3-4	3-4
Elective	3	3	3
	16-17	16-17	16-17
SENIOR			
Course in Mathematics	3	3	3
Second course in Mathematics or elective	3	3	3
Electives (including necessary education for intending teachers)	10	10	10
	16	16	16

DESCRIPTION OF COURSES

LOWER DIVISION

FRESHMAN SURVEY COURSES

104-105-106 *Unified Mathematics (A)*. Standard freshman survey course for all science students. It gives a unified treatment of advanced or college algebra, plane trigonometry, and analytical geometry. It emphasizes also graphical methods and gives a brief introduction to the methods and applications of the elements of differential and integral calculus. Prerequisite, one and one-half years of algebra. Davis, DeCou, Milne. *Four hours, each term.*

104-105-106. *Unified Mathematics (B)*. Primarily for business administration and economics students. The first two terms are identical with *Unified Mathematics (A)*. The third term is devoted to *Mathematics of Finance*. Prerequisite, one and one-half years of algebra. Davis, DeCou, Milne. *Four hours, each term.*

104-105-106. *Unified Mathematics (C)*. Freshman survey course for students entering with one year only of algebra. The first term is devoted to third semester, or intermediate algebra. The second and third terms are identical with the first two terms of *Unified Mathematics (A)*. Davis, DeCou, Milne. *Four hours, each term.*

104-105-106. *Unified Mathematics (D)*. Freshman survey course primarily for business administration and economics students entering with one year only of algebra. First two terms identical with Unified Mathematics (C). Third term devoted to Mathematics of Finance. Davis, DeCou, Milne. *Four hours, each term.*

SOPHOMORE OPTION COURSES

201-202-203. *Differential and Integral Calculus*. A fundamental course for mathematics majors and all workers in science. Prerequisite, Analytical Geometry or Unified Mathematics (A). May be taken for upper division credit. Milne. *Four hours, each term.*

UPPER DIVISION

300. *Analytical Geometry*. An upper division course open to lower division students who have had advanced algebra and plane trigonometry, or Unified Mathematics, 104-105-106. Davis. *Four hours, fall term.*

301-302. *Differential and Integral Calculus*. An introductory course for literary and scientific students. Prerequisite, Analytical Geometry or Unified Mathematics. Davis. *Four hours, winter and spring terms.*

NOTE—The sequence, 300, 301-302, may be taken as a sophomore option.

303. *History of Mathematics*. A course covering ancient, medieval and modern mathematics, designed to bring out the great human interest of this most ancient and most modern of sciences. Of especial value to prospective teachers. DeCou. *Three hours, one term.*

FOR ADVANCED UNDERGRADUATES AND GRADUATES

400-401. *Differential Equations*. A practical course in the solution of ordinary and partial differential equations. Prerequisite, differential and integral calculus. DeCou. *Three hours, winter and spring terms.*

402. *Higher Algebra*. A more advanced and rigorous treatment of the topics of the preceding course in algebra, together with the addition of many new topics. Valuable to algebra teachers. DeCou. *Three hours, one term.*

403. *Theory of Equations and Determinants*. An important course giving the essential principles required in various advanced studies. Valuable to algebra teachers. DeCou. *Three hours, one term.*

404. *Solid Analytical Geometry*. An advanced course dealing with surfaces of the second degree and their properties, together with some discussion of surfaces in general. DeCou. *Three hours, one term.*

405. *Analytical Trigonometry*. Prerequisite, plane trigonometry. DeCou. *Three hours, one term.*

406. *Foundations of Algebra*. A systematic study of the logical development of the number system of algebra. Prerequisite, a course in calculus. Davis. *Three hours, one term.*

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

408. *Advanced Analytical Geometry*. A more advanced treatment of the subject and intended for students of fair mathematical maturity. DeCou. *Three hours, fall term.*

409. *Advanced Calculus*. Definite integrals, improper integrals, power series. Fourier's series, elliptic functions and other special functions. Applications to physics, mechanics and astronomy receive emphasis. Prerequisite, the calculus. DeCou. *Three hours, one term.*

410. *Theory of Probability*. Course for advanced students, presupposing a knowledge of calculus. Milne. *Three hours, fall term.*

411. *Theory of Statistics*. Course for advanced students, presupposing a knowledge of calculus. Milne. *Three hours, winter term.*

413. *Introduction to Lie's Theory of Differential Equations*. A short course dealing with one parameter groups and their application to the theory of differential equations. Prerequisite, 400-401. Davis.

Three hours, one term.

414. *Applied Mathematics*. Intended for students of chemistry and physics. A rapid review of differential and integral calculus, with application to problems of physics and chemistry; the development of infinite series; elements of differential equations; Fourier's theorem; theory of probability and adjustment of errors; calculus of variations. A course in calculus should precede this course. McAlister. *Three hours, one term.*

415. *Theory of Determinants and Matrices*. A study of the properties and uses of determinants and matrices including many applications in mathematical analysis. Davis.

Three hours, one term.

416. *Modern Algebraic Processes*. A treatment of selected topics in the modern theories of algebra and their applications in the fields of algebra and geometry. Davis.

Three hours, one term.

417. *Non-Euclidean Geometry*. This course deals particularly with hyperbolic Non-Euclidean geometry which is logically developed without the use of the parallel postulate of Euclid. Special attention is given to the fundamental principles underlying both Euclidean and Non-Euclidean geometries. Valuable to geometry teachers. Davis. *Three hours, one term.*

418. *Modern Synthetic Geometry*. An investigation of the recent developments in advanced synthetic geometry which is based entirely upon the plane geometry of Euclid. Valuable to geometry teachers. Davis.

Three hours, one term.

419. *Analytic Projective Geometry*. An elementary treatment from the analytic standpoint of the properties of geometrical figures which remain invariant under projection. Davis.

Three hours, one term.

420. *Numerical Calculus*. An introduction to finite differences, interpolation, numerical differentiation and integration, and the approximate solution of differential equations. Milne.

Three hours, one term.

PRIMARILY FOR GRADUATES

500-501-502. *Theory of Functions of a Complex Variable*. A course that is fundamental for advanced study of mathematics. It deals with complex numbers, integration and differentiation of complex functions, properties of analytic functions and functions defined by differential equations. Prerequisite, differential equations. Milne.

Three hours, each term.

506. *Infinite Series*. This course deals with tests for convergence, uniform convergence, operations on infinite series, and the expansion of functions.

Three hours, one term.

503-504-505. *Differential Equations of Mathematical Physics*. This course includes Fourier's series, Legendre's polynomials, spherical harmonics, and Bessel's functions. Methods are developed for the solution of the most important linear partial differential equations of mathematical physics, with application to elastic vibrations and the flow of heat, and wave mechanics. Milne. *Three hours, each term.*

510,511,512. *Mathematical Seminar*. Conferences and reports on assigned subjects. DeCou, Milne, Davis. *Hours to be arranged.*

513,514,515. *Thesis*. DeCou, Milne, Davis. *Hours to be arranged.*

MECHANICS AND ASTRONOMY

Professor E. H. MCALISTER

MECHANICS

UPPER DIVISION

323a,b. *Strength of Materials*. Practical problems and exercises in the design of beams, columns, thin plates and cylinders, including actual tests and experiments with the testing machines.

Three hours, winter and spring terms.

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

Three hours, spring term.

327a,b. *Reinforced Concrete*. The underlying principles upon which the design of reinforced concrete construction is based. Problems in designing simple beams and columns. Practical working formulas and data.

Three hours, fall and winter terms.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

400a,b,c. *Analytical Mechanics*. First term, statics; second term, particle dynamics; third term, dynamics of a rigid body. Calculus is a prerequisite.

Three hours, each term.

PRIMARILY FOR GRADUATES

500. *Theory of Elasticity*. The mechanics of elastic solids; applications to the strength, resistance and deformation of the ordinary materials of construction.

Four hours, fall term.

501a,b. *Hydrodynamics*. The mechanics of fluids, with special reference to liquids, but including also some applications to air and other gases. The work of the second term requires a knowledge of spherical and cylindrical harmonics.

Four hours, winter and spring terms.

505,506,507. *Advanced Analytical Mechanics*. Topics selected according to the needs of students, in relation to previous work and work contemplated in the future. Elective by terms.

Three hours, each term.

510. *Special Problems*. Advanced work in the application of mechanics and the problems relating thereto.

Hours to be arranged.

ASTRONOMY

UPPER DIVISION

300a,b. *General Astronomy*. Descriptive in character, not involving mathematical discussions. Three lectures or recitations per week, with an occasional evening of observation. *Three hours, winter and spring terms.*

302. *Practical Astronomy*. Determination of time, latitude, longitude, and azimuth of astronomical methods. A working knowledge of trigonometry is necessary. Lecture and laboratory with evening period and one day-time period. *Three hours, spring term.*

PRIMARYLY FOR GRADUATES

502. *Celestial Mechanics*. The fundamentals of the subject with such applications as time may permit; including some consideration of the theory of perturbed orbits. *Hours to be arranged.*

MILITARY SCIENCE

Major FREDERICK A. BARKER;

Lieutenants JOHN E. MCCAMMON, EDWARD W. KELLY, EVERETT S. PROUTY

All physically fit male students are required to take two years of military training during the first two years in the University except that students who are not citizens of the United States are exempted, and students having conscientious objections to military training on account of religious belief are exempted on written application fully establishing this fact. This qualifies them for appointment as non-commissioned officers in the organized reserves to which they are appointed if they so desire. Students who elect to take the full four years of military training are paid by the government during the last two years and upon graduation are commissioned in the Officers' Reserve Corps.

Students electing to major in military science, who satisfy the requirements listed below, will be recommended to take the examinations for commissions in the United States Army.

(1) Proficiency in three of the subjects named below must be attained by date of graduation. Conditions governing selection of subjects are as follows:

GROUP A

Subjects:

- (a) Analytical Geometry
- (b) Calculus
- (c) Advanced Mechanics
- (d) Surveying

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

GROUP B

- (a) French
- (b) Spanish

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

GROUP C

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

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

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

RECOMMENDED COURSE FOR MAJOR STUDENTS IN MILITARY SCIENCE

FRESHMAN		Fall	Winter	Spring
Military Science		2	2	2
Mathematics		4	4	4
French or Spanish		4	4	4
Physics or Chemistry		4	4	4
Physical Education		1	1	1
		<u>15</u>	<u>15</u>	<u>15</u>

SOPHOMORE			
Military Science	2	2	2
Mathematics	4	4	4
French or Spanish	3-4	3-4	3-4
Social Science or Biological Science	3-4	3-4	3-4
Physical Education	1	1	1
Written English	2	2	2
	<u>16</u>	<u>16</u>	<u>16</u>
JUNIOR			
Military Science	3	3	3
Mathematics or Physical Science, advanced courses	4	4	4
French or Spanish	3	3	3
Elective	6	6	6
	<u>16</u>	<u>16</u>	<u>16</u>
SENIOR			
Military Science	3	3	3
French or Spanish	3	3	3
Elective	10-11	10-11	10-11
	<u>16-17</u>	<u>16-17</u>	<u>16-17</u>

DESCRIPTION OF COURSES

LOWER DIVISION

Course 111, 112, 113 is the minimum requirement for freshmen and course 211, 212, 213 the minimum requirement for sophomores. Courses 121, 122, 123 and 214, 215, 216 may be taken in place of the minimum courses, with one additional credit.

111,112,113. *Freshman Basic Course.* Military courtesy. Marksman-ship, military hygiene and first aid, National Defense Act, command, leadership, scouting and patrolling. Students of the first year basic course will be required to function as privates at all military drills.

One hour, each term.

121,122,123. *Freshman Military Science.* Course 111, 112, 113, with two additional hours per week on training regulations and automatic weapons. Interior guard duty, gallery practice. *Two hours, each term.*

211,212,213. *Sophomore Basic Course.* Drill and command, musketry, automatic weapons, scouting and patrolling. Students of the second year basic course will be required to function as squad leaders at all military drills.

One hour, each term.

214,215,216. *Sophomore Military Science.* Course 211, 212, 213, with two additional hours per week on training regulations and automatic weapons, ceremonies, advanced musketry, gallery practice.

Two hours, each term.

UPPER DIVISION

301,302,303. *Junior Advanced Course.* Infantry auxiliary weapons, military sketching, combat principles, command and leadership, map problems and terrain exercises. Students of the first year advanced course will be required to function as section leaders at all military drills.

Three hours, each term.

311,312,313. *Junior Elective Military Science.* Course 301, 302, 303, plus outside supplementary reading and additional hours of lecture and drill.

Four hours, each term.

321,322,323. *Senior Advanced Course.* Combat principles, field engineering, military law, administration, military history, command and leadership, map problems and terrain exercises. Students of the second year advanced course will be required to function as platoon and company commanders at all military drills.

Three hours, each term.

324,325,326. *Senior Elective Military Science.* Course 321, 322, 323, plus outside supplementary reading and additional hours of lecture and drill. *Four hours, each term.*

331,332,333. *Junior Band.* Open to all juniors. *One hour, each term.*

381,382,383. *Senior Band.* Open to all seniors. *One hour, each term.*

PHILOSOPHY

Professors GEORGE REBEC, H. G. TOWNSEND;
Instructor SVEN NILSON

The lower division courses are service courses for students who anticipate more advanced study of philosophy as well as for those who desire a brief introductory study only.

The upper division courses are intended to assist the student in a more systematic study of the subject. For this reason they should be chosen with an eye to natural sequences. A survey course should precede the more specialized ones.

A major in philosophy should include certain philosophical classics whether or not specific courses involve them. Thus a major student in philosophy will be expected to have studied during his course the chief works of at least a majority of the following authors: Plato, Aristotle, Augustine, Thomas Aquinas, Bacon, Descartes, Leibnitz, Spinoza, Hobbes, Locke, Berkeley, Hume, Kant, Fichte, Hegel, Schopenhauer, Mill, Bradley, James, Royce.

LOWER DIVISION

FRESHMAN ELECTIVE

111. *Introduction to Reflective Thinking.* The aim of the course is to start with the student at the point of his actual experiences and outlooks and to help him cross-question himself and develop the ability and habits of sustained and orderly critical thinking, with special reference to his fundamental judgments and valuations of life, the world, and himself. Course 111 will be repeated each term. Two special sequels are available to the student on the completion of 111 which may be entered at the beginning of the second or third term. They are 112 or 113, *Introduction to Reflective Thinking*, 112 *Economics, Economic Institutions in Relation to Conduct*, or 113 *History, Historic Institutions in Relation to Conduct*. Rebec. *Three hours, any term.*

112. *Introduction to Reflective Thinking.* An elementary study of selected moral problems, emphasizing the problems of the individual. Prerequisite, 111. Nilson. *Three hours, winter term.*

113. *Introduction to Reflective Thinking.* An elementary study of selected moral problems, emphasizing the problems of society. Prerequisite, 111. Nilson. *Three hours, spring term.*

SOPHOMORE OPTION

201-202-203. *Introduction to Philosophy.* A survey of some of the persistent problems of philosophy about the nature of reality and man's place in it. Townsend. *Three or four hours, each term.*

UPPER DIVISION

301-302-303. *Contemporary Movements in Philosophy.* An attempt to understand some of the common phases of philosophical theory, particu-

larly philosophical method and its bearing on questions of science and art in modern times. Not open to lower division students. Townsend.

Three hours, each term.

311-312-313. *Logic*. A study of the forms and methods of knowledge, the general nature of scientific method and the function and limits of human understanding. The organization of knowledge for effective presentation, the problem of inference, and the nature of evidence. Open to sophomores. No prerequisites. Nilson. *Three or four hours, each term.*

321. *Ethics*. A systematic inquiry into the nature and validity of our moral concepts. Open to sophomores. No prerequisites. Nilson.

Three or four hours, fall term.

322-323. *Social and Political Ethics*. An inquiry into the ethics of sex and marriage, the neighborhood, education, industry, and the state. Prerequisite, 311 or equivalent. Nilson.

Three or four hours, winter and spring terms.

331-332-333. *Aesthetics*. A study of the theory of beauty and of fine art, with special emphasis upon the evolution of the great historical art-types, their relations, their values, their limitations. The present-day place of art, and the problem of its enduring function in the life of man. Sophomores admitted. No prerequisites. Rebec.

Three or four hours, each term.

341-342-343. *History of Philosophy*. A survey of European thought from its Greek beginnings down to the present. A strictly upper division course. Rebec.

Three or four hours, each term.

351-352-353. *Philosophical Ideas in the United States*. A survey of philosophical history in America from colonial times to the present. Puritanism, transcendentalism, idealism, pragmatism, and realism will be considered. For students who have had previous study of philosophy or who are advanced majors in American history or literature. Given alternate years. Not given 1932-33. Townsend. *Three or four hours, each term.*

FOR ADVANCED UNDERGRADUATES AND GRADUATES

401. *British Philosophy of the 17th and 18th Centuries*. Bacon, Hobbes, Locke, Berkeley, Hume. For students who have had previous study of philosophy. Given alternate years. (Not offered in 1931-32.) Townsend.

Three or four hours, fall term.

402. *Nineteenth Century Logical Theory*. Problems of modern logic drawn from the literature of the subject. 401 or its equivalent is prerequisite. Given alternate years. (Not offered in 1931-32.) Townsend.

Three or four hours, winter term.

403. *Contemporary Philosophy*. Recent philosophical movements selected after consultation with the students. For those who have had one or more upper division courses in philosophy. Given alternate years. (Not offered in 1931-32.) Townsend. *Three or four hours, spring term.*

411-412-413. *Ancient and Medieval Philosophy*. Commencing with a reading of the Platonic dialogues, and continuing with such other ancient and medieval philosophical classics as may be of special interest to the students registered in the course. Prerequisite, History of Philosophy or its equivalent. (Not given 1931-32.) Nilson.

Three or four hours, each term.

421-422-423. *Continued Philosophy from the 17th to the 19th Century.* A reading of some philosophical classics,—Descartes, Spinoza, Leibnitz, Kant, with such emphasis as the interests of students indicate. Prerequisite, History of Philosophy or equivalent. Given alternate years. (Not offered in 1931-32.) Nilson. *Three or four hours, each term.*

431-432-433. *The Philosophy of Religion.* Fall term, an introductory survey of the field. A study of the chief representative views of life, the nature of religious faith and its influence on conduct, the existence of God, and the problem of immortality. Prerequisite, nine hours of philosophy or equivalent. Winter term, studies in faith philosophy. Prerequisite, 431 or equivalent. Spring term, contemporary contributions to the philosophy of religion. Prerequisite 431. Nilson.

Three or four hours, each term.

441-442-443. *Philosophy of History.* The conflict of ideas in history. A critical attempt to envisage history as an evolution of such conflict. The study will converge upon an attempt to seize and interpret the essential movement of contemporary civilization. For advanced students after consultation with the instructor. (Not given 1931-32.) Rebec.

Three or four hours, each term.

451,452,453. *Undergraduate Seminar.* To meet the needs of students, individually or in small groups, for work of a more advanced and intensive sort. Tutorial or consultational method used. Rebec, Townsend, Nilson.

One to five hours, each term.

PRIMARILY FOR GRADUATES

501-502-503. *Graduate Seminar.* A selection from the problems and literature of philosophy based on the interests of the group of students and faculty in attendance. Townsend, Rebec, Nilson.

Two or three hours, each term.

510. *Graduate Thesis.* Rebec, Townsend, Nilson.

Nine hours.

PHYSICS

Professors W. P. BOYNTON, A. E. CASWELL;
Assistant Professor W. V. NORRIS;
Teaching Fellows CHARLES A. GOODWIN, HILBERT J. UNGER
Graduate Assistant ERIC L. PETERSON;

The physical laboratories are located in the basement and main floor of Deady hall. The lecture room and laboratories for elementary and general work on the main floor are provided with the standard equipment necessary for effective teaching. A large dark room is equipped especially for instruction in photography. In the basement are rooms devoted to advanced work, particularly in electricity, and to research, and a seminar room containing a working departmental library. The department has special facilities for research in the thermal and electrical properties of metals, infra-red spectroscopy, acoustics, and the phenomena associated with electrical currents of high frequency and high potentials.

COURSE OF STUDY

The following course is recommended for students presenting for entrance $1\frac{1}{2}$ units of algebra, with geometry and elementary physics, and planning to pursue a physics major as candidate for the B. A. Slight modifications are obvious in case of differences of preparation, or of transfer from another major department.

COURSE OF STUDY FOR MAJOR STUDENTS IN PHYSICS

FRESHMAN			
	Fall	Winter	Spring
Unified Mathematics	4	4	4
General Chemistry	4	4	4
Foreign Language (German or French)	4	4	4
Freshman survey or sophomore option in one of Groups I, II or IV	3-4	3-4	3-4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
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SOPHOMORE			
	17-18	17-18	17-18
General Physics	4	4	4
Calculus	4	4	4
Sophomore option or freshman survey in one of two remaining groups	3-4	3-4	3-4
Written English	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
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JUNIOR			
	15-16	15-16	15-16
Advanced General Physics	3	3	3
Electrical Measurements	3	3	3
Advanced Analytical Geometry and Differential Equations ..	3	3	3
Foreign Language (continuation)	3-4	3-4	3-4
Electives	3-4	3-4	3-4
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SENIOR			
	16	16	16
Physics, advanced course	3-9	3-9	3-9
Thesis	3	3	3
Seminar	1-2	1-2	1-2
Electives	3-9	3-9	3-9
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	15-17	15-17	15-17

NOTE—Prospective high school teachers should consult the announcements of the School of Education regarding requirements for certification, and norms in physical science and mathematics.

A maximum rather than a minimum of mathematics and chemistry should be taken.

Upper division courses in mechanics may be counted as physics major work.

Seminar and thesis work, required of seniors and candidates for the master's degree, demand a reading knowledge of German. Doctorate work requires both German and French.

Students primarily interested either in the industrial application of physics or in research will take their electives in mathematics, chemistry, graphics, surveying, economics and business administration as their needs may indicate. Those aiming at industrial applications may substitute work in one of the schools for some of the foreign language, proceeding to the degrees of B.S. and M.S.

DESCRIPTION OF COURSES

LOWER DIVISION

SOPHOMORE OPTION COURSES

204-205-206. *General Physics*. A general course covering mechanics, sound, heat, light, electricity, and an introduction to the modern physics. Prerequisite, trigonometry or high school physics. Unified mathematics or an acceptable equivalent is prerequisite. Normally taken in the sophomore year. Three lectures and one laboratory period per week. Caswell. *Four hours, each term.*

UPPER DIVISION

300. *Laboratory Arts*. Administration of the physical laboratory, and the construction, adjustment, repair and manipulation of physical apparatus, including a study of home-made apparatus for high school laboratories, the elements of glass working, etc. Lectures, assigned readings and laboratory. Caswell. *Hours to be arranged.*

300a. *Laboratory Arts. Glass-blowing*. A special section devoting its time particularly to glass-blowing. Caswell. *One hour, one term.*

305. *Meteorology*. A treatment of the physical phenomena presented by the earth and atmosphere, such as air and ocean currents, distribution of temperature and moisture, weather observations and predictions, etc.

Three hours, one term.

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

Three hours, one term.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

401. *History of Physics*. Boynton.

Three hours, one term.

411-412-413. *Advanced General Physics*. Supplementing, and giving more attention to certain topics than the elementary courses, and especially to some of the more fruitful modern theories, such as the kinetic theory, the electromagnetic theory of light, the electron theory, etc. Two lectures and one laboratory period.

Three hours, each term.

414-415-416. *Electrical Measurements*. The more important electrical quantities, with some reference to their partial applications. Direct current measurements; the magnetic properties of iron; the introduction to alternating current theory and measurements; transient electrical phenomena; elementary theory of radio. Two lectures and one laboratory period. Boynton.

Three hours, each term.

420. *Advanced Laboratory*. Including senior thesis. Department staff.

Hours to be arranged.

421-422-423. *Thermodynamics, Molecular Physics and Heat*. A study of heat and other forms of energy in connection with ideal gases, saturated vapors, dilute solutions and other ideal or actual substances, including a discussion of the kinetic theory of gases and liquids. Especially for students of physics, physical chemistry and those interested in industrial applications. Boynton.

Three hours, each term.

424-425-426. *Electron Theory*. An introductory course dealing with cathode, canal and X-rays, ionization of gases, photo-electricity, radioactivity, atomic structure, thermoelectricity, metallic conduction and the fundamental phenomena of light from the standpoint of the electron theory. Caswell.

Three hours, each term.

427. *Physical Optics*. A study of such typical phenomena as refraction, dispersion, interference, diffraction and polarization. Lectures and laboratory.

Three hours, fall term.

430,431,432. *Literature of Physics*. Assigned readings and reports on current literature. Staff.

Hours to be arranged.

434-435. *Cosmic Physics*. A study of the physical characteristics and behavior of the stellar universe with special emphasis upon the problems of the earth and the solar system. Caswell.

Three hours, winter and spring terms.

446. *Sound*. An extended treatment of the phenomena of vibration, for students interested in music. The scientific basis of harmony and music, and the physics of musical instruments. Textbook, experimental lectures, and lantern slides.

Three hours, one term.

PRIMARILY FOR GRADUATES

501. *Thermodynamical Potentials*. A continuation of 421-422-423, based upon the work of Gibbs and others upon the various thermodynamic potentials and their application to problems in physics and chemistry. Boynton. *Three hours, fall term.*

502. *Statistical Physics*. With especial reference to certain problems in the kinetic theory, such as the equipartition theorem, the nature of entropy, etc. Boynton. *Three hours, winter term.*

503. *The Conduction of Heat*. With especial reference to the Fourier theory. Caswell. *Three hours, spring term.*

504-505-506. *Modern Physical Theories*. A discussion of such topics as the electromagnetic theory of light, the electron theory, relativity and the quantum theory. Caswell. *Three hours, each term.*

508-509. *Spectroscopy*. A study of the modern theory of the origin of spectra and its bearing on atomic and molecular structure. First term, line spectra. Second term, band spectra. Lectures and laboratory. Prerequisites, physical optics. *Three hours, winter and spring terms.*

511-512-513. *Advanced Electrical Theory*. With especial reference to transient phenomena, oscillations and waves, thermionic vacuum tubes, and the modern applications. Courses 414-415-416 are prerequisite. Boynton. *Three hours, each term.*

514,515,516. *Advanced Electrical Laboratory*. Designed to accompany the preceding course, dealing with the same topics. Boynton. *One to two hours, each term.*

520. *Research Laboratory*. Qualified students will have all facilities of the laboratories placed at their disposal and will receive the advice and assistance of the department. Department staff.

Hours to be arranged.

521,522,523. *Advanced Mathematical Physics*. Lectures and assigned readings. The topics treated will be varied from year to year to suit the needs of the students. Boynton, Caswell. *Hours to be arranged.*

530. *Seminar*. Conferences and reports on assigned topics and current periodical literature. Boynton. *Hours to be arranged.*

550. *Graduate Thesis*. Departmental staff. *Nine hours.*

POLITICAL SCIENCE

Professors JAMES D. BARNETT, WALDO SCHUMACHER;
Associate Professor JOHN R. MEZ

COURSE OF STUDY FOR MAJOR STUDENTS OF POLITICAL SCIENCE

FRESHMAN	Fall	Winter	Spring
Background of Social Science	3	3	3
Mathematics or Science	4	4	4
French or German	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
Elective	2-3	2-3	2-3
	15-16	15-16	15-16

SOPHOMORE			
Modern Government	4	4	4
French or German (continuation)	3-4	3-4	3-4
Written English	2	2	2
Modern Europe	4	4	4
Military Science (men)	1	1	1
Physical Education	1	1	1
	15-16	15-16	15-16
JUNIOR			
International Organization three terms, or International Organization two terms and Elementary Law one term	4	4	4
Beginner's Psychology	3	3	3
Principles of Economics	4	4	4
American History	4	4	4
Principles of Sociology	3	3	3
	18	18	18
SENIOR			
Political Parties	4		
City Government or Public Opinion		4	
Political Theory			4
Constitutional Law	4		
International Law or Political Problems		4	
Research in Political Science	2	2	2
Public Finance		4	4
Electives	4		2
	14	14	12

DESCRIPTION OF COURSES

LOWER DIVISION

FRESHMAN SURVEY COURSES

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

SOPHOMORE OPTION COURSES

201-202-203. *Modern Governments*. (1) American National government. The national government, with special attention to practical operation and contemporary reforms. (2) State and local governments. The state and local governments, with special attention to practical operation and contemporary reforms in Oregon. (3) European governments. The organization and operation of the governments of England, France, Germany, Italy, Russia, and Switzerland, with special attention to the government of England. Barnett, Schumacher, Mez. *Four hours, each term.*

UPPER DIVISION

301. *Elementary Law*. A very general introduction to the law. For non-professional students. Barnett. *Five hours, spring term.*

FOR ADVANCED UNDERGRADUATES AND GRADUATES

401. *Constitutional Law*. A study of the federal constitution as interpreted by the courts. Chiefly a discussion of leading cases. Barnett. *Four hours, fall term.*

402. *Law of Municipal Corporations.* The principles of the law of municipal corporations. Chiefly a discussion of leading cases. Open to students credited with at least one course in law. Not given 1931-32. Barnett.
Four hours, fall term.

403. *International Law.* The principles of international law. Barnett.
Four hours, winter term.

404. *Political Parties and Election Problems.* The nature, organization, and operation of political parties, with special attention to conditions in the United States; election and recall of officers; proportional representation; representation of vocational interests; initiative and referendum; civil service reform. Barnett.
Four hours, fall term.

405. *City Government.* The organization and operation of city government in France, Prussia, England and the United States, with special attention to contemporary reforms in the United States. Barnett.
Four hours, winter term.

406. *Political Theory.* A study of the main concepts of political theory, mostly from the works of modern writers. Barnett.
Four hours, spring term.

407-408-409. *International Organization and World Politics.* Nature and history of international relations, the League of Nations and World Court, together with a study of political and economic realities affecting international interdependence. Mez.
Four hours, each term.

410. *Democracy.* A study of the problems inherent in popular government with special reference to the democratic institutions in operation in the United States. Schumacher.
Four hours, fall term.

411. *Public Opinion.* A study of the methods of formation and control of public opinion. Schumacher.
Four hours, winter term.

412. *Political Problems.* An investigation of current governmental problems. Schumacher.
Four hours, spring term.

PRIMARILY FOR GRADUATES

501-502-503. *Research in Political Science.* Mez.

Hours to be arranged.

504a,b,c. *Graduate Thesis.* Schumacher.

Hours to be arranged.

505-506-507. *Seminar in Political Science.* Schumacher.

Hours to be arranged.

PSYCHOLOGY

Professors EDMUND S. CONKLIN, HOWARD R. TAYLOR;
Associate Professors HAROLD R. CROSLAND, ROBERT H. SEASHORE;
Part-time Instructor CELIA V. HAGER;
Research Assistants, Personnel Bureau CLIFFORD CONSTANCE,
Motor Skills IVAN N. MCCOLLOM;
Graduate Assistants LESTER BECK, SIGFRID SEASHORE, DONALD SWANSON,
RALPH O. WICKERSHAM

The psychological laboratories in Condon hall are equipped for large beginning courses, advanced laboratory, and research in general experimental and applied psychology. Fifteen cubicles are devoted to elementary work. Duplicated pieces of apparatus make it possible to assign the same experiment to all students in a given section, thus simplifying instruction, at the same time promoting efficiency. One of these cubicles

is a dark room. Four experimenting rooms, including another dark room, are devoted to a second year course in laboratory, or to research.

Four additional rooms are designed for research purposes only. Six individual offices not only furnish office space for the staff, but make possible additional room for research conducted by members of the psychology faculty.

The remaining space is divided into two lecture rooms, a combination seminar room and departmental library, a shop and a storeroom.

The laboratory is equipped throughout with 110 v. A. C. and 6 v. D. C., timed 6 v. circuit, gas and compressed air. It is roughly 50x130 feet. The building is constructed on the factory-unit plan, this constituting the first unit. When the second unit is built, the psychology department contemplates expanding on the same floor. A few of the cubicles for elementary laboratory are temporarily located under skylights in the center of the main hall.

COURSES AND CURRICULA

Courses in this department are not open to freshmen.

Students proposing to major in this department will be expected to follow, so far as the University schedule will permit, one of the following prescribed courses of study. Electives provided for in these prescribed courses should be chosen with the advice of the major professor in order that the most helpful selections may be made.

PROFESSIONAL PSYCHOLOGICAL PROGRAM

The following program of undergraduate courses is designed for the guidance of students who expect to proceed immediately to graduate work for the degree of doctor of philosophy in this or any university.

It should be observed that this program is made up with a minor in biological subjects given in the division of biology. Although the staff of the department of psychology consider this to be ideally the best program, practically many students should substitute (in the upper division) sufficient work in the school of education to make possible a graduate minor in that subject in whatever institution they may desire to do their graduate work.

If the schedule in either freshman or sophomore years should permit, the student is strongly urged to take analytical geometry and calculus.

	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
FRESHMAN			
Elementary Biology	3	3	3
French or German	4	4	4
Chemistry or Physics	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
Elective	3-4	3-4	3-4
	16-17	16-17	16-17
SOPHOMORE			
Beginner's Psychology	4	4	4
Advanced Biology (to be elected)	2	2	2
German or French (continuation)	3-4	3-4	3-4
Written English	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
*Electives	3	3	3
	16-17	16-17	16-17

* The philosophy course, Introduction to Philosophy, is recommended.

JUNIOR			
Advanced Experimental Psychology	3	3	3
Advanced Psychology Laboratory	2	2	2
Test Methods	3		
Nature of Intelligence		3	
Employment Psychology			3
General Physiology	4	4	4
*Elective	4	4	4
	16	16	16

*Intending teachers should take Education 301-302-303 and complete the hours required for the teacher's certificate with the electives in the senior year.

SENIOR			
Genetic Psychology and Adolescence	3	3	
Abnormal Psychology			3
Elective in Psychology	2	2	2
Social Psychology, or selected substitute	2	2	2
History of Philosophy	3	3	3
Elective	6	6	6
	<u>16</u>	<u>16</u>	<u>16</u>

Students are advised to elect a sufficient amount of work in French and German in addition to the hours prescribed above so as to make possible a reading knowledge of scientific French and German.

NON-PROFESSIONAL PSYCHOLOGICAL PROGRAM

The following course of study is arranged for the guidance of undergraduate students who desire to major in psychology but who do not expect to become professional psychologists.

FRESHMAN			
Elementary Biology	Fall 3	Winter 3	Spring 3
French or German	4	4	4
Social Science Requirement	3-4	3-4	3-4
Military Science (men) or Personal Hygiene, (women)	1	1	1
Physical Education	1	1	1
Elective	2-3	2-3	2-3
	<u>16</u>	<u>16</u>	<u>16</u>
SOPHOMORE			
Beginner's Psychology	4	4	4
Language (continuation)	3-4	3-4	3-4
Written English	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
Elective	3-4	3-4	3-4
	<u>16</u>	<u>16</u>	<u>16</u>
JUNIOR			
Advanced Experimental Psychology, or Genetic Psychology, Adolescence, and Abnormal Psychology	3	3	3
Advanced Laboratory	2	2	2
Test Methods, Nature of Intelligence, Employment Psychology	3	3	3
*Electives	9	9	9
	<u>17</u>	<u>17</u>	<u>17</u>
SENIOR			
Advanced Experimental Psychology, or Genetic Psychology, Adolescence, and Abnormal Psychology	3	3	3
Social Psychology or selected substitute	2	2	2
History of Philosophy	3	3	3
Electives	9	9	9
	<u>17</u>	<u>17</u>	<u>17</u>

* Work in the social sciences and literature is advised. Courses in organic evolution, and heredity and eugenics will be found highly desirable corollaries.

APPLIED PSYCHOLOGY PROGRAM

Students desiring to prepare for psychology work in juvenile courts, in educational and correctional institutions, or in industrial organizations should consult with members of the department staff in order that the necessary modifications of the above program may be arranged for in time. Such modifications will ordinarily provide for additional work in sociology and education. This type of professional work ordinarily requires at least one year of graduate work in addition to the undergraduate program.

DESCRIPTION OF COURSES

LOWER DIVISION

SOPHOMORE OPTION COURSES

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

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

UPPER DIVISION

Beginner's Psychology, 202a,b,c or its equivalent, is an indispensable prerequisite for work in any of the following courses.

334a,b. *Social Psychology*. Social factors in man's original nature and in development. Critical survey of such explanatory concepts as, instinct, emotion, imitation, suggestion, sympathy, compensation and rationalization. Analysis of leadership, crowd behavior, public opinion and propaganda. Taylor. *Two hours, two terms.*

336. *Character and Personality*. The growth of character, the integration of personality, types and classificatory schemes, the use of rating schemes and tests in study of personality. Taylor. *Two hours, one term.*

NOTE—Courses 344a,b and 366 are not given when courses 464, 465 and 466 are offered.

396a,b,c. *Honors Reading*. Seminar. A course in extensive and intensive reading for honors candidates, arranged for the individual student. Conklin, Taylor, Crosland, Seashore. *Three to twelve hours.*

FOR ADVANCED UNDERGRADUATES AND GRADUATES

403-404-405. *Systematic Psychology*. A comparison of the viewpoints of structural, functional, behavioristic and other systems of psychology as found in the general texts of representative psychologists from the time of Wundt to the present. The development of these systems as related to their authors' training and research activities, their philosophical backgrounds, and the changes brought about by progress in related fields of science. Given in alternate years with courses 441-442-443. Not given 1931-32. Seashore. *Two hours, each term.*

406. *Adolescence*. An intensive study of the available data and interpretations of the adolescent period of development. This course is in large part a continuation of course 410 Genetic Psychology, which should be taken as a preparation. Conklin. *Three hours, winter term.*

407. *Research and Thesis*. Minor research problems. Conklin, Taylor, Crosland, Seashore. *Hours to be arranged.*

410. *Genetic Psychology*. A study of the changes in the course of individual human development and of the current interpretation therefor. Conklin. *Three hours, fall term.*

413, 414, 415. *Special Problems in Social Psychology*. This course permits undergraduates, who are prepared to do so, to make independent investigations of social psychological materials. Taylor. *One to two hours, each term.*

417a,b,c. *Advanced Laboratory*. A thorough training in laboratory technique as used in the problems of general psychology. Seashore. *Two hours, each term.*

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

419. *Psychological Literature*. Open to honor students. Conklin, Taylor, Crosland, Seashore. *Hours to be arranged.*

441, 442, 443. *Motor Psychology*. A study of motor skill, course of acquisition, individual differences; practical applications, relation to conditioned response and the work of Pavlov, and the technique of its investigation. Alternates with 403-404-405. Seashore *Two hours, each term*.

451, 452, 453. *Advanced Experimental*. Designed to give advanced students a thorough knowledge of general psychology as presented in the periodical literature, especially that which has not yet been summarized in textbooks. The point of view is consistently experimental, all theoretical and systematic considerations are but incidental to the presentation of experimental data and technique. Crosland.

Three hours, each term.

461. *Test Methods in Psychology*. Brief survey of the most important statistical resources for handling psychological problems. Measures of central tendency, variability and relationship as applied in test procedure, and other experimental work. Advice and practice in the analysis of such data as the student is interested in. Taylor.

Three hours, spring term.

462. *The Nature of Intelligence*. Survey of the history and theory of intelligence testing. Practice with the more important types of test, and in the interpretation of group tests especially. An effort to decide what such tests measure and to evaluate the concept "intelligence." Taylor.

Three hours, fall term.

463. *Employment Psychology*. Study of the possibilities in the differentiation of special individual potentialities. A survey of various aptitude tests and the principles underlying their construction, interpretation and practical use. Taylor.

Three hours, winter term.

464. *Instinct and Learning*. The field of animal behavior, especially experimental studies of motivation in learning. An attempt to orient students toward the study of human learning. Not given, 1931-32. Taylor.

Two hours, fall term.

465. *The Learning Process*. A preliminary survey of neurological and psychological explanations of learning processes, followed by analysis of typical forms of learning and kinds of learning problems. Not given, 1931-32. Taylor.

Two hours, winter term.

466. *Human Learning*. A critical examination of the laws of learning and the conditions which influence learning favorably or unfavorably. A consideration of the bearing of these findings on current educational theory and practice. Not given, 1931-32. Taylor.

Two hours, spring term.

NOTE—Courses 464, 465, 466 are not offered when courses 334a,b and 336 are being given.

PRIMARILY FOR GRADUATES

501a,b. *History of Psychology*. The contributions of the classical psychologists from the early Greeks to the founders of modern psychology with consideration of developmental tendencies, schools of thought and culture influences constitute the content of the course. Most of the work is done through class discussion of the assigned readings in original texts. (Temporarily withdrawn.) Conklin.

Two hours, two terms.

507. *Research and Thesis*. Original work for thesis purposes under the direction of the instructor in charge. Conklin, Crosland, Taylor, Seashore.

508. *Psychology of Religion*. A seminar course for the review of the literature both of phenomena and interpretation in the field. Conklin.

Two hours, one term.

510. *Psychology of Attention and Perception*. A consideration of the various factors and the various aspects of attention phenomena and the phenomena of perception and apperception. Various points of view, of behaviorist, objectivist, centralist, subjectivist, idealist, realist, nativist, empiricist and gestaltist. Special attention to the modern conception of attention and perception so influential in medicine, psychiatry, ethics and education. Practical experience in research in this field if the student desires it. Crosland.

Two hours, fall term.

511. *Psychology of Memory and the Image*. A treatment of the various phases of mental organization manifested in conscious memory phenomena in the image of imagination. Eidetic imagery, dissociation, assimilation, organization and generalization of memory contents will be thoroughly studied and illustrated, together with many technical as well as practical applications of the facts here presented. Practice in the methodology of this field if the student desires it. Crosland.

Two hours, winter term.

513-514-515. *Special Problems in Social Psychology*. Intensive work in individually assigned topics. Taylor.

One to three hours, each term.

518. *Association*. The doctrines of association, as related to the phenomena of habit formation, memories and imagination, imagery, attention, complexes and diagnosis of mental ailments, the diagnosis of guilty knowledge, assimilation, conception, illusions and hallucinations. The concepts of the reflex-arc and the irreversibility of nerve-conduction. Practical experience if the student desires it. Crosland.

Two hours, spring term.

522. *Principles of Psychoanalysis*. A seminar presentation of the essential concepts in this system of psychology. Alternate years. Conklin.

Two hours, one term.

523,524. *Seminar in Abnormal Psychology*. A more intensive study of the data and theories, especially of current literature in this field. Alternate years. Not given 1930-31. Conklin.

Two hours, two terms.

525,526,527. *Seminar in Experimental Psychology*. Discussions and reports of experimental movements in contemporary psychology. Crosland.

One to three hours, each term.

530,531. *Seminar in Genetic Psychology*. Intensive study of selected special topics in the theory, data and methods of genetic psychology. Emphasis will be placed upon the newer developments, including psychoanalysis and Gestalt. Alternate years. Not given 1930-31. Conklin.

Two hours, two terms.

ROMANCE LANGUAGES

Professors RAY P. BOWEN, TIMOTHY CLORAN, LEAVITT O. WRIGHT;

Assistant Professors CHANDLER B. BEALL, ANNA M. THOMPSON;

Instructors CHRISTINA A. CRANE, HELEN E. CRANE, JACK M. J. LAFORGE, FELIX LEGRAND;

CORNELIA PIPES MYERS, LOUIS MCC. MYERS, JUAN B. RAEI;

Graduate Assistant CARL J. FURR

Freshmen must present not less than two years of high school French, Latin or Spanish to major in Romance languages.

Majors in Romance languages take a minimum of 30 hours of upper division courses in French and as many courses in Spanish as possible, or

majors may take a minimum of 24 hours of upper division courses in Spanish with as many courses in French as possible. Italian should not be omitted. The work of majors in Romance languages should follow the curriculum below.

COURSE OF STUDY FOR MAJOR STUDENTS IN ROMANCE LANGUAGES			
FRESHMAN			
	Fall	Winter	Spring
French or Spanish	3-4	3-4	3-4
Second Foreign Language	3-4	3-4	3-4
Mathematics or Biological Science or English Survey	3-4	3-4	3-4
European History or Modern Europe	3-4	3-4	3-4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	15-17	15-17	15-17
SOPHOMORE			
French or Spanish (continued)	3-4	3-4	3-4
Second Foreign Language	3-4	3-4	3-4
Written English	2	2	2
Science or Social Science	3-4	3-4	3-4
Economics or Psychology	3-4	3-4	3-4
Military Science (men)	1	1	1
Physical Education	1	1	1
	16	16	16
JUNIOR			
Major Language	3-6	3-6	3-6
Second Romance Language	3-6	3-6	3-6
English Literature	3	3	3
Electives, a norm, or Education 301-302-303	3-6	3-6	3-6
	15-17	15-17	15-17
SENIOR			
Romance Language Courses	8-11	8-11	8-11
Electives, a norm, education	6-7	6-7	6-7
	16	16	16

DESCRIPTION OF COURSES

FRENCH

LOWER DIVISION

FRESHMAN SURVEY COURSES

101-102-103. *French Literature*. (Third year.) Reading of masterpieces of various periods. A general review of French literature. Lectures. Beall, C. Crane, Myers. *Three hours, each term.*

SOPHOMORE OPTION COURSES

201-202-203. *French Literature*. (Third year.) Reading of masterpieces of various periods. A general review of French literature. Lectures. Beall, C. Crane, Myers. *Three hours, each term.*

204-205-206. *Seventeenth Century French Literature*. Readings of representative works of Corneille, Molière, Racine, La Fontaine, Madame de Sévigné, Pascal and Descartes. Bowen. *Three hours, each term.*

OTHER LOWER DIVISION COURSES

1a,b,c. *First Year French*. Grammar, pronunciation, composition, conversation. Translation of easy French prose and poetry. Beall, C. Crane, H. Crane, LaForge, Mrs. Myers. *Four hours, each term.*

2-3-4. *Second Year French*. Review of grammar, composition, conversation, translation of modern French authors. C. Crane, LaForge, Myers, Mrs. Myers. *Four hours, each term.*

5a,b. *First Year French*. A two-term course covering the work of 1a,b,c.; for students entering in the winter term. H. Crane.

Six hours, winter and spring terms.

UPPER DIVISION

301-302-303. *French Literature*. (Third year.) Reading of master-pieces of various periods. A general review of French Literature. Lectures. Beall, H. Crane, Myers. *Three hours, each term.*

310-311-312. *French Conversation and Composition*. Meets on alternate days with 301-302-303. Legrand. *Two hours, each term.*

313-314-315. *Intermediate French Composition and Syntax*. Includes phonetics. Course 310-311-312 is required as prerequisite for admission. LaForge. *Two hours, each term.*

316-317-318. *French Pronunciation and Phonetics, and Methods of Teaching French*. Beall. *Two hours, each term.*

319-320-321. *Scientific French*. *Two or three hours, each term.*

322-323-324. *Advanced French Composition*. Prerequisite, 313-314-315. *Two hours, each term.*

325-326-327. *French Historians*. Survey of French culture and civilization. *Three hours, each term.*

328-329-330. *French Literature*. (Fourth year.) Reading of selections from the great writers of France. Lectures, reports, and explanation of texts. Cloran. *Three hours, each term.*

331-332-333. *Methods of Teaching Romance Languages*. Bowen. *One hour, each term.*

FOR ADVANCED UNDERGRADUATES AND GRADUATES

404-405-406. *Seventeenth Century French Literature*. Readings of representative works of Corneille, Molière, Racine, La Fontaine, Madame de Sévigné, Pascal and Descartes. Bowen. *Three hours, each term.*

407-408-409. *Old French Readings*. Cloran. *One to three hours, each term.*

410-411-412. *Nineteenth Century Novel, Short Story, and Criticism*. Required of French major students. Bowen. *Three hours, each term.*

413-414-415. *Modern French Drama and Lyric Poetry*. Beall. *Three hours, each term.*

416-417-418. *Undergraduate Seminar and Thesis*. For those reading for honors in Romance Languages. Bowen, Beall, Wright. *Two or three hours, each term.*

419-420-421. *Honors Readings in Romance Languages*. Juniors. Bowen, Beall, Wright. *Two or three hours, each term.*

422-423-424. *Honors Readings in Romance Languages*. Seniors. Bowen, Beall, Wright. *Two or three hours, each term.*

SPANISH

LOWER DIVISION

FRESHMAN SURVEY COURSES

107-108-109. *Spanish Literature*. (Third year.) Reading of master-pieces of various periods. A general survey of Spanish literature. Lectures. Wright, Thompson. *Three hours, each term.*

SOPHOMORE OPTION COURSES

207-208-209. *Spanish Literature*. (Third year.) Reading of masterpieces of various periods. A general survey of Spanish literature. Lectures. Wright, Thompson. *Three hours, each term.*

OTHER LOWER DIVISION COURSES

11a,b,c. *First Year Spanish*. Grammar, composition, conversation, translation of easy prose. Erickson, Rael, Thompson. *Four hours, each term.*

12-13-14. *Second Year Spanish*. Review of grammar, composition, conversation, translation of modern Spanish authors. Furr, Rael, Thompson. *Four hours, each term.*

15a,b. *First Year Spanish*. A two-term course covering the work of 11a,b,c.; for students entering in the winter term. Rael. *Six hours, winter and spring terms.*

UPPER DIVISION

307-308-309. *Spanish Literature*. (Third year.) Reading of masterpieces of various periods. A general survey of Spanish literature. Lectures. Wright, Thompson. *Three hours, each term.*

341-342-343. *Spanish and Portuguese Literature*. Lectures, reports and explanation of texts. Cloran. *Two hours, each term.*

344-345-346. *Spanish Composition and Conversation*. Meets on alternate days with Spanish 307-308-309. Thompson. *Two hours, each term.*

347-348-349. *Advanced Spanish Composition and Syntax*. Prerequisite, 344-345-346. Rael. *Two hours, each term.*

350-351-352. *Commercial Spanish*. Spanish commercial correspondence, business forms, industrial readings, conversation. A study of Latin American countries. Prerequisites, Spanish 12-13-14, or three years of high school Spanish. Rael. *Two hours, each term.*

FOR ADVANCED UNDERGRADUATES AND GRADUATES

441-442-443. *Modern Spanish Literature*. 441-442-443 or 444-445-446, required of Spanish majors. Wright. *Three hours, each term.*

444-445-446. *Spanish-American Literature*. 444-445-446, or 441-442-443, required of Spanish majors. Wright. *Three hours, each term.*

ITALIAN AND PORTUGUESE

LOWER DIVISION

31a,b,c. *First Year Italian*. Grammar, composition and translation of modern authors. Cloran. *Three hours, each term.*

32-33-34. *Second Year Italian*. Reading of modern authors. Composition. Cloran. *Three hours, each term.*

UPPER DIVISION

371-372-373. *Third Year Italian*. Reading of selections from representative works of great authors. Reports. Outline of Italian literature. Cloran. *Two hours, each term.*

474-475-476. *Fourth Year Italian*. Emphasis upon the classical writers. Cloran. *Two hours, each term.*

391-392-393. *Elementary Portuguese*. Branner's Portuguese Grammar. Readings of Portuguese prose and poetry. Open to students who have had two years of Spanish. Cloran. *Two hours, each term.*

PRIMARYLY FOR GRADUATES

The graduate courses are given in rotation and according to the need of graduate students.

501-502-503. *French Literature in the Nineteenth Century*. Bowen. *Three hours, each term.*

504-505-506. *French Literature in the Eighteenth Century*. Beall. *Three hours, each term.*

507-508-509. *French Literature in the Sixteenth Century*. Beall. *Three hours, each term.*

510-511-512. *Romance Philology*. Bowen. *Two hours, each term.*

513-514-515. *Vulgar Latin and Old Provençal*. Wright. *Two hours, each term.*

516-517-518. *French Seminar*. Bowen. *Hours to be arranged.*

519-520-521. *Old Spanish*. Wright. *Two hours, each term.*

522-523-524. *Spanish Literature of the Sixteenth and Seventeenth Centuries*. Wright. *Three hours, each term.*

525-526-527. *Spanish Seminar*. Wright. *Hours to be arranged.*

528a,b,c. *Thesis*. *Three hours, each term.*

SOCIOLOGY

Professors PHILIP A. PARSONS, LUTHER S. CRESSMAN;
Associate Professors JOHN H. MUELLER, S. H. JAMESON;
Graduate Assistant H. EARL PEMBERTON;
Research Fellow MARY MORELAND

COURSE OF STUDY FOR MAJOR STUDENTS IN SOCIOLOGY

The curriculum in the department of sociology is designed (1) to offer courses in the cultural development and social thought, social institutions and problems, (2) to contribute in the preparation of teachers in the social sciences, and (3) to prepare candidates who plan to enter the field of professional social work.

Students proposing to elect a major in sociology should designate social science as their principal interest during the first two years, and should register according to the schedule suggested below.

Graduate majors will be required to pursue courses in other social sciences to the extent of about one-third the total requirements.

In the department they will designate one of the following as their principal interest, although the final examination requires familiarity with all.

- (1) History and Theory.
- (2) Methods and Statistics.
- (3) Pathology and Welfare.
- (4) Anthropology and Ethnology.

FRESHMAN	Fall	Winter	Spring
Background in Social Science	3	3	3
Survey in Physical Science	3	3	3
Elementary Biology	3	3	3
*Foreign Language	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	15	15	15

* If candidate for B.A.

SOPHOMORE			
Elements of Sociology	3	3	3
Beginner's Psychology	3	3	3
Report Writing	2	2	2
Social Statistics	3	3	
*Foreign Language	4	4	4
Military Science (men)	1	1	1
Physical Education	1	1	1
	17	17	14
JUNIOR			
Modern Europe or American Government	4	4	4
Anthropology	3		
Cultural Anthropology		3	
Immigration and Assimilation			3
Principles of Economics	3	3	3
Electives	7	6	6
	17	16	16
SENIOR			
Methods of Social Research	3		
History of Social Thought	3	3	
Advanced Principles of Sociology			3
Electives	10	13	13
	16	16	16

* If candidate for B.A.

DESCRIPTION OF COURSES

(No courses in the department open to Freshmen)

LOWER DIVISION

FRESHMAN SURVEY COURSES

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

SOPHOMORE OPTION COURSES

201a,b,c. *Elements of Sociology*. Analysis of social organization and culture, human nature; social changes and movements as affected by culture, biological and physical environmental factors, and a brief survey of the various social problems as well as methods of investigation. Cressman, Jameson. *Three hours, each term.*

203. *Modern Movements for Social Betterment*. A survey of charities and corrections from the time of the Parish system and the English Poor Laws through the development of the traditional American system of public and private relief and reformation up to the beginning of the present movement in the direction of constructive and preventive public welfare. Parsons. *Three hours, spring term.*

OTHER LOWER DIVISION COURSES

211. *An Introduction to Modern Social Problems*. This course is designed to orient the student in the field of applied sociology. Modern

social problems considered as the result of forces at work in society. The problem of the decay of civilization is studied in the light of historic examples, to determine whether or not continuous cultural evolution is possible. The problem of the survival of civilization is considered from the standpoint of sociology, economics, psychology, biology, genetics, and the interference of civilization with the processes of natural selection. Parsons. *Three hours, fall term.*

224-225. *Elements of Statistics*. A course in the fundamentals of statistics covering methods of collection, tabulation and presentation of data, frequency distributions, averages and index numbers, time series analysis, elementary curve fitting; and correlation. Problems chosen largely from the field of business and other social sciences. Rae.

Three hours, fall and winter, winter and spring.

UPPER DIVISION

301. *Social Pathology*. A study of personal disorganization with special emphasis upon the causative social factors and the institutional and legislative policies of correction. The following problems will be considered; poverty, vice, old and defective classes, migratory population. Jameson. *Three hours, fall term.*

302. *Social Unrest*. The nature and causes of social unrest as manifested in political, economic and social disturbances and movements. Illustrations will be drawn from unrest of women and youth as well as current disturbances in religion, philosophy and art. Parsons.

Three hours, winter term.

303. *Problems of Child Welfare*. Concerned with the changing social and legal status of the child; an analysis of the child welfare movement in the United States and Europe; a discussion of juvenile delinquency, child labor and other problems with the current and proposed policies. Cressman. *Three hours, spring term.*

311. *Criminology*. The nature and causes of crime, history of its treatment and a criticism of present methods of repression. Parsons, Mueller. *Three hours, fall term.*

312. *Matrimonial Institutions*. The development and social utility of the family and an analysis of its breakdown in divorce, desertion, and celibacy. A critical study of the current theories of family reorganization. Parsons, Mueller. *Three hours, winter term.*

316. *Advanced Social Statistics*. This course will consider the technique of computation and analysis of social statistics and the methods of graphic presentation. Demographic and vital statistics and indices of the different forms of dependency will be analyzed. Recitation and laboratory. Prerequisite, Elements of Statistics, 224-225. Cressman. *Three hours, spring term.*

322. *Urban Problems*. An analysis of the problems arising from the concentration of population under the complex and artificial conditions of modern urban and industrial life. The course will include the study of the following subjects: origin and development of cities, social and political definitions of the city; principles of city growth, natural population areas, problems of social control and current social policies. Jameson. *Three hours, winter term.*

323. *Principles of Social Legislation.* Historical attempts at the correction of social problems by legislative methods in the field of housing and city planning, industrial legislation and social insurance, and the miscellaneous legislation designed to protect public health and control immoral practices. Cressman. *Two hours, spring term.*

341. *Anthropology.* A study of the physical traits of the prehistoric and historic races, the theories of evolutionary trends and race distribution and habitats; the problems of classification. Cressman. *Three hours, fall term.*

342. *Cultural Anthropology and Ethnology.* The study of primitive cultures; theories of culture growth and its determining factors as diffusion, psychological and geographical determinism, and the historical school; phases of primitive culture such as religion, economic and political organization, social and family organization and art. Cressman. *Three hours, winter term.*

343. *Immigration and Assimilation.* A study of the westward movement of population of modern times with the accompanying problems as they arise out of the diverse racial and culture contacts; with special application to the United States and some comparison with analogous problems in other countries. Cressman. *Three hours, spring term.*

FOR ADVANCED UNDERGRADUATES AND GRADUATES

401. *Population and Population Theory.* Theories of population from Biblical times through the Middle Ages and the commercial and industrial era as they pertain to birth and death rates, increase and decrease of population, and the problems of quality; current programs of reform such as Neo-Malthusianism, Eugenics, and immigration policies as they affect population. (Not given 1930-31.) Mueller. *Two hours, fall term.*

402. *Contemporary Social Movements.* The analysis of movements on the part of classes and groups who challenge the existing order; and programs advanced. Such movements as the proletarian, youth, feminist and the various race movements and others will be considered in the light of nineteenth century backgrounds and the social factors and forces determining them. They will also be studied as they are reflected in law, social philosophy, literature, the drama, etc. (Not given 1930-31.) Mueller. *Two hours, winter term.*

403. *Theories of Social Progress.* The analysis of the criteria of progress; theories on the factors and determinants of progress as advanced from the earliest times to the present day; and a consideration of the more prominent schools of thought, such as: geographic determinism, economic determinism, the aesthetic school, racialists, etc., in the light of modern sociological theory. The course will include the history of the idea of progress. (Not given 1930-31.) Mueller. *Two hours, spring term.*

410. *Race Relations on the Pacific Slope.* A study of the amalgamation of the biological stock and the culture contacts of oriental and occidental races west of the Rocky Mountains; with some consideration given to the study of surviving primitive peoples. Class discussion and research. Cressman. *Two hours, spring term.*

440a,b,c. *Sociological Aspects of Religion.* A study of the origin, development, and the functions of religion; the part it has played in the development of present day culture; its status and its value as a social

asset as based on the data offered in the study of the various world religions and contemporary religious movements. Parsons.

Two hours, each term.

445. *The Social Aspects of Art and Esthetics.* A study of schools of art and the social factors determining standards of beauty; the mental processes underlying its perception; and the social functions of art as conceived by esthetic and social theorists; past and contemporary. Prerequisite, orientation in at least one of the fine arts or literature; senior standing. Mueller.

Two hours, fall term.

451. *History of Social Thought.* An account of the conceptions of the nature and the functions of society from the time of the Greeks to the present and the emergence of sociological thought in the nineteenth century, e. g., Plato, Aristotle, The Church Fathers, Reformers, Contract Theorists, Condorcet, Godwin, Comte, and others. Special emphasis is laid upon the relation of social thought to contemporaneous forces, and their survivals in modern society. Honors privileges. Mueller.

Three hours, fall and winter terms.

453. *Modern Social Thought.* A critical study of recent and current social thought since Herbert Spencer to the modern day. Honors privileges. Mueller.

Three hours, spring term.

481. *The Methods of Social Research.* The relative value of the various methods of research, such as statistics, case study, method of analogy as deduced from the analysis of the standard surveys and investigations. The validity, accuracy and characteristics of social science will be considered in comparison with the physical sciences. The study will include the problem of measurement and the techniques of investigation such as the interview, maps, and graphic presentation. Prerequisite, Elements of Statistics. Mueller.

Two hours, fall term.

PRIMARILY FOR GRADUATES

500. *Contemporary European Social Thought.* A study of current thought of the European social scientists. A reading knowledge of at least one foreign language prerequisite. (Not given 1930-31.) Mueller.

Three hours, spring term.

501-502-503. *Seminar in Social Science.* A cooperative effort in the investigation of social problems overlapping into the fields of several departments such as Sociology, Political Science, Economics, History, Journalism, and Education. Open to graduate students and also to seniors with honors privileges. Parsons and staff.

Three to nine hours, any term, or all terms.

510-511-512. *Research in Anthropology.* Individual problems and research in the field of physical anthropology. Cressman.

Three hours, each term.

520-521-522. *Research in Ethnology.* Individual projects in the field of primitive culture.

Three hours, each term.

591-592-593. *Thesis.* Parsons and staff.

Three to nine hours.

SCHOOL OF APPLIED SOCIAL SCIENCE

OFFICERS OF ADMINISTRATION

ARNOLD BENNETT HALL, A.B., J.D., LL.D.	<i>President of the University</i>
PHILIP A. PARSONS, Ph.D., LL.D.	<i>Dean of the School of Applied Social Science and Director of Social Work Training</i>
MARGARET CREECH, A.B.	<i>Assistant Director of Social Work Training</i>
ELNORA E. THOMSON, R.N.	<i>Director of Nursing and Health Education</i>
MARY H. ANNIN, M.A.	<i>Director of Training in Community Social Work</i>
EARL M. PALLETT, Ph.D.	<i>Executive Secretary and Registrar of the University</i>

ADVISORY BOARD OF THE SCHOOL OF SOCIAL WORK

The Portland division of the School of Applied Social Science, known as the Portland School of Social Work, enjoys the benefit of the counsel of a special committee of citizens informally appointed by the president of the University. The members of this advisory committee are:

LESLIE BUTLER	Hood River
HENRY L. CORBETT	Portland
MRS. MAX S. HIRSCH	Portland
MRS. THOMAS D. HONEYMAN	Portland
I. LOWENGART	Portland
LEWIS H. MILLS	Portland
AMADEE M. SMITH	Portland
RAYMOND B. WILCOX	Portland
MRS. ERSKINE WOOD	Portland
MARGARET M. SHARP, Secretary	Portland

FACULTY

AZILE AARON, B.A.	<i>Supervisor of Field Work in Family Case Work</i>
MARY H. ANNIN, M.A.	<i>Assistant Professor of Applied Sociology</i>
CATHERINE B. BASTIN, B.A., R.N.	<i>Assistant Director of Nursing Education</i>
LOUISE COTTELL, B.A.	<i>Instructor in Child Welfare</i>
MARGARET D. CREECH, B.A.	<i>Associate Professor of Applied Sociology</i>
GLADYS HALL, Ph.B.	<i>Instructor in Visiting Teacher Training</i>
L. S. CRESSMAN, Ph.D.	<i>Professor of Sociology</i>
SAIDIE ORR-DUNBAR	<i>Instructor in Community Organization</i>
AMELIA FEARY, R.N., B.S.	<i>Instructor in Medical Social Work</i>
ALEXANDER GOLDENWEISER, Ph.D.	<i>Visiting Professor of Thought and Culture</i>
SAMUEL HAIG JAMESON, Ph.D.	<i>Associate Professor of Sociology</i>
MARGARET KELLING, R.N.	<i>Instructor in Nursing</i>
OLOF LARSELL, Ph.D.	<i>Instructor in Biology and Neurology</i>
IRA A. MANVILLE, M.A., M.D.	<i>Associate in Physiology</i>
HENRIETTA MORRIS, Doctor of Science in Hygiene	<i>Instructor in Health Education</i>
JOHN H. MUELLER, Ph.D.	<i>Associate Professor of Sociology</i>
HARRIET OSBORN, B.A., R.N.	<i>Instructor in Nursing</i>
PHILIP A. PARSONS, Ph.D.	<i>Professor of Applied Sociology</i>
GRACE PHELPS, R.N.	<i>Instructor in Nursing Education</i>
ALFRED POWERS, B.A.	<i>Professor of Journalism</i>
HARRY J. SEARS, Ph.D.	<i>Professor of Bacteriology</i>
ELNORA E. THOMSON, R.N.	<i>Professor of Applied Sociology</i>

SUPERVISORS OF FIELD WORK

GLENDORA M. BLAKELEY, R.N.	<i>Public Health Nursing</i>
State Advisory Nurse, State Board of Health, Portland.	
HAZEL I. CARVER, B.A.	<i>Visiting Teacher Training</i>
Head Visiting Teacher in Portland Public Schools.	
LOUISE COTTELL, B.A.	<i>Children's Work</i>
Executive Secretary, Child Welfare Commission.	
MARION G. CROWE, R.N.	<i>Public Health Nursing</i>
Superintendent, Portland Visiting Nurse Association.	
EMMA M. DUBRUILLE	<i>Family Case Work Training</i>
General Secretary of the Public Welfare Bureau of Portland.	
AMELIA FEARY	<i>Medical Social Work</i>
Social Service Nurse, Doernbecher Hospital, Portland.	
GLADYS HALL, Ph.B.	<i>Visiting Teacher Training</i>
Head Visiting Teacher in Portland Public Schools.	
PAULINE KNUDSON, R.N.	<i>School Nursing</i>
Demonstration Nurse of School Health Work, Portland.	
IDA LOEWENBERG	<i>Settlement Work Training</i>
Head Worker of the Neighborhood House.	
KATE MAGUIRE	<i>Delinquency</i>
Probation Officer, Court of Domestic Relations.	
MARTHA RANDALL	<i>Case Work in Problems of Delinquency</i>
Superintendent of the Women's Protective Division, Bureau of Police, Portland.	

LECTURERS

JOHN G. ABEL, M.D.	Public Health
City Health Officer of Portland.	
HELEN A. CRARY, M.D.	Public Health
Chief Medical Inspector of Schools, City Health Bureau.	
MARY C. FERGUSON	Girls' Leadership
Local Director, Girl Scouts, Portland.	
VALENTINE PRICHARD	Medical Social Work Training
Superintendent of the People's Institute and the Portland Free Dispensary.	
CECIL L. SCHREYER, R.N.	Public Health Nursing
Supervising Nurse of the Portland Free Dispensary.	
FREDERICK D. STRICKER, M.D.	Public Health
State Health Officer of the State of Oregon.	

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G. C. BELLINGER, M.D., Superintendent of the Oregon State Tuberculosis Hospital, Salem.
 NORMAN F. COLEMAN, President of Reed College, Portland.
 RICHARD B. DILLEHUNT, M.D., Dean of the Medical School of the University of Oregon, Portland.
 JANE DOYLE, R.N., Executive Secretary of the Portland Chapter, American Red Cross, Portland.
 CLARENCE GILBERT, Judge of the Court of Domestic Relations for Multnomah County.
 ELIZABETH GODDARD, Executive Secretary of the Portland Community Chest, Portland.
 HUGH H. HERDMAN, Executive Secretary of the Portland Community Chest, Portland.
 W. G. McLAREN, General Superintendent of the Pacific Coast Rescue and Protective Society, Portland.
 IDA M. MANLEY, Supervisor of Special Classes, Portland Public Schools.
 ANNE M. MULHERON, Librarian of the Portland Library Association.
 G. H. OBERTSEFFER, Executive Secretary of the Boy Scouts of America, Portland.
 R. E. LEE STEINER, M.D., Superintendent of the Oregon State Hospital, Salem.
 JOHN TEUSCHER, JR., Superintendent of the Boys' and Girls' Aid Society, Portland.
 ANNE THOMPSON, Principal of the Mills Open Air School.
 REVEREND GEORGE THOMPSON, Pastor of the Madeleine Church, Portland; Diocesan Director of Hospitals.
 MILLIE R. TRUMBULL, Secretary of the Board of Inspectors for Child Labor; Secretary-Inspector of the Industrial Welfare Commission of Oregon, Portland.

COOPERATING AGENCIES

The work of the school is strengthened and reinforced by the hearty cooperation of most of the social welfare organizations of the state and the city of Portland. The list of cooperating agencies includes:

Oregon Tuberculosis Association	Portland Council of Social Agencies
Visiting Nurse Association of Portland	Children's Hospital Service of the State of Oregon
Public Welfare Bureau of Portland and Multnomah County	Shriners' Hospital for Crippled Children
Court of Domestic Relations for Multnomah County	Doernbecher Hospital
Oregon Child Welfare Commission	Portland Library Association
Oregon State Board of Health	Social Workers' Association of Oregon
City Health Bureau of Portland	Americanization Council
Board of Inspectors for Child Labor of the State of Oregon	Lane County Chapter, American Red Cross
Industrial Welfare Commission of the State of Oregon	American National Red Cross
Women's Protective Division, Portland Bureau of Police	Neighborhood House
Medical School of the University of Oregon	Portland Council of Girl Scouts
State Industrial Accident Commission	Camp Fire Girls of Portland
Oregon Social Hygiene Society	Girl Reserve
	Portland Public Schools
	Portland City Club
	Out-Patient Clinic, University of Oregon Medical School

GENERAL INFORMATION

The School of Applied Social Science combines the functions of teaching and research in the social sciences with the practical application of social science to the problems of the state of Oregon. It had its inception in the school of Sociology in Eugene, and in the School of Social Work which was organized in Portland in 1919 as part of the University of Oregon Extension Division program.

Both schools from their inception were designed to stimulate an interest in the social conditions underlying poverty, health and delinquency, with a view to developing more effective methods in dealing with them. This purpose has been in accordance with the great development during the last decade and a half, in a scientific method in social

work and in an organized body of material suitable for educational instruction. At the same time, there has been an increasing demand for persons properly equipped, to undertake work with the sick, the destitute, the delinquent, the handicapped, and to promote preventive work of various kinds. Since January, 1930, the practical programs of the School of Sociology and the School of Social Work have been combined in the School of Applied Social Science with divisions in both Eugene and Portland.

The School of Applied Social Science has five departments: Nursing and Health Education; Social Work Education which includes preparation in the rural as well as the urban field; Research in Applied Social Science where a municipal reference service for Oregon cities is being organized; the Personnel Department for the preparation of deans of men and women; and the Department of Public Service through which a field consultation service will be extended to public and private agencies and groups throughout the state. A program of research is being developed in connection with each department. Work is being put on a graduate basis as rapidly as possible. Close cooperation is maintained with the Department of Sociology in the College of Literature, Science and the Arts, and with other related departments and schools of the University, whereby undergraduate preparation of from three to four years is secured before admission to the School of Applied Social Science. For undergraduate students desiring a major in applied social science, the course of study outlined in the Department of Sociology should be followed with some substitutions in keeping with the line of interest of the individual, in each case after conference with the dean. For students interested in nursing, the school, in collaboration with other schools and colleges of the University, provides the first two years in the five year course in nursing.

The faculty of the school, in collaboration with representatives of the faculties of the Schools of Journalism, Education, Physical Education, Business Administration, the Extension Division, and the Departments of Sociology, Economics and Political Science, edits the *Commonwealth Review*, a journal of applied social science, a University of Oregon publication devoted to the interests of all public and private agencies and groups concerned with the study and treatment of Oregon problems in the field of public welfare.

SCHOLARSHIPS AND LOAN FUNDS

Scholarships and loan funds, especially for nurse students, from various national and local sources are sometimes available under conditions which may be learned from the director of public health nursing education.

Among these is the Mrs. Sigmund Frank Scholarship Fund of \$1,250 given for the "purpose of educating a graduate nurse or nurses by taking what is known as the Public Health Nursing course in the University of Oregon.

FEEs

Students registered in the School of Applied Social Science on the Eugene campus will pay the customary registration fees. Those registered for the courses given in the Portland division, including the students in training in the Lane county center, will pay a fee of \$30.00 per term, with occasional incidental laboratory fees as indicated in the description of the courses. Students in training in the Lane county center will pay the same fee as the Portland division, and will be excused

from other campus fees except laboratory and course fees as indicated in the description of each course. The fee of \$30.00 in the Portland division will be collected at the time of registration at the Portland office of the School of Applied Social Science, 809 Oregon building.

Out of state students will pay a non-resident fee of \$60.00 per year.

Enrollment in the Portland division will be restricted to the number of students for whom adequate field work training can be provided. All students in the Portland division are expected to become members of the Social Workers Association of Oregon at a special student membership fee of \$1.00 per year, and will attend the weekly luncheon lectures of that organization on Wednesday noons.

Students expecting to receive certificates or degrees in the courses offered in the Portland division must comply with the requirements of the University and make application for graduation at the opening of the spring term, and pay the prescribed fee of \$10.00 at the time of application.

Application for admission to the Portland division of the School of Applied Social Science must be made to the dean of the school, and records of all academic work done elsewhere must be filed before entrance with the registrar of the University. On account of the limited number of students who may be trained at any given time in the Portland divisions of the school, admission will be granted only on consent of the dean on recommendation of the director of the department involved.

ADMISSION

Prospective students before coming to the University of Oregon should consult a general catalog for information about University procedure and requirements. No one is admitted, even as a special student, who cannot qualify for matriculation in the University.

Students are admitted to the Department of Nursing and Health Education and to the Department of Social Work Education twice a year, at the beginning of the fall and of the spring quarters. Since the number of students who can be accommodated in field work is necessarily limited, early application is always desirable. Admission is conditioned upon formal acceptance of the candidate by the dean of the School of Applied Social Science after approval by the director of the department concerned. Acceptance is based upon consideration of the transcript of previous work, record of experience, report of medical examination, age, personality and other evidences of probable success or lack of success in the chosen field.

Persons otherwise employed are usually not acceptable as full-time students.

Certificates are awarded students who satisfactorily complete the prescribed course of study for four quarters. Credit thus earned may be applied toward a bachelor's degree. For those properly qualified to do graduate work, credit may be earned toward a graduating major or minor in applied social science, and arrangements can be made for writing a master's thesis on a research project relating to the field of major interest.

Special students not candidates for degrees are accepted only upon evidence that experience and previous study have qualified them to carry college courses of senior and graduate grade. For those not desiring to take full-time work, an arrangement has been made with the Extension Division for certain applied courses to be offered. Registration, information and fees for these can be arranged for at 814 Oregon Building, Portland.

Application blanks for admission may be secured from the Dean of the School of Applied Social Science, Eugene; or from the Director of the Nursing and Health Education Department, or the Director of the Social Work Education Department, 809 Oregon Building, Portland.

SOCIAL WORK EDUCATION

The Department of Social Work Education recognizes that professional training in any field should be built upon a nucleus of courses fundamental to the profession, combined with a certain amount of actual field experience. Too early specialization is therefore discouraged, and basic courses in case work, child welfare, psychiatric and medical aspects of social work, the history of social work, community organization and field work are required. Electives may also be selected along lines of special interest. Regular students carry a maximum of sixteen hours of work each term, five credit hours of which must be earned in field work in an approved agency.

Before undertaking professional training, students should have completed their junior year at least in an accredited college or university, with a major in social science, preferably. Since social work is an application of knowledge gained from social or other sciences, courses in the following are considered indispensable pre-vocational preparation: biology, psychology, sociology, political science, economics, European history, world history or history of culture, thought or philosophy, statistics, and literature. In other words, students in social work should bring a broad cultural preparation which will enable them to pursue the study and treatment of social problems with a sound understanding of their relations to historic causes and to contemporary problems in industry, politics and government.

The courses in social work education are planned to cover one or two years. The regular course of one year (four quarters) satisfactorily prepares persons otherwise qualified, to accept employment as professional social workers. If two years of work are taken, the student specializes during the second year in a chosen field such as child welfare, visiting teaching, probation, medical or psychiatric social work, engaging also in research in the field selected.

FIELD WORK

Field work is planned to give the student experience in carrying through case work processes and in developing technique in field research. Course credit is given when carried on under supervisors on the staff of the school and when done in conjunction with an appropriate course in case work.

The first two quarters of field work are usually spent with the Public Welfare Bureau in family case work where the methodology is well worked out. During the third and fourth quarters, the student is permitted to elect field work in a specialized field, either in Portland or Lane county.

UNDIFFERENTIATED TRAINING FOR COMMUNITY EXECUTIVES

The growth of social work in small towns and counties has created a demand for preparation in undifferentiated social work. Because of its needs for county executives with this type of training the American National Red Cross through the Pacific division at San Francisco has established a research and training center in Lane county under the joint direction of the Lane county chapter of the American Red Cross and the School of Applied Social Science. The arrangement makes possi-

ble a special course in community social work consisting of four terms, the first two of which must be taken in the regular course in Portland. A small number of students may elect the course, beginning either in the fall or spring quarters.

Candidates who have completed a course in social work education elsewhere but wish to take the special course in community social work may be admitted to the course on presentation of proper credentials, provided there is an opening. Owing to the limited number who can be accepted at one time, applications for admission to this course should be made as far in advance of the opening of the fall and spring quarters as possible.

Students taking the special course for county executives may elect a sufficient number of hours to complete a full schedule for two quarters. The greater part of this course may be taken for graduate credit. Exceptionally well qualified candidates for this special training who cannot meet the academic requirements for a degree or the regulation social work certificate may be admitted to this course in case of a vacancy. Such persons, on completion of the course will be given a statement from the dean of the School of Applied Social Science and the Registrar of the University indicating that the work has been completed.

SOCIAL WORK COURSES

Regular students in the one year certificate course in social work, or in the first year of the two-year course, will carry sixteen hours of work each term. Five credit hours of this will be earned by fifteen hours of field work per week in an approved social agency. The following outline of courses represents the usual schedule unless exceptions are made in conference with the director of the department.

PUBLIC HEALTH NURSING EDUCATION

The Department of Nursing and Health offers a one-year course in public health nursing which prepares the student for employment as a public health nurse in urban or rural communities and which leads to a certificate in public health nursing. Prerequisites for entrance are those required for matriculation in the University of Oregon with the addition of graduation from an accredited school for nurses and nurse registration or of senior standing in the degree course in nursing. If the student is a candidate for the bachelor of science degree she will be allowed forty-five term hours of academic credit for three years of nursing education if the school for nurses meets the requirements of the standard curriculum for schools of nursing which accepts only accredited high school graduates. Other academic requirements are the same as for those for any other University of Oregon student who is a candidate for a similar degree.

A second year in public health nursing is also offered. In this, the public health nurse student is allowed considerable latitude in her choice of subjects as she may wish to specialize in some one field of medical social service or public health nursing.

Through the cooperation of Portland health and social agencies, the public health nurse student during the first two terms has an opportunity for practice in the urban field and in the spring term by an arrangement made with the Bureau of Public Health Nursing of the State Department of Health and through the cooperation of county nurses, practice in the field is had in rural districts in the vicinity of Portland.

Regular students in the one-year certificate course in Public Health Nursing will carry at least sixteen hours of work each term. This will

include fifteen hours of field work per week (five credits per term) in addition to theoretical courses outlined. Second year students are allowed considerable latitude in electives so that they may have special work in that field of public health nursing for which they may wish to specialize.

DEGREE COURSE IN NURSING

As there are many opportunities in nursing for the woman who is well prepared, and as such preparation means professional education of a high order, the University offers a five-year course in nursing which leads to the bachelor of science degree from the University and prepares the student for nurse registration. The first two years of this course will be given on the campus at Eugene, followed by two years in a hospital school of nursing, with the fifth year as an elective in public health nursing, hospital administration, or some other special type of nurse education.

The first two years are designed to accomplish two things. First, the courses have been selected with a view to their cultural value, equal to that of the customary freshman and sophomore years. Second, they have been arranged to provide the student with that special preparation which enables her to complete her hospital training in two years instead of three, as in the usual hospital course leading to the R.N.

For the third and fourth years the student nurse major who is in a hospital school affiliated with the University of Oregon will take certain courses given by the Extension Division of the University except the following which are given by the hospital school: *Elementary Nursing Procedures*, *Advanced Nursing Procedures*, and the clinical and laboratory parts of *Obstetrics* and *Pediatrics*.

At the present time the University of Oregon is granting a forty-five term hour credit for theory and practice given in a school of nursing, on a transcript of record from the hospital school signed by the director of Nursing Education of the University. A student to be given this credit must be a graduate of a standard school of nursing which admits only high school graduates, or be a student major in nursing in the University of Oregon.

A forty-five term hour credit is also given to the student graduating from a school of nursing affiliated with the University of Oregon in addition to the credit earned in classes taken by these students and given by the Extension Division.

APPLIED SOCIAL SCIENCE CATALOG

For further information about the School of Applied Social Science consult the catalog of the School which will be sent upon request.

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D.	<i>President of the University</i>
ELLIS FULLER LAWRENCE, M.S., F.A.I.A.	<i>Dean of the School, Professor of Architecture</i>
EARL M. FALLETT, Ph.D.	<i>Executive Secretary and Registrar of the University</i>
PERCY PAGET ADAMS, B.A., B.S.	<i>Assistant Dean and Professor of Graphics</i>
VICTORIA AVAKIAN, B.A.	<i>Assistant Professor in Applied Design</i>
OLIVER L. BARRETT	<i>Instructor in Modeling</i>
RICHARD W. BOCK	<i>Professor of Sculpture</i>
EYLER BROWN, B.A., M.Arch.	<i>Assistant Professor in Architecture</i>
FRED O. HARRIS, B.F.A.	<i>Assistant Professor of Design</i>
WALLACE S. HAYDEN, B. of Arch.	<i>Assistant Professor in Architecture</i>
CORNELIA M. INGRAM	<i>Assistant Professor in Interior Design</i>
MAUDE I. KERNS, B.A., B.S.	<i>Assistant Professor of Normal Art</i>
E. H. MCALISTER, M.A.	<i>Professor of Structures</i>
†MICHAEL J. MUELLER, B.F.A.	<i>Professor of Painting</i>
*A. H. SCHROFF, Diplome des Beaux Arts.	<i>Professor of Painting</i>
LOUISE BARROWS SCHROFF	<i>Instructor in Painting</i>
ANDREW MCD. VINCENT	<i>Assistant Professor of Painting and Drawing</i>
W. R. B. WILLCOX, F.A.I.A.	<i>Professor of Architecture</i>
NOWLAND B. ZANE	<i>Associate Professor of Design</i>
MABEL A. HOUCK	<i>Secretary of School and Art Librarian</i>
ELSIE T. MILLER	<i>Assistant in General Art</i>
GRACE I. ASH, B.A., M.F.A.	<i>Assistant in Normal Art</i>
ELIOT C. FLETCHER, B.S.	<i>Graduate Assistant in Architecture</i>
LUCIA M. WILEY, B.A.	<i>Graduate Assistant in Painting</i>
HILDA F. WANKER, B.A.	<i>Graduate Assistant in Interior Design</i>

* On leave of absence.

† Died, July 6, 1931.

EQUIPMENT

The School of Architecture and Allied Arts occupies a group of buildings, surrounding an arcaded patio, in the northeast corner of the campus. They house the Departments of Architecture, Painting, Sculpture, Crafts, and Normal Arts.

Architecture. The Architectural Department, embracing staff offices, drafting room, exhibition hall and library, surround the north end of the patio, on the second floor, with entrance to the stair hall from University street and the patio.

The rooms are well lighted and afford accommodation for students in general, interior, and domestic architectural design and construction, graphics and architectural rendering.

The walls give space for a shifting display of current and past student work, examples of personal work of celebrated architects, and photographs of the world's notable architecture.

Students supply their own instruments and drawing materials, obtainable within the building at the school store. The department furnishes desks and drawing boards.

The department library, supplied from the main University library with books, folios and magazines pertaining to architecture and the arts, and private collections of art works, overlooks the patio along the north side. Study tables range the length of the room, to which all have free access. The librarian's and secretary's office adjoins the entrance thereto.

Reference material to the extent of from two to three thousand plates, and from four to five thousand stereoptican slides for lecture illustrations are available.

Below the architectural department, the first floor space is devoted to: laboratories for testing the strength of columns, beams, concrete and other building materials; workshops for the making of pottery, including a kiln; studios for both staff and students in cast and life drawing, illustration, portrait and landscape painting, mural decoration and pictorial composition; also two class rooms and a lecture hall.

Interior Design. Students in this course are provided with desks in the general architectural drafting room. It is desirable that from the beginning, students in this department have association with architecture, the source and setting of their work. Consequently, for the first two years, to a considerable extent, the two courses are alike.

Painting. The studios for life drawing, painting and composition, have abundant north light, suitable for exercises in crayon, charcoal, tempera, water color and oil painting. Casts, pottery and antiques are available for still life study, as are anatomical charts and a skeleton for drawing. A constantly changing series of student productions appear upon the walls of the studios. Reserved for the use of the department is a series of two hundred Racinet Polychromatic prints.

Sculpture. On the east side of the patio, parallel to University street, are the sculpture studios and casting room, with staff offices in a mezzanine story. Provision for lighting is ample and flexible. Here classes in modeling from architectural ornament and from life are held, and advanced students and staff members engage upon original work in clay, stone or marble.

Photography. Adjacent to the north sculpture studio, between it and the patio, are well equipped photographic exposure and development rooms, where general department photography and stereopticon slide work is done.

Crafts. With the exception of pottery, space for the work in Applied Design, (weaving, block-printing, book-binding, and dress design) incloses the patio on the south, on the first floor. It is well equipped with all the tables, looms, cases, and other paraphernalia necessary for such work, together with a staff office.

The pottery work is carried on across the patio in the north wing as previously mentioned.

Design Studios. Across the corridor from the Crafts quarters, are two well lighted rooms for the teaching of the theory and practice of design, and their application to the art of the poster, lettering, stage design, textiles, and other surface decoration.

Normal Arts. The Department of Normal Arts occupies the entire second floor of the southern wing of this group of buildings. In three large rooms, equipped with work and drafting tables, gas plates, filing cabinets, lockers, etc., courses are given in design dyeing, batik, and wood-block printing, in their relation to educational methods.

Art Exhibition Hall. A small fire-proof exhibition hall, forming a wing of the group, but separated from the patio by a vestibuled entrance from the campus, is used for special traveling loan and school art exhibitions of paintings, etchings, photographs, drawings, sculpture, and various other art objects. Herein, until the University museum is built, the sculpture of Roswell Dosch, an instructor in the School of Architecture, who died in service during the World War, will be honored. Also the Dorland Robinson Memorial collection, paintings by the daughter of Dr. J. W. Robinson, of Jacksonville, Oregon, will find its home.

DEGREES

The degree of bachelor of architecture is offered for the completion of the prescribed five-year course in architecture. The degree of bachelor of architecture in interior design is offered for the completion of the prescribed five-year course in interior design. The degrees of bachelor of arts and bachelor of science are offered those who comply with the general University requirements for those degrees, fulfilling the major requirements in the school of architecture and allied arts.

Graduates of the school of architecture and allied arts or of other institutions offering equivalent work, may secure the following advanced degrees after at least one year in residence, under the direction of the graduate school and the faculty of this school.

1. Master of Science and Master of Arts (scholastic).
2. Master of Architecture (technical).
3. Master of Fine Arts (creative).

The school offers training for students contemplating careers in architecture, structural design, painting, modeling, illustrating, various forms of commercial arts, interior decorating, costume designing, and crafts. In connection with the school of education, it offers special courses for art teachers.

The school is a member of the Association of Collegiate Schools of Architecture, American College Society of Print Collectors, The American Federation of Arts, The College Art Association of America, The Society of Medalists, and The Western Association of Art Museum Directors.

ADMISSION

The requirements for admission to the school of architecture and allied arts are the same as those for admission to the University. However, those who choose architecture as a major are subject to the following special entrance requirements:

(a) Fixed requirements	9 units
1. English	3 units
2. Mathematics:	
Algebra	1½ units
Plane Geometry	1 unit
Solid Geometry	½ unit
3. History	1 unit
4. Foreign Language (French or German preferred)	2 units
(b) Elective subjects	6 units

It is strongly recommended that the 6 units of elective work include as far as possible, courses in the following subjects: English, advanced algebra, trigonometry, mechanical drawing, physics, chemistry.

Students asking for advanced credit in the school of architecture and allied arts shall exhibit their work, or take an examination before such credit shall be given.

For further information concerning entrance requirements, excess matriculation credits and special student standing, see section entitled University Procedure, in the fore part of this catalog.

The American Institute of Architects offers each year a medal to each of the twenty-two members of the association of Collegiate Schools of Architecture to be awarded the student graduating with the best record in architecture. A series of exhibitions is held in the fireproof exhibition hall during the school year.

VISITOR'S DAYS

Groups of architects, artists and craftsmen visit the school from time to time and criticize the work of the students.

ARCHITECTURE

DESIGN, STRUCTURAL DESIGN, INTERIOR DESIGN

Architectural design is introduced in the first year in order to bring the student in touch with his professional work and co-workers as early as possible. This elementary design is taught by simple problems of composition—i.e., placing openings in the facades of a prescribed building and lectures on materials, mouldings, function, detail, composition. Paper or clay models of the buildings are finally made to give the student an early experience in the reality of the "third dimension."

In the second year, short problems are assigned to bring the students face to face with the problem of fitting simple architectural solutions to the practical limitation of materials—requirements of plan and site.

The third, fourth and fifth year design is given by means of projects, major sketch and minor sketch problems. Actual conditions of site and environment are incorporated in the program as far as possible and the work of city planning, domestic architecture and architectural design are correlated in such problems as "An Industrial Village" and "A State Capitol City," in which actual topography is given and the problems in architectural design associated definitely with living conditions and other practical considerations.

All design problems are given by individual assignments. The competitive system of teaching design has been abandoned by this school, accent being placed on honesty of thought and expression, on stimulation of a spirit of cooperation, and on development of individuality.

OUTLINE OF THE POINT SYSTEM

Because of the special nature of design work and the impossibility of foretelling the amount of time necessary to complete projects the number of years necessary to complete the work in the architectural design course is not fixed. The nominal time is five years. More or less time may be consumed at the student's discretion.

The design work is outlined as a continuous experience, consisting of a series of problems, taken and completed in consecutive order, each one of which is assigned a time value in points. When this experience has been completed in a satisfactory manner the student is qualified in architectural design as a candidate for a degree. The experience is complete when a student has gained a total of 700 points or 70 term hours. A point is taken equal to one-tenth of a term hour.

At the beginning of the year students are registered for the indeterminate number of hours shown in the catalog as appropriate to each term, the maximum representing the nominal number of hours necessary to complete the assigned work in five years; the minimum representing the least amount of work acceptable as an indication of sufficient interest on the part of the student to allow him to remain in the course.

At term ends a grade for each student is returned on the quality of work submitted together with a measure of the quantity of work accomplished, recorded as the number of whole term hours completed during that term and equivalent to one-tenth of the number of points earned. Term hours earned in excess of the nominal number assigned by the catalog are entered to the student's credit by the registrar as advanced credits, certified to by the dean of the school of architecture and allied arts.

REGULATIONS GOVERNING THE AWARD OF THE DEGREE
OF BACHELOR OF ARCHITECTURE

1. Trigonometry and an approved course in physics shall be prerequisite for Structural Theory (Construction III).
2. The student shall fulfill the entrance language requirement of the University and take one additional year of language in the University, excepting that students presenting three years of high school language shall not be required to take any language in the University.
3. A "data book" satisfactory to the dean shall be presented by the student each year, including the results of his research in design, construction, history, ornament, and practice. The degree shall not be granted until such a data book is presented.
4. Each year a student may secure professional credits in excess of those called for in the schedule below, providing he shows in examination that he has had by experience or otherwise, the equivalent work.
5. In order to graduate, the student shall present at least 220 earned credits of which at least 147 credits shall be for work prescribed under graphics, delineation, design, construction, history, practice. He shall have clear records in physical education and military science. At least one year in residence shall be required.
6. A student may register in three credits of electives in addition to the scheduled elective subjects, providing his record for the preceding years shows no grade below III.
7. While the course of study has been prepared for students of average preparation and ability, it is not intended to preclude the graduation of students in less than five years who by experience or ability may be granted advanced credits in their professional subjects by examinations as provided in rule 4, or by presenting work in design as provided in rule 8.
8. Architectural design is offered under the point system. Before receiving the professional degree in this option, each student will be obliged to receive at least a passing grade in each division in design. By special permission of the dean, any student may proceed with the prescribed work of a course upon completion of the preceding course with a grade of III or better, and the registrar will enter to the student's credit such advanced credits as are certified to by the dean of the school of architecture and allied arts.

SUGGESTED COURSES OF STUDY IN ARCHITECTURE

DESIGN OPTION

Professor WILLCOX, Adviser

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

FIRST YEAR		Fall	Winter	Spring
Graphics I	2	2		
Delineation I	3	3		3
Freehand Drawing I				
Architectural Modeling				
Lower Division Architectural Design	1	1		2
Construction I				1
History I, Survey of Creative Arts	3	3		3
Courses in Lower Division Group I or II	3	3		3
Military Science (men) or Personal Hygiene (women)	1	1		1
Physical Education	1	1		1
Elective	2	2		2
	16	16		16
Electives recommended: mathematics, language, English, music, science (physics, chemistry, geology, biology).				
SECOND YEAR				
Graphics II	2	2		2
Delineation II	3	3		3
Freehand Drawing II				
Architectural Rendering				
Lower Division Architectural Design	2	2		2
History II, Architectural	3	3		3
Military Science (men)	1	1		1
Written English	2	2		2
Physical Education	1	1		1
Elective	2	2		2
	16	16		16
Electives recommended as in first year, with the addition of introduction to philosophy.				

THIRD YEAR			
Delineation III	2	2	2
Freehand Drawing III			
Pen and Pencil			
Upper Division Architectural Design	4	4	4
History III, Architectural	3	3	3
Construction II	1	1	1
Construction III	3	3	3
Elective	3	3	3
	16	16	16

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

FOURTH YEAR			
Delineation IV	3	3	3
Freehand Drawing IV			
Drawing or Painting			
Upper Division Architectural Design	6	6	6
Domestic Architecture	1	1	1
History IV, Architectural	1	1	1
Construction IV	1	1	1
Construction V	1	1	1
Construction VI	2	2	2
Elective	2	2	2
	17	17	17

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

FIFTH YEAR			
Delineation V	1	1	1
Freehand Drawing V			
Upper Division Architectural Design	10	10	10
City Planning	1	1	1
History VI, Civilization and Art Epochs	2	2	2
Practice	1	1	1
	15	15	15

Description of Courses

For students taking the five-year course leading to the degree of bachelor of architecture, the general courses of the school of architecture are grouped under six main divisions, namely: graphics, delineation, design, construction, history, and practice.

111, 112. *Graphics I*. First year. The principles of orthographic projection are studied, applications being made to the construction of plans and elevations and correct location of shades and shadows for design problems. *Two hours, fall and winter terms.*

211, 212, 213. *Graphics II*. Second year. The first term takes up a study of descriptive geometry, dealing with projections of points, lines and planes. This gives a good groundwork for all branches of drafting. The second and third terms deal with the applications of descriptive geometry to the drawing of linear perspectives. Practical methods of constructing perspectives are developed. *Two hours, each term.*

DELINEATION I

First year. Freehand drawings from still life and models are executed in charcoal. The student's dimensional perceptions are developed through the medium of clay modeling.

141, 142, 143. *Freehand Drawing I*. *One hour, each term.*

153, 154, 155. *Architectural Modeling*. *One to two hours, each term.*

DELINEATION II

Second year. The training of the hand and dimensional perception is continued by further freehand drawing.

265, 266, 267. *Freehand Drawing II*. *One hour, each term.*

214, 215, 216. *Architectural Rendering*. *One to two hours, each term.*

DELINEATION III

Third year. This is a continuation of the work of the previous years in drawing, and pen and pencil rendering.

355,356,357. *Freehand Drawing III.* *One hour, each term.*

362a,b,c. *Pen and Pencil.* *One hour, each term.*

DELINEATION IV

Fourth year. The training of the hand and eye is now carried on by drawing from living models.

358,359,360. *Freehand Drawing IV.* *One hour, each term.*

Drawing or painting. *Two hours, each term.*

DELINEATION V

Fifth year. This year is given to the design and execution of mural paintings and cartoons for stained glass, mosaic, etc.

457,458,459. *Freehand Drawing V.* *One hour, each term.*

DESIGN

214,215,216. *Architectural Rendering.* Use of India ink and water color in making rendered drawings, with a view to their application to architectural design problems. *Two hours, each term.*

Lower Division Architectural Design. The number of hours credit earned each term is determined by the point system. Normally four term hours would be earned for the first year and six term hours the second year. During the first year fundamental principles are studied, accompanied by rendered drawings of the orders of architecture, simple facades and architectural details. In the second year simple problems in architectural planning are studied and solutions evolved that require the making of well executed architectural drawings.

Upper Division Architectural Design. The number of hours of credit earned each term is determined by the point system. Normally twelve term hours would be earned in the third year, eighteen term hours in the fourth year and thirty term hours in the fifth year. In these three years a progressive series of problems in architectural design and planning are studied, including short time sketch problems and elaborate, carefully studied rendered drawings.

300a,b,c. *Domestic Architecture.* Fourth year. A study of the principles and requirements incident to domestic architecture is applied to the execution of plans and elevations of residence buildings.

One to four hours, each term.

410a,b,c. *Advanced Domestic Architecture.* Continuation of Domestic Architecture.

One to four hours, each term.

302a,b,c. *City Planning.* The principles and practice of city planning are discussed and applications suggested.

One hour, each term.

418,419,420. *Advanced City Planning.* Continuation of City Planning.

Six to twelve hours, each term.

120. *Construction I.* First year. Students are introduced to construction methods by means of direct observation of buildings under construction. These observations are made the basis of class discussion and calculations.

One hour, spring term.

230a,b,c. *Construction II*. Second year. Scale and full size details of building construction are studied and drawings executed. Buildings under course of construction are visited and notes taken as to details.

One hour, each term.

309,310,311. *Construction III*. Third year. This course is intended to follow trigonometry and involves the application of mathematics to the designing of structures.

Three hours, each term.

312a,b,c. *Construction IV*. Fourth year. This course is intended to give a general knowledge of various special subjects such as building materials, i. e., stone, concrete, steel, etc.; heating; plumbing; ventilation; acoustics; illumination; mechanical equipment of buildings; etc.

One hour, each term.

313a,b,c. *Construction V*. Fourth year. Students are assigned to make inspection reports on buildings under construction, paralleling a study of building specifications.

One hour, each term.

314,315,316. *Construction VI*. Fourth year. A course in constructive design continuing the work of Construction III. Designs include trusses in wood and steel, plate girders, reinforced concrete, retaining walls, etc.

Two hours, each term.

100a,b,c. *Architectural History I*. Survey of Creative Arts. This course includes such a study of human nature as reveals the reasons why man has created the various arts. It covers as large a part of the whole field of the arts as is possible by lectures and illustration material. It accounts for the similarities between the arts and also the differences between the arts both in causes and results. It begins with easily understood examples of the minor arts, and progresses through carefully graded steps to the more complicated and exalted forms, together with the meanings that they carry.

Three to four hours, each term.

240,241,242. *Architectural History II*. Second year. A study of the historic styles of architecture, supplemented by individual research investigation of historic ornament. Course open to non-majors.

Three hours, each term.

303,304,305. *Architectural History III*. Third year. This course continues the work of Architectural History II.

Three hours, each term.

318a,b,c. *Architectural History IV*. Fourth year. History of modern architecture. Continuing History III.

One hour, each term.

421,422,423. *Architectural History V*. Continuation of Architectural History IV.

One to two hours, each term.

397-398-399. *Architectural History VI*. Civilization and Art Epochs. Lectures covering history, archaeology and evolution of art. The influence of political, ecclesiastical, aesthetic and ethnological evolution upon art; the influence of art upon humanity. Illustrated by means of photographs, lantern slides, colored plates, etc. Prerequisite, upper division standing.

Two hours, each term.

430a,b,c. *Architectural Practice*. Fifth year. Office management, business relations, professional ethics, etc., are studied and discussed.

One hour, each term.

PRIMARILY FOR GRADUATES

500,501,502. *Thesis*. Advanced architectural design.

Four to twelve hours, each term.

525,526,527. *Assigned Reading.**Hours to be arranged.*530,531,532. *Seminar.**Hours to be arranged.*

INTERIOR DESIGN OPTION

Professor ZANE, Miss INGRAM, Advisers

Interior Design is considered in its essential relations with the point of view of architecture. The work of the first two years is carried on almost identically with that of the design course of study. During the following three years the work is devoted to specialization on interiors and involves the study of the design factors of the room as a background, plus the related problems of furnishing, historically, and as affected by materials, function, construction and beauty.

FIRST YEAR	Fall	Winter	Spring
Graphics I	2	2	
Delineation I	3	3	3
Freehand Drawing I			
Architectural Modeling			
Lower Division Architectural Design	1	1	2
Construction I			1
History I, Survey of Creative Arts	3	3	3
Course in Lower Division Group I or II	3	3	3
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
Elective	2	2	2
	16	16	16

Electives recommended: language, English, science (geology, biology).

SECOND YEAR			
Graphics II	2	2	2
Delineation II	3	3	3
Freehand Drawing II			
Architectural Rendering II			
Architectural Modeling			
Lower Division Architectural Design	2	2	2
History II, Architectural	3	3	3
Interior Design Elements	1	1	1
Written English	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
	15	15	15

Electives recommended as in first year, with the addition of introduction to philosophy.

THIRD YEAR			
Delineation III	3	3	3
Drawing Class			
Modeling			
Painting			
Upper Division Interior Design	5	5	5
History VII, Architectural	2	2	2
Applied Design I, Normal Art	2	2	2
Elective	4	4	4
	16	16	16

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

FOURTH YEAR			
Delineation IV	2	2	2
Drawing Class			
Painting			
Upper Division Interior Design	5	5	5
Domestic Architecture	1	1	1
Applied Design II, Normal Art	2	2	2
History III, Architectural	3	3	3
Elective	3	3	3
	16	16	16

Electives recommended as above.

FIFTH YEAR			
Composition IV	2	2	2
Upper Division Interior Design	10	10	10
Technique and Practice	4	4	4
History VI, Civilization and Art Epochs	2	2	2
	18	18	18

DESCRIPTION OF COURSES

Lower Division Interior Design. The first and second years of Interior Design are identical with the Lower Division Architectural Design.

Upper Division Interior Design. The number of term hours of credit earned each term is determined by the point system. Normally fifteen term hours would be earned in the third year, fifteen term hours in the fourth year and thirty term hours in the fifth year. In these three years a progressive series of problems relating to interior design are studied. Sketches and carefully executed drawings are made, some in orthographic presentation and some in perspective.

220a,b,c. *Interior Design Elements.* Second year. An introduction to the scope, aims and technique of interior decoration.

One hour, each term.

319,320,321. *Architectural History VII.* Third year. A study of the history of furniture—textiles and other accessories contributing to interior design.

Two hours, each term.

424,425,426. *Technique and Practice.* Fifth year. Business, Estimating methods and ethics for interior decorators.

Five hours, each term.

PRIMARILY FOR GRADUATES

510,511,512. *Thesis.* Advanced Interior Design.

Four to twelve hours, each term.

525,526,527. *Assigned Reading.*

Hours to be arranged.

530,531,532. *Seminar.*

Hours to be arranged.

STRUCTURAL OPTION

(Four-year course leading to the degree of bachelor of science)

Professor ADAMS, Adviser

	FRESHMAN		
	Fall	Winter	Spring
Graphics I	2	2	
Delineation I	3	3	3
Freehand Drawing I			
Architectural Modeling			
Lower Division Architectural Design	1	1	2
Construction I			1
Unified Mathematics	4	4	4
Courses in Lower Division Group I or II	3	3	3
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	15	15	15

Electives recommended: chemistry, geology, social science, languages.

	SOPHOMORE		
	Fall	Winter	Spring
General Physics	4	4	4
Calculus	4	4	4
Architectural History II	3	3	3
Lower Division Architectural Design	2	2	2
Construction II	1	1	1
Written English	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
	18	18	18

	JUNIOR		
	Fall	Winter	Spring
Mechanics	3	3	3
Architectural History III	3	3	3
Construction V	1	1	1
Economics	3	3	3
Surveying		2	2
Strength of Materials		3	3
Graphic Statics	4		
Elective	2	2	2
	16	17	17

SENIOR			
Reinforced Concrete	3	3	
Heating and Ventilation			4
Arches	3	3	
Masonry Construction	3	3	
Mechanical Appliances	2		
Electric Lighting and Wiring		3	
Hydraulics			3
Stresses			3
Steel and Timber Construction	3	3	3
Architectural Practice	1	1	1
	<u>15</u>	<u>16</u>	<u>14</u>

DESCRIPTION OF COURSES

LOWER DIVISION

252-253. *Surveying.* Lectures and field work designed to enable the student to measure lines with the steel tape; to measure angles with the transit; to determine the differences in level by means of the level instrument; to run traverse lines and plot lines; to plot field notes; to make contour maps and profiles; to perform simple calculations of area and earthwork.

Two hours, winter and spring terms.

UPPER DIVISION

323a,b. *Strength of Materials.* Practical problems and exercises in the design of beams, columns, thin plates, and cylinders, including actual tests and experiments with the testing machines.

Three hours, winter and spring terms.

324. *Graphic Statics.* Problems in equilibrium are solved by graphic constructions. The stresses in framed structures are determined by means of stress diagrams. A study is made of the influence line for moving loads. The subject matter of this course parallels that of the course in stresses.

Four hours, fall term.

325. *Stresses.* The subject matter covered by this course is the same as in graphic statics. The solutions, however, are worked out by analytical calculation instead of graphic construction.

Three hours, spring term.

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

Three hours, spring term.

327a,b. *Reinforced Concrete.* The underlying principles upon which the design of reinforced concrete construction is based. Problems in designing simple beams and columns. Practical working formulas and data.

Three hours, fall and winter terms.

328,329. *Masonry Construction.* Properties and uses of brick and stone. Foundation stresses in masonry structures such as walls, chimneys, piers, retaining walls, etc.

Three hours, fall and winter terms.

330. *Mechanical Appliances for Buildings.* Investigation of the special appliances and machinery to be found in hotels, apartment houses, public buildings, etc.; pumps, vacuum systems; refrigeration systems, private water systems, etc.

Two hours, fall term.

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

Three hours, winter term.

332. *Heating and Ventilation.* The various methods of heating and ventilation. The fundamental principles governing the efficiency and adaptability of the systems to practical problems. Calculations for sizes of installations. *Four hours, spring term.*

333a,b. *Arches.* The theoretical and practical consideration involved in the design of arches in stone, brick, and concrete, applied to problems in practice. *Three hours, fall and winter terms.*

334,335,336. *Steel and Timber Construction.* Use of wood and steel in building construction. Design of wood and steel trusses; steel plate girders; steel frame buildings. *Three hours, each term.*

427, 428, 429. *Advanced Structural Design.*

Three to five hours, each term.

DRAWING AND PAINTING

Technical proficiency consistent with the maximum development of individual expression, in the various fields of painting is the aim of this division of the school of architecture and allied arts, whether the special interests of the student be in the field of landscape, portraiture, mural, or illustration. Wide selection of subjects is permissible, but the course suggested below is one that seems to meet the needs of typical cases.

Design, life class, anatomy, composition and the history of styles find their place in the curriculum.

Competition and mass training are alike eliminated; each student is treated by the faculty as an individual.

SUGGESTED COURSE OF STUDY

Professor MUELLER, Adviser

Electives should be chosen so as to satisfy the general university requirements for graduation; groups, language or science, English.

	FIRST YEAR	Fall	Winter	Spring
Painting I	3	3	3	3
Drawing I	3	3	3	3
Composition I	2	2	2	2
Military Science (men) or Personal Hygiene (women)	1	1	1	1
Physical Education	1	1	1	1
Electives (group requirements)	5	5	5	5
	17	17	17	17
	SECOND YEAR			
Painting II	3	3	3	3
Drawing II	4	4	4	4
Composition II	2	2	2	2
Written English	2	2	2	2
Military Science (men)	1	1	1	1
Physical Education	1	1	1	1
Elective	3	3	3	3
	16	16	16	16
	THIRD YEAR			
Painting III	5	5	5	5
Drawing III	4	4	4	4
Composition III	3	3	3	3
History of Painting	2	2	2	2
Elective	3	3	3	3
	17	17	17	17
	FOURTH YEAR			
Painting IV	5	5	5	5
Drawing IV	5	5	5	5
Composition IV	3	3	3	3
Elective	3	3	3	3
	16	16	16	16

FIFTH YEAR

Painting V	6	6	6
Composition V	5	5	5
Architectural History II	2	2	2
Elective	2	2	2
	<hr/> 15	<hr/> 15	<hr/> 15

DESCRIPTION OF COURSES

130,131,132. *Painting I.* Elementary painting from still life.

Two to five hours, each term.

254,255,256. *Painting II.* Advanced painting from still life and study, in color, of the head. Prerequisite, nine hours of credit in Painting I, or equivalent.

Two to five hours, each term.

133,134,135. *Drawing I.* Study in charcoal of casts and antiques.

Two to five hours, each term.

257,258,259. *Drawing II.* Advanced antique drawing and elementary study from the nude figure. Prerequisite, nine hours credit in Drawing I, or equivalent.

Two to five hours, each term.

136,137,138. *Composition I.* Elementary study of the relation of elements within the picture space in line and value. Intended to encourage and guide the creative faculty of the student.

Two hours, each term.

260,261,262. *Composition II.* Study in color of the relation of elements within the picture space. Theory of color. Designing of easel paintings. Prerequisite, six hours credit in Composition I.

Two to five hours, each term.

140a,b. *Artistic Anatomy.* The study of the bone and muscle structure of the human figure in its relation to draftsmanship. Should accompany Drawing II.

One hour, winter and spring terms.

141,142,143. *Freehand Drawing I.* For architects. Training in free-hand drawing with architectural motives.

One hour, each term.

265,266,267. *Freehand Drawing II.* For architects. Continuation of Freehand Drawing I, including drawing from antique.

One hour, each term.

270,271,272. *Life and Costume.* Quick sketches from draped model, together with sketch problems.

One hour, each term.

UPPER DIVISION

337,338,339. *Painting III.* Advanced head painting and study of the nude figure in color. Prerequisite, nine hours credit in Painting II, or equivalent.

Two to five hours, each term.

340,341,342. *Painting IV.* Advanced Painting of nude figures. Prerequisite, nine hours credit in Painting III, or equivalent.

Two to five hours, each term.

433,434,435. *Painting V.* Continuation of Painting IV. Prerequisite, nine hours credit in Painting IV, or equivalent.

Three to five hours, each term.

343,344,345. *Drawing III.* Advanced study from the nude. Prerequisite, nine hours credit in Drawing II, or equivalent.

Two to five hours, each term.

346,347,348. *Drawing IV.* Continuation of Drawing III. Prerequisite, nine hours credit in Drawing III.

Two to five hours, each term.

439,440,441. *Drawing V.* Continuation of Drawing IV. Prerequisite, nine hours credit in Drawing IV. *Three to five hours, each term.*

349,350,351. *Composition III.* Advanced designing of easel paintings and the study of mural decoration. Prerequisite, Composition II.

352,353,354. *Composition IV.* Study and designing of mural decorations. Prerequisite, Composition III. *Two to five hours, each term.*

448,449,450. *Composition V.* Designing and executing in a professional manner either an easel painting or a decoration. Prerequisite, Composition IV. *Three to five hours, each term.*

355,356,357. *Freehand Drawing III.* For architects. Drawing from casts, antique and human figure. *One hour, each term.*

358,359,360. *Freehand Drawing IV.* For architects. Continuation of Freehand Drawing III. *One hour, each term.*

457,458,459. *Freehand Drawing V.* For Architects. Continuation of Freehand Drawing IV. *One hour, each term.*

306,307,308. *History of Painting.* A survey of the development of painting from the prehistoric era to the present. Special emphasis is placed upon the characteristics of individual painters as well as upon their period. Fall term, Ancient, Oriental and Byzantine painting. Winter term, Medieval and Renaissance painting. Spring term, Baroque painting, the English, Dutch and Spanish schools, French classical painting, the nineteenth century, Romanticism, Realism, Impressionism, Contemporary painting. *Two hours, each term.*

397-398-399. *Civilization and Art Epochs.* Lectures covering history, archaeology and evolution of art. The influence of political, ecclesiastical, aesthetic and ethnological evolution upon art; the influence of art upon humanity. Illustrated by means of photographs, lantern slides, colored plates, etc. Prerequisites, upper division standing. *Two hours, each term.*

362a,b,c. *Pen and Pencil.* Technique of rendering with pen and pencil. *One hour, each term.*

PRIMARILY FOR GRADUATES

544,545,546. *Thesis.* Problem in drawing and painting.

Hours to be arranged.

550,551,552. *Assigned Reading*

Hours to be arranged.

560,561,562. *Seminar.*

Hours to be arranged.

SCULPTURE

Professional training in the field of modeling and sculpture is offered by the school of architecture and allied arts. The course includes assignments in the fields of drawing, painting, anatomy, composition, design, and history of art as well as technical courses in modeling and casting.

The course suggested below is not mandatory in details, but is given as a guide to those interested in the subject. Deviation consistent with the general regulations of the University, and the standards of professional training of the school may be made with the consent of the adviser.

SUGGESTED COURSE OF STUDY

Professor BOCK, Adviser

Electives should be chosen so as to satisfy the general University requirements for graduation; groups, language or science, English.

FIRST YEAR		Fall	Winter	Spring
Modeling I		4	4	4
Drawing I		2	2	2
Sculpture Composition I		1	1	1
Survey of Creative Arts		3	3	3
Military Science (men) or Personal Hygiene (women)		1	1	1
Physical Education		1	1	1
Electives (group requirements)		4	4	4
		16	16	16
SECOND YEAR				
Modeling II		4	4	4
Drawing II		3	3	3
Sculpture Composition II		2	2	2
Written English		2	2	2
Military Science (men)		1	1	1
Physical Education		1	1	1
Electives (group requirements)		3	3	3
		16	16	16
THIRD YEAR				
Modeling III		5	5	5
Drawing III		4	4	4
Sculpture Composition III		2	2	2
Electives		6	6	6
		17	17	17
FOURTH YEAR				
Modeling IV		5	5	5
Drawing IV		4	4	4
Sculpture Composition IV		2	2	2
Elective		4	4	4
		15	15	15
FIFTH YEAR				
Modeling V		5	5	5
Sculpture Composition V		3	3	3
Electives		7	7	7
		15	15	15

DESCRIPTION OF COURSES

150,151,152. *Modeling I.* Modeling from cast.

Two to six hours, each term.

275,276,277. *Modeling II.* Progressive studies in cast and portrait modeling. Prerequisite, nine term hours completed in Modeling I.

Two to six hours, each term.

153,154,155. *Architectural Modeling.* For architects. Study of architectural forms and details by actually creating the forms in clay, thus strengthening the student's perception of three dimensions when working on his design problems.

One to two hours, each term.

156a,b,c. *Sculpture Composition I.* A comprehensive course, including the histories of sculpture, architecture and painting together with a study of the basic principles of the different schools of sculpture.

Two hours, each term.

278,279,280. *Sculpture Composition II.* Continuation of I. Prerequisite, nine term hours completed in Composition I.

Two hours, each term.

UPPER DIVISION

363,364,365. *Modeling III.* Carries on progressively the cast and portrait modeling. Prerequisite, nine term hours completed in Modeling II.

Two to six hours, each term.

366,367,368. *Modeling IV*. Continues from III. Prerequisite, nine term hours completed in *Modeling III*. *Two to six hours, each term.*

460,461,462. *Modeling V*. Continues from IV. Prerequisite, nine term hours completed in *Modeling IV*. *Three to six hours, each term.*

369a,b,c. *Sculpture Composition III*. Continuation of *Composition II*. Prerequisite, *Composition II*. *Two hours, each term.*

370a,b,c. *Sculpture Composition IV*. Continuation of *Composition III*. Prerequisite, *Composition III*. *Two hours, each term.*

469,470,471. *Sculpture Composition V*. Continuation of *Composition IV*. Prerequisite, *Composition IV*. *Three hours, each term.*

PRIMARILY FOR GRADUATES

565,566,567. *Thesis*. Sculpture problem. *Hours to be arranged*

571,572,573. *Assigned Reading*. *Hours to be arranged.*

577,578,579. *Seminar*. *Hours to be arranged.*

NORMAL ART

The aim of the normal art courses is to develop an appreciation for the beautiful, to give freedom, spontaneity, and power of original self-expression in design, with some understanding of the design and processes employed in the industrial arts and crafts, together with preparation for the work of supervising and teaching art in the schools.

SUGGESTED COURSE OF STUDY

(Four-year course leading to the degree of bachelor of arts or science)

Miss KERNS, Adviser

	FRESHMAN	Fall	Winter	Spring
Major Subject—				
Design I		2	2	2
Representation I		2	2	2
Applied Design I		2	2	2
Color Theory		1	1	1
Minor for B.A.—				
*Foreign Language (see note below)		3-4	3-4	3-4
Background of Social Science (Group II)		3	3	3
or				
Literature Survey (Group I)		4	4	4
Minor for B.S.—				
Survey of Physical Science (Group III)		3	3	3
or				
Elementary Biology (Group IV)		3	3	3
Personal Hygiene		1	1	1
Physical Education		1	1	1
		16-18	16-18	16-18
	SOPHOMORE			
Major Subject—				
Representation II		2	2	2
Design II		2	2	2
Life and Costume		1	1	1
Drawing I		2	2	2
Instrumental Drawing		1	1	1
Minor for B.A.—				
*Foreign Language (see note below)		3-4	3-4	3-4
Geography (Group III)		3	3	3
or				
Beginners' Psychology (Group IV)		3	3	3
Minor for B.S.—				
Modern Europe (Group II)		4	4	4
Applied Design V		2	2	2
Written English		2	2	2
Physical Education		1	1	1
		15-17	15-17	15-17

*French preferred. To qualify under Group I, third year courses must be taken; but first and second year courses may be used to satisfy the language requirement for the B.A. degree.

JUNIOR			
Pedagogy of Art	3	3	3
Dress Design I	2	2	2
Educational Courses	4	4	4
Home Decoration I	2	2	2
Two Norm Courses	6-8	6-8	6-8
	17-19	17-19	17-19
SENIOR			
Home Decoration II	2	2	2
Practice Teaching	3	2	2
Modeling	3	3	3
Civilization and Art Epochs	2	2	2
Drawing Class	1	1	1
Norms	6-7	6-7	6-7
Theory and Observation		3	
	17-18	19-20	16-17

DESCRIPTION OF COURSES

LOWER DIVISION

160a,b,c. *Color Theory*. A study of color with reference to its scientific background and artistic use. Practical applications to every day life in dress, the home, the commercial world, and the theatre.

One hour, each term.

161a,b,c. *Design I*. Study of basic art structure as to its elements, line, dark and light, and color. Structural organization of designs for textiles, advertising, posters, etc., with application to crafts and industrial arts.

Two hours, each term.

279,280,281. *Design II*. Continuation of course 161a,b,c in design principles. A study of nature forms in landscape, human figure, and abstract composition. Study of historical crafts in relation to modern technique and the teaching problem. Wood block, fall term; batik, winter and spring terms.

Two hours, each term.

162a,b,c. *Representation I*. Rendering of positive and negative space by use of naturalistic and abstract forms. Creating 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, etc. Problems of form and color rendered in pencil, charcoal, water color or oil.

Two hours, each term.

282a,b,c. *Representation II*. A continuation of course 162 with more advanced problems along the same lines. Prerequisites, 162.

Two hours, each term.

163. *Applied Design I*. Construction and decoration of boxes, portfolios, writing cases. Study of design as related to function and structure. Selection and combination of appropriate materials and decoration of same. No prerequisites.

Two hours, fall term.

164. *Applied Design I*. Elementary book binding. Construction of laced and sewed books together with their decoration. Designing and making of cover and end papers through the use of batik and print processes. Outlines of the development of book binding as an art. Study of illustrations of fine examples leading toward a keener appreciation of good design and sound workmanship as applied to the crafts. No prerequisite.

Two hours, winter term.

251a,b,c. *Instrumental Drawing*. Practice in the use of drawing instruments, making simple plans and elevations. Geometric drawing, projections and perspectives are made the basis of the problems. Prerequisite for Home Decoration I and II.

One hour, each term.

UPPER DIVISION

371a,b,c. *Practice Teaching*. One year of supervised teaching in Eugene public schools and the University high school, for Normal Art majors. *Two to five hours, each term, with a total of seven hours for the year.*

372a,b,c. *Pedagogy of Art*. Comparison of the leaders of art movements and methods of art teaching of the past and present. Subject matter, material and method of presentation; observation of art classes in the city schools and University high school; lesson plans and courses of study for grade and high schools; assigned readings. Illustrative material for teaching carried out in craft and industrial art processes. Two lectures, one hour laboratory. *Three hours, each term.*

376-377-378. *Applied Design III*. Pottery, including the building by hand and casting from molds of tiles, bowl and vase forms, candle sticks and lamp bases; glazing and firing and the use of the potter's wheel; special attention to beauty of form. Historical resume of the potters' craft. *Two hours, each term.*

496-497-498. *Applied Design V*. Jewelry. Study of design as applied to metal through the processes of etching, piercing, repoussé and enameling. The mounting of stones with reference to their nature and suitability of setting. Prerequisite, Decorative Design I. *Two hours, each term.*

379-380-381. *Dress Design I*. Line, tone and color as applied to dress design. Planning of modern costumes based on principles of design and color harmony adapted to individual requirements; historic dress and ornament with possibilities for modern adaptations; special problems in period, stage and commercial design. Open only to upper division students. *Two hours, each term.*

385,386,387. *Home Decoration I*. Great periods of interior architecture, of decorative furnishings, and the evolution of the social groups and environments in which they developed. The house plan, walls, windows and their treatment, ceilings and floors, decorative textiles and hangings. Lectures and reports. Required of normal art majors, open to upper division students of other departments. *Two hours, each term.*

487,488,489. *Home Decoration II*. Problems of side wall elevations in neutral wash and color. Quick rendering in pencil and water color of elevations and drapery arrangements. Furniture design, sketches and measured drawings. Painted furniture. Choosing, framing and hanging of pictures. Color and color schemes. Laboratory and museum research. *One hour, each term.*

PRIMARILY FOR GRADUATES

583,584,585. *Thesis*. Normal arts problem. *Hours to be arranged.*

589,590,591. *Assigned Reading*. *Hours to be arranged.*

595,596,597. *Seminar*. *Hours to be arranged.*

GENERAL ART SUBJECTS

This division has been arranged for students not interested in becoming professional architects, interior decorators, painters, sculptors, or art teachers, but who may be interested later in the fields of costume design, the art of stage design or as teachers of art appreciation. The suggested

courses of study given below makes possible a wide variety of choice in conformity with the students' special interest.

SUGGESTED COURSE OF STUDY

Miss AVAKIAN, Adviser (Women) ; Mr. HARRIS, Adviser (Men)

FIRST YEAR

Decorative Design I	2-3
Survey of Creative Arts	3-4
(Choose 3-5 hours from the following subjects)	3-5
Applied Design I	
Drawing I	
Modeling I	
Composition I	
Life and Costume	
Physical Education	1
Personal Hygiene (women) or Military Science (men)	1
Electives, including group requirements	6-8
	16-18

SECOND YEAR

(Choose 7-8 hours from the following subjects)	7-8
Decorative Design II	
Applied Design II	
Applied Design III	
Drawing	
Painting I	
Modeling	
Composition II	
Physical Education	1
Written English	2
Electives, including group requirements	6-8
	16-17

THIRD YEAR

Civilization and Art Epochs	2
(Choose 10-11 hours from the following subjects)	10-11
Decorative Design III	
Drawing	
Painting	
Modeling	
Composition III	
Dress Design	
Electives	3
	15-16

FOURTH YEAR

(Choose 12-13 hours from the following subjects)	12-13
Decorative Design IV	
Applied Design V	
Drawing	
Painting	
Modeling	
Composition IV	
Home Decoration	
Electives	3
	15-17

DESCRIPTION OF COURSES

100a,b,c. *Survey of Creative Arts.* This course includes such a study of human nature as reveals the reasons why man has created the various arts. It covers as large a part of the whole field of the arts as is possible by lectures and illustration material. It accounts for the similarities between the arts and also the differences between the arts both in causes and results. It begins with easily understood examples of the minor arts, and progresses through carefully graded steps to the more complicated and exalted forms, together with meanings that they carry.

Three to four hours, each term.

171,172,173. *Decorative Design I.* The principles underlying plastic expression, rhythm, balance, variety emphasis, units. The relations of mediums to structure, style and expression in design. The relation of function to form.

One to three hours, each term.

285,286,287. *Decorative Design II.* Color as an element of design structure. The natural sources of design forms. Symbolism in design.

One to three hours, each term.

163. *Applied Design I.* The construction and decoration of boxes, portfolios, writing cases. The study of design as related to function and structure. The selection and combination of appropriate materials. No prerequisites.

Two or three hours, fall term.

164. *Applied Design I.* Elementary Bookbinding. The construction of laced and sewed books and their decoration. The designing and making of cover and end papers through the use of batik and print processes. Outlines of the development of bookbinding as an art. Study of illustrations of fine examples leading toward a keener appreciation of good design and sound workmanship as applied to the crafts. No prerequisites.

Two to three hours, winter term.

165. *Applied Design.* Lampshades. The construction and decoration of shades with and without frames, designed with reference to particular types of bases. The study of lamps in relation to their interior backgrounds. No prerequisites.

Two to three hours, spring term.

UPPER DIVISION

397,398,399. *Civilization and Art Epochs.* Lectures covering history, archaeology and evolution of art. The influence of political, ecclesiastical, aesthetic and ethnological evolution upon art; the influence of art upon humanity. Illustrated by means of photographs, lantern slides, colored plates, etc. Prerequisite, upper division standing.

Two hours, each term.

385,386,387. *Home Decoration I.* Great periods of interior architecture, or decorative furnishings, and the evolution of the social groups and environments in which they developed. The house plan, walls, windows, and their treatment, ceilings and floors, decorative textiles and hangings. Lectures and reports. Required of normal art majors, open to upper division students of other departments.

Two hours, each term.

487,488,489. *Home Decoration II.* Problems of side wall elevations in neutral wash and color. Quick rendering in pencil and water color of elevations and drapery arrangements. Furniture design, sketches and measured drawings. Painted furniture. Choosing, framing and hanging of pictures. Color and color schemes. Laboratory and museum research.

Two hours, each term.

391,392,393. *Decorative Design III.* The non-utilitarian aspects of design. Typical design forms. Surface designs as related to architecture.

Two to three hours, each term.

490,491,492. *Decorative Design IV.* The human figure as a design source. Contemporary theories of design.

Two to three hours, each term.

373-374-375. *Applied Design II.* Weaving; construction of simple hand-loom for use in the grades; articles adapted to the needs and ability of the students; warping and setting up a four harness footpower loom for more advanced weaving. Patterns employed in the decoration of articles made which include bags, pillow tops, table runners, scarves, portieres and rag rugs. History of textile manufacture; modern industrial loom.

Two to three hours, each term.

376-377-378. *Applied Design III*. Pottery; including the building by hand and casting from moulds of tiles, bowl and vase forms, candle sticks and lamp bases; glazing and firing and the use of the potter's wheel; special attention to beauty of form. Historical resume of the potter's craft.

Two to three hours, each term.

493-494-495. *Applied Design IV*. Advanced pottery. Continuation of Applied Design III, with special studies in ceramic design and decoration. Student participation in packing, firing and drawing the kiln. Prerequisite, Applied Design III.

Two to three hours, each term.

496-497-498. *Applied Design V*. Jewelry. Study of design as applied to metal through the processes of etching, piercing, repousse and enameling. The mounting of stones with reference to their nature and suitability of setting. Prerequisite, Decorative Design I.

Two hours, each term.

379-380-381. *Dress Design I*. Line, tone and color as applied to dress design. Planning of modern costumes based on principles of design and color harmony adapted to individual requirements; historic dress and ornament with possibilities for modern adaptations; special problems in period, stage and commercial design. Open only to upper division students.

Two to three hours, each term.

382a,b,c. *Stage Design*. The physical theatre in its social and historical background; forms of theatre auditoriums and types of stage settings; costume and lighting as elements of drama; types of theatre production; trend of contemporary decoration. Lectures and assigned readings, with drawings and model sets of historical and contemporary stage settings.

Two hours, each term.

SCHOOL OF BUSINESS ADMINISTRATION

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D.	President of the University
DAVID E. FAVILLE, M.B.A.	Dean of the School of Business Administration
EARL M. PALLETT, Ph.D.	Executive Secretary and Registrar of the University
KATHRYN A. BAILEY, B.A.	Instructor and Secretary of the School of Business Administration
JESSE H. BOND, Ph.D.	Professor of Business Administration
RAYMOND W. BRESHEARS	Instructor of Business Administration
O. K. BURRELL, M.A., C.P.A.	Associate Professor of Business Administration
DANIEL D. GAGE, M.B.A.	Associate Professor of Business Administration
CLAUSIN D. HADLEY, M.B.A.	Assistant Professor of Business Administration
HARRY C. HAWKINS, M.B.A.	Professor of Business Administration
CHARLES G. HOWARD, J.D.	Professor of Law
C. LYLE KELLY, M.A., C.P.A.	Professor of Business Administration
ALFRED L. LOMAX, M.A.	Professor of Business Administration
VERNON X. MILLER, J.S.D.	Associate Professor of Law
JOHN M. RAE, M.B.A.	Associate Professor of Business Administration
GEORGE W. ROBBINS, M.B.A.	Associate Professor of Business Administration
CARLTON E. SPENCER, J.D.	Associate Professor of Law
ARTHUR B. STILLMAN, B.A.	Assistant Professor of Business Administration
W. F. G. THACHER, M.A.	Professor of Advertising
LOWELL E. ANGELL	Research Fellow
LAURENCE J. DERYCKE	Graduate Assistant
DOROTHY FOX	Research Assistant
CHESTER ARTHUR JONES	Research Fellow
LESLIE B. NEWHOUSE	Graduate Assistant
A. TRUMAN SETHER	Graduate Assistant

ORGANIZATION AND PURPOSE

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

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

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

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

ADMISSION

The school of business administration admits students upon fulfillment of the regular entrance requirements of the University.

FIELDS OF TRAINING

Following is a brief summary of the fields available for specialization in the school of business administration. It will be seen that these fields include the vast majority of managerial positions in the business world. For instance, in the field of finance there are a variety of individual positions such as bond department manager, financial manager, bank manager, broker, bond buyer, bond and stock trader, financial sales manager, credit manager, etc. As stated above, the work of the school is so arranged as to give individual attention to the problems of each major.

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

SUGGESTED COURSE IN FINANCE

FRESHMAN	Fall	Winter	Spring
Constructive Accounting	4	4	4
Personal Efficiency Management	1		
Unified Mathematics	4	4	4
Elective (Literature Survey; Survey of Physical Science; Elementary Biology; Background of Social Science; Survey of the Creative Arts; Foreign Language; Introductory Course in Speech; History and Appreciation of Music; or Elementary Newswriting)	6	6	6
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	17	16	16
SOPHOMORE			
Elements of Organization & Production; Finance; Marketing Report Writing	3	3	3
Principles of Economics	2	2	2
Elective (Beginner's Psychology; Geography; Introduction to Reflective Thinking; Extempore Speaking; Shakespeare; Foreign Language; Modern Governments; Sociology)	3	3	3
	6	6	6
Military Science (men)	1	1	1
Physical Education	1	1	1
	16	16	16
JUNIOR			
Production Management		4	
Finance Management	5		
Sales Management			4
Business English	3		
Statistics	3		
Public Finance		4	4
Money, Banking and Crises	5		
Elective (Insurance; Advanced Statistics; Real Estate; Office Organization and Management; Economic History; Railway Economics; Economics of Public Utilities; Advanced Foreign Language		9	8
	16	17	16
SENIOR			
Advanced Accounting Theory and Auditing	3	3	3
Accounting Seminar	1	1	1
Money, Banking and Crises	5		
Income Tax Procedure	3		
Cost Accounting for Industrials			5
Business Policies		3	
Electives (International Finance; Economic History; Public Finance; Insurance; Credit Management; English Literature)	4	9	7
	16	16	16
GRADUATE			
C. P. A. Problems	3	3	3
Systems	5	5	5
Seminar	2	2	2
Minor Field	5	5	5
	15	15	15

SUGGESTED COURSE IN FOREIGN TRADE

The courses in foreign trade and related subjects offered by the school of business administration are designed to enable the student to take an active and intelligent part in building up the trade of the Pacific states, particularly the Northwest, with countries of the Pacific basin and other trade territories of the world. The fields of preparation include training for work in exporting and importing houses, marine insurance firms, and banks, ocean transportation companies, and governmental services as worked out in consultation with the Foreign Trade Advisory Board.

FRESHMAN	Fall	Winter	Spring
Constructive Accounting	4	4	4
Personal Efficiency Management	1		
Elective (Survey of Physical Science; Background of Social Science; Literature Survey; Survey of the Creative Arts; Introductory Course in Speech; History and Appreciation of Music; Unified Mathematics)	6	6	6
Foreign Language	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	<u>17</u>	<u>18</u>	<u>16</u>

SOPHOMORE			
Elements of Organization & Production; Finance; Marketing	8	3	3
Report Writing	2	2	2
Principles of Economics	3	3	3
Foreign Language (continuation)	4	4	4
Elective (Geography; Modern Governments; World History; Beginner's Psychology)	3-4	3-4	3-4
Military Science (men)	1	1	1
Physical Education	1	1	1
	<u>17-18</u>	<u>17-18</u>	<u>17-18</u>

JUNIOR			
Personnel Management	4		
Finance Management		5	
Sales Management			4
Business English	3		
Foreign Trade Technique	3	3	3
United States Foreign Relations	3	3	
Elective (History of China and Japan; Railway Economics; Water Transportation; Geography of South America)	3	6	9
	<u>16</u>	<u>17</u>	<u>16</u>

SENIOR			
Business Law	4	4	4
Foreign Trade Marketing	3	3	3
International Trade	4		
International Economic Policies		4	
Elective (International Trade Policies of the Pacific Area; International Organization and World Politics; International Law; History of South America)	6	6	6
	<u>17</u>	<u>17</u>	<u>17</u>

SUGGESTED COURSE IN ADVERTISING

The courses in advertising and selling offered by the school of business administration are designed to give the student a complete knowledge of the whole field of selling operations, so that he may choose that phase of the work which seems to offer the greatest adaptability to his individual needs. Students interested in advertising should consult with Professor Thatcher early in the freshman year.

FRESHMAN	Fall	Winter	Spring
Constructive Accounting	4	4	4
Elementary Newswriting	2	2	2
*Physical Science Survey or Unified Mathematics	4	4	4
Elective (Recommended: English, Language, or Philosophy)	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	<u>16</u>	<u>16</u>	<u>16</u>

* If student plans to take Psychology with laboratory in the sophomore year, he may choose an elective instead of Physical Science Survey or Unified Mathematics in the freshman year.

** SOPHOMORE

Elements of Production; Finance; Marketing	3	3	3
Publishing and Printing	3	3	3
Principles of Economics	3	3	3
Report Writing	2	2	2
Beginners' Psychology	3	3	3
Military Science (men)	1	1	1
Physical Education	1	1	1
	<u>16</u>	<u>16</u>	<u>16</u>

** Statistics, 3 hours, one term, a desirable sophomore elective.

*** JUNIOR

General Advertising	3	3	
Business English	3		
Space Selling			3
Publicity	2	2	2
Merchandising	4		
Sales Management		4	
Electives (Reporting; Statistics; Decorative Design; Economic Geography; History)	7	7	8
	<u>16</u>	<u>16</u>	<u>16</u>

*** Finance Management, 5 hours in fall or winter; Production Management, 4 hours in winter or spring, desirable business administration electives and required of those working for the B.B.A. degree.

SENIOR

Business Law	4	4	4
Investments	3	3	
Investment Analysis			3
Bank Management	3		
Elective (Accounting Theory and Practice; Credit Management; Personnel Management; International Finance; Business Policies; Income Tax Procedure; Introduction to Philosophy; History of Economic Thought; English Literature)	6	9	9
	<u>16</u>	<u>16</u>	<u>16</u>

SUGGESTED COURSE IN ACCOUNTING

The school of business administration offers two thorough courses in accounting: 1.—For those who are interested in securing positions in accounting departments of business firms, banks or manufacturing establishments, a four-year managerial course is open. 2.—For those who wish to prepare for public accountancy, a five-year course is available. The latter work in addition to covering all the ground found in the four-year course, particularly stresses problems which confront the certified public accountant.

FRESHMAN

	Fall	Winter	Spring
Constructive Accounting	4	4	4
Personal Efficiency Management	1		
Unified Mathematics	4	4	4
Electives (Literature Survey; Survey of Physical Science; Elementary Biology; Background of Social Science; Survey of the Creative Arts; Foreign Language; Introductory Course in Speech; History and Appreciation of Music; or Elementary Newswriting)	6	6	6
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	<u>17</u>	<u>16</u>	<u>16</u>

SOPHOMORE

Elements of Organization & Production; Finance; Marketing	3	3	3
Report Writing	2	2	2
Principles of Economics	3	3	3
Electives (Elements of Statistics; Mathematics of Finance; Literature Survey; Geography; Philosophy; Modern Governments)	6	6	6
Military Science (men)	1	1	1
Physical Education	1	1	1
	<u>16</u>	<u>16</u>	<u>16</u>

JUNIOR

Production Management	4		
Finance Management		5	
Sales Management			4
Business English	3		
Business Law	4	4	4
Accounting Theory and Practice	3	3	3
Electives (International Trade; Labor Problems; Personnel Management; Advanced Statistics)	3	3	5
	17	15	16

SENIOR

Advertising Problems	2	2	2
Business Law	4	4	4
Electives (Editing; Business Policies; Selected Courses in English or American Literature, Sociology or Advanced Economics)	10	10	10
	16	16	16

The foregoing outlines are indicative of courses that may be arranged in other fields, such as the following:

Marketing. In addition to the outlined course of study for advertising, there are other branches of work in the marketing field for which the school of business administration offers preparation such as: retail store management, training toward the positions of buyer and merchandise manager in a department store; and sales management, which includes not only the successful handling of a sales force, but training in salesmanship as well.

Transportation. The rapid development of transportation as a part of modern business has created a demand for traffic managers. Such persons are needed not alone by (a) the railroads, ocean, highway and air transportation companies; but (b) by chambers of commerce and other civic bodies which have found it advisable to create traffic departments for the sound development of community enterprise; and (c) by manufacturing concerns and business houses of size that have found it highly desirable to establish their own traffic departments to facilitate the easy movement of their products.

Labor Management. Personnel or labor management is one of the new fields open in modern business. For many years the employers were content to place emphasis upon the development of machinery alone. That great economies could be realized through the proper conservation of the labor force did not occur to the employer until recently. Today, however, no successful manager can ignore this phase of business. This means that companies must employ experts in this line, and hence, there is an ever growing demand for both men and women who are qualified to act as personnel managers. The school offers a four-year course covering this field.

Commercial Aviation. The Committee for the Investigation of Aeronautics Courses has set up the following prospectus which it recommends for students interested in the aviation field:

FRESHMAN	Fall	Winter	Spring
Constructive Accounting	4	4	4
Survey of Physical Science	4	4	4
Unified Mathematics	4	4	4
Spanish	4	4	4
Physical Education	1	1	1
Military Science (men)	1	1	1
	18	18	18
SOPHOMORE			
Elements of Business Administration	3	3	3
General Physics	4	4	4
Geography	4	4	4
Principles of Economics	3	3	3
Physical Education	1	1	1
Military Science (men)	1	1	1
	16	16	16

JUNIOR AND SENIOR

Electives from the following courses:

Production Management			4
Manufacturing		4	
Personnel Management	4		
Traffic Management		3	
Advanced General Physics	4	4	4
Commercial Aviation			2
Practical Astronomy		3	
Meteorology	3		
Electrical Measurements	3	3	3
Photography	3		
Thermodynamics	3	3	3
Analytical Mechanics	3	3	3
Strength of Materials		3	3
Hydraulics			3
Hydrodynamics		4	4
Advanced Analytical Mechanics	3	3	3
Differential and Integral Calculus	4	4	4
Differential Equations		3	3
Higher Algebra		3	
Advanced Calculus			3
Applied Mathematics	3		
Differential Equations		3	3
International Law		4	

COMBINATION COURSES

An intimate relation exists between business and certain of the other professions. In increasing numbers students are desiring courses which consist of combinations of business with some other field of endeavor such as law, the physical sciences, etc. The following combinations are indicative of the opportunities now available:

SUGGESTED SIX-YEAR BUSINESS ADMINISTRATION-LAW COURSE

Business Administration and Law. Many students enter the University hesitating whether to enroll in business administration or in law. At many points the training in these two fields cross and the student properly trained in both business and law is doubly fortified. To meet an increasing demand for training of this kind, the school of business administration and the school of law offer a combined six-year course leading to the degree of bachelor of business administration on the one hand and bachelor of laws on the other. A student taking the business administration-law combination will register in the law school in his senior year. He will take the regular first year of law school work and will receive credit for forty-six hours toward his bachelor degree. Eighteen hours of the law work may be used to satisfy the thirty-six hour social science requirement for the bachelor of science degree.

FRESHMAN

	Fall	Winter	Spring
Constructive Accounting	4	4	4
Personal Efficiency Management	1		
Background of Social Science	3	3	3
Introduction to Reflective Thinking	3	3	3
Electives (Foreign Language; Literature Survey; Introductory Course in Speech; Unified Mathematics; Survey of Physical Science; or Elementary Biology)	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	17	16	16

SOPHOMORE

Elements of Organization & Production; Finance; Marketing	3	3	3
Principles of Economics	3	3	3
Report Writing	2	2	2
Beginner's Psychology (with laboratory)	4	4	4
Electives (Foreign Language; Modern Governments; English History, Elements of Sociology; any sophomore English course)	4	4	4
Military Science (men)	1	1	1
Physical Education	1	1	1
	18	18	18

JUNIOR

Personnel Management or Production Management	4		
Finance Management		5	
Sales Management			4
Business English			3
Money, Banking and Crises	5		
Elective courses in History, Economics, and Philosophy	7	11	9
	<u>16</u>	<u>16</u>	<u>16</u>

Advanced Work. The law school part of this combined course will consist of the regular law course of three years. The first year of work in the law school is fully prescribed, and consists of the following courses: Agency, Contracts, Criminal Law, Personal Property, Common Law Reading, Real Property, and Torts. In the second and third year some election is provided for, and selection may be made from the following courses: Bankruptcy, Bills and Notes, Corporations (private), Corporations (municipal), Constitutional Law, Equity, Evidence, Insurance, Mortgages, Code Pleading, Oregon Practice, Office Practice, Trial Practice, Public Utilities, Real Property, Sales, Trusts, and Wills.

COMBINATION COURSE FOR WOMEN

Business Administration and Household Arts. In order to give sound training for business and at the same time permit the student to qualify as manager of a household, the school of business administration, in conjunction with the department of household arts, offers a four-year combined course in business administration and household arts. This combined course assures the student of sound training in homekeeping and at the same time prepares her to assume positions in the business world. Some business opportunities depend upon the specific training offered in this group. For example, wholesale and retail organizations dealing with foods and food products are particularly desirous to obtain employees who have the combined knowledge of the elements of business and household management.

DEGREES

Four degrees are open to students majoring in business administration.

UNDERGRADUATE

Bachelor of Business Administration. Students must meet all general University requirements and in addition complete at least 45 hours in business administration. Their schedules must include the following courses: Constructive Accounting, 111a,b,c, Elements of Organization and Production 221, Elements of Finance 222, Elements of Marketing 223, one year of Principles of Economics, Business English, one year of Business Law, and the professional management series including Finance Management, Production Management or Personnel Management, and Sales Management.

Bachelor of Arts. Students must meet all general University requirements plus 45 hours in business administration which must include Constructive Accounting 111a,b,c, Elements of Organization and Production 221, Elements of Finance 222, Elements of Marketing 223 and 24 hours of any upper division work in business administration. In addition to the above, one year of Principles of Economics, one term of Business English, and two years of one foreign language are required.

Bachelor of Science. Students must meet all general University requirements plus 45 hours in business administration which must include Constructive Accounting 111a,b,c, Elements of organization and Production 221, Elements of Finance 222, Elements of Marketing 223 and 24 hours of any upper division work in business administration plus one year of Principles of Economics, and one term of Business English. Thirty-six hours of social science or science and mathematics are required for the bachelor of science degree.

GRADUATE DIVISION

Master of Business Administration. Holders of a bachelor's degree

from a standard college or university are admitted to the graduate division of the school of business administration.

Members of the graduate division who have previously completed at least forty-five term-hours of undergraduate work in business administration and economics are normally able to earn the forty-five hours necessary for the master's degree in one year.

Members who have not completed the equivalent of forty-five term-hours of undergraduate work in business administration and economics will have to complete that amount of undergraduate work before proceeding upon the forty-five hours required for the master's degree. Of the forty-five required hours, fifteen may be selected in a minor from some approved allied field.

Candidates for the M.B.A. degree must present a satisfactory thesis in the field of business administration and must complete all of the requirements for the degree within five years. Not all graduate students wish to proceed to the degree. Frequently students whose undergraduate training has not included work in commerce wish to spend a fifth year largely devoted to business training. Such students will elect courses which best fit their individual needs without regard for degree requirements, unless wishing to secure a second bachelor's degree.

Occasionally graduate students are interested only in carrying on some specialized type of work such as training for the C. P. A. examination and do not care to become candidates for a degree. When students can demonstrate their earnestness and ability to do this, every effort is made to provide the type of training desired.

SCHOLARSHIPS AND PRIZES

Phi Chi Theta Scholarship. Phi Chi Theta, national honorary commerce fraternity for women students, awards the Phi Chi Theta key to the most outstanding girl in the department each year.

Beta Gamma Sigma Scholarship Record. Beta Gamma Sigma, national honorary commerce fraternity, has placed in the corridor of the Commerce building a permanent record plate on which appears the following inscription: "To honor outstanding scholastic attainment, Beta Gamma Sigma inscribes hereon annually the name of a freshman major in the school of business administration." The name of the freshman receiving the highest scholastic average for a year is inscribed on this record.

Life Insurance Prizes. The Life Manager's Association of Oregon offers annually cash prizes of varying amounts to the three students presenting the best sales interview of a particular contract for a particular company.

The Oregon Life Insurance Company has presented the school of business administration with a silver loving cup upon which the name of the winner of the contest each year is inscribed. In addition to the cup, the winner is presented with a personal memento from the company.

Accounting Scholarships:

1. *Oregon State Society of Certified Public Accountants Scholarship.* This scholarship is awarded annually to the most outstanding student in accounting.

2. *Senior Scholarships.* Outstanding senior students are each year awarded scholarships with Portland public accounting firms for the winter term. Such students are given an opportunity to receive actual ac-

counting practice and at the same time to continue their senior accounting courses in the Portland Extension Center.

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

The Advertising Club of Portland Scholarship of \$150.00 is given annually to the student of advertising (male) who is considered best qualified to profit by the training offered for entrance into the field of advertising.

The Botsford-Constantine Prizes of \$25, \$15, and \$10 are offered each year by the Botsford-Constantine Advertising Agency of Portland, for the best solutions of an advertising problem by students in the class in general advertising.

The Ham-Jackson Prizes, aggregating \$50, are given annually by the Ham-Jackson Co., Inc., of Portland, to students of advertising, for the best solution of advertising problems involving the use of direct mail literature.

The Emporium (San Francisco) Opportunity Award consists of an appointment to a position in the advertising department of The Emporium for one year, given to the student of advertising who has shown himself best qualified for the opportunity.

The Henry Hayek Prizes, with a total of \$50, for the best solutions of an advertising problem in which lay-out and typography are emphasized.

The McMorran and Washburne Prizes of \$15 and \$10, for the best advertisements for a department store.

Summer Scholarships. For the purpose of furnishing actual experience in various fields of advertising and related activities, there are offered a number of "summer scholarships" for qualified students of advertising. These scholarships provide that the student is engaged, during the summer, as a regular employee of the firm giving the scholarship, at a beginner's salary. The firms offering these scholarships are: Meier and Frank Co.; Old, Wortman and King; Lipman and Wolfe; The Bedell Co.; Botsford-Constantine Co.; Crossley and Failing, Inc.; The Portland Oregonian; The Oregon Journal; The Portland Telegram; Trade and Class Press Associations; Earl Bunting and Associates; Edmund C. Bechtold and Associates; and Foster and Kleiser Co.

GRADUATE SCHOLARSHIPS

Certain scholarships and research fellowships are available to students in the graduate division of the school. These awards carry stipends varying from \$250 to \$1800 per year. They are granted to students in recognition of exceptional ability and scholastic achievement.

LABORATORIES AND LIBRARY

The school of business administration maintains a complete reference library in the Commerce building. Except in the field of accounting, students are not required to purchase text books. All text and reference materials are supplied to students by the school through the reference library. Adjacent to the library are well equipped study rooms. The laboratories of the school are well furnished with various types of calculating machines. This equipment is of material aid to the student as

it effects a great saving of student time. A careful study shows that the student benefits through this economy in text book purchases to the extent of approximately thirty dollars per year. The library and laboratories are available to non-majors registering in business courses upon the payment of course fees. Course fees are not required of majors in business administration.

BUREAU OF BUSINESS RESEARCH

In the carrying out of its functions of training for business management the school of business administration maintains a bureau of business research. Its purpose is to study the problems of business enterprise peculiar to the state and to the northwest. The work of the bureau is carried on by the entire teaching staff of the school, augmented by research assistants. The studies made are undertaken either at the request of business men of the state or on the suggestion of some member of the teaching organization. Following is a list of recent studies:

- Overseas Markets for Oregon and Washington Dried Prunes.* (1929) (Out of print.)
- A Study of the Operating Costs of Master Plumbers in Oregon.* (1929)
- Oregon Butter and Cheese in Overseas Markets.* (1929)
- Municipal Borrowing Rates for Oregon and Other States.* (1929)
- Financial and Operating Standards for Oregon Retail Concerns.* (1929).
- Oregon Hardwood Industries.* (1929)
- Oregon's Exportable Surplus.* (1930)
- The Operating Costs of Oregon Master Plumbers in 1929.* (1930)
- An Analysis of Retail Furniture Buying in Portland, Oregon.* (1930)
- An Industrial Audit of Oregon.* (1930)
- Portland's Share in Export Traffic From North Central United States to Trans-Pacific Markets.* (1930)
- Marketing and Manufacturing Factors in Oregon's Flax Industry.* (1930).
- Forecasting Fluctuations in Demand for Douglas Fir Lumber.* (1931)
- Columbia River Valley Traffic Survey.* (1931)
- Oregon's Industrial Development.*

Such investigations render definite and valuable assistance to the business men of the state. Junior and senior students maintain a close contact with the work of the bureau and through it are constantly informed of current business problems and their solutions. All graduate students and many seniors assist in the study and solution of these problems. It is an invaluable experience.

FOREIGN TRADE ADVISORY BOARD

- L. W. Hartman, Vice-president, J. T. Steeb & Co., Portland.
- W. W. Clark, President, The Clark and Wilson Lumber Co., Portland.
- E. A. Valentine, Resident Agent, Fireman's Fund Insurance Co., Portland.
- H. E. Sanford, Assistant Manager, Wood-Baxter & Co., Portland.
- George Powell, President, Oregon-Pacific Co., Portland.

The functions of the Foreign Trade Advisory Board are to counsel with the University in working out matters of curriculum and the subject matter of particular foreign trade courses; to advise in formulating and carrying out the University's research program; to consult on such questions touching the University's foreign trade work as the School of Business Administration may from time to time have occasion to lay before it; and to act on its own volition in making suggestions.

Description of Courses

Service Courses

The school of business administration offers to the campus at large certain courses of a service nature. These courses are open to non-major students without prerequisites.

224. *Elements of Statistics*. A course in the fundamentals of statistics covering methods of collection, sampling, tabulation and presentation of data, frequency distributions, averages, and index numbers, time series analysis, elementary curve fitting; and correlation with special emphasis on graphics. Problems chosen largely from the field of business and other social sciences. Prerequisite for advanced statistics courses. Rae.

Three hours, any term.

301-302-303. *Seminar in House Administration*. Deals with the business problems continually arising in the management of a living organization. Problems of buying, financing, record keeping, etc., are fully discussed and typical solutions analyzed. It will be of interest to the house managers of living organizations and to prospective house managers. Open to upper classmen with the consent of the instructor. Rae.

One hour, each term.

304. *Personal Finance*. An elementary course in practical investments designed to be of service to students who are not business administration majors. A study is made of the principles governing the proper investment of savings in building and loan associations, savings banks, insurance, real estate mortgages, stocks and bonds. Business administration majors not admitted. Rae.

Three hours.

305. *Commercial Aviation*. A study of the history of aviation; types of aircraft; air ports; airways and safety devices; government and state regulation; mail, express and passenger service; rates and operating costs; training of personnel; investment and speculation. The course will deal with the commercial side of aviation from a service and investment standpoint. Open to upper division non-majors without prerequisite; and to sophomores by permission of instructor. Faville and Hawkins.

Two hours, spring term.

LOWER DIVISION

111a,b,c. *Constructive Accounting*. An introduction to the entire field of accounting and to business administration. A study of proprietorship from the standpoint of single ownership, partnership and corporation organization. Accounting systems from the simple to the complex are constructed from the basic accounting principles. Financial statements and the collection, interpretation, and comparison of their data. Required of all majors and fundamental to all advanced courses in business administration. Stillman and staff.

Four hours, each term.

112b,c. *Constructive Accounting*. At the beginning of the winter and spring terms, all Constructive Accounting students are re-sectioned on the basis of their accomplishments during the preceding term. Students who receive a grade of "I" in either the fall or winter terms are registered in Constructive Accounting 112b or 112c instead of 111b or 111c. This course is designed for students showing special ability in the field of accounting. The course includes more material than course 111b,c, and carries an extra hour of credit. Stillman and staff.

Five hours, winter and spring terms.

152. *Personal Efficiency Management.* Methods of finding personal interest and qualities necessary to successful management. Outline of individual characteristics needed for specific kinds of positions. Possible improvement of present or undeveloped personal traits. Designed to help students select a major field of interest. Faville and staff.

One hour, fall term.

SOPHOMORE SERIES

Constructive Accounting is prerequisite to the following sophomore courses except Elements of Statistics.

221. *Elements of Organization and Production.* Description and fundamental considerations in organizing and locating a business concern. A survey of modern methods of production. Required of all business administration majors. Bond, Breshears and Hadley.

Three hours, any term.

222. *Elements of Finance.* A brief survey of financial institutions with attention to the possible use of each by the business man. A further study of the financial problems involved in the launching of a business enterprise, expansion, budgetary control, credits and collections, borrowing and management of earnings. Required of all business administration majors. Burrell and Gage.

Three hours, any term.

223. *Elements of Marketing.* A study of the problems involved in the marketing of a product; dealing with marketing functions, agencies, policies and methods. A descriptive course designed to acquaint the student with problems of marketing raw materials; market analysis and distribution of commodities from the manufacturer to the consumer. Foundation course for later specialized study in advertising, sales management, retailing, wholesaling and foreign trade marketing. Required of all business administration majors. Hawkins and Rae.

Three hours, any term.

224. *Elements of Statistics.* A course in the fundamentals of statistics covering methods of collection, sampling, tabulation and presentation of data, frequency distributions, averages and index numbers, time series analysis, elementary curve fitting; and correlation with special emphasis on graphics. Problems chosen largely from the field of business and other social sciences. Prerequisite for advanced statistics courses. Rae.

Three hours, any term.

UPPER DIVISION

Constructive Accounting 111a,b,c, and Elementary Business Administration 221, 222, 223, are prerequisite to all upper division courses in business administration.

324. *Elements of Statistics.* (Same as 224, above.)

412. *Personnel Management.* The study of principles and policies which underlie the successful administration of personnel work. Bond.

413. *Finance Management.* A study from the manager's point of view of financial problems dealing with promotion, organization, obtaining permanent and working capital, bank loans, commercial paper borrowing, management of earnings, administration policies, valuation combination and reorganization. Actual business problems illustrating specific points are developed by analysis and discussion. Rae.

Five hours, fall term.

414. *Sales Management.* The field and functions of sales management, problems of sales organization, research and planning, sales policies, control of sales operations. Studied from the point of view of the sales manager. Robbins. *Four hours, winter term.*

415. *Production Management.* An analysis of the problems of production, factory organization and factory management. Studied from the point of view of the production manager. Bond. *Four hours, spring term.*

Courses 416-418 constitute a sequence known as the manager's use of law.

416. *Business Law.* A general course in business law correlating fundamental principles with selected cases illustrating their application to typical business situations. The law and its relation to business. Formation of contracts, offer, acceptance, consideration, performance, interpretation and discharge of contracts. Special types of contracts, insurance and suretyship. Howard. *Four hours, fall term.*

417. *Business Law.* The law of negotiable instruments. Types of negotiable instruments, creation of negotiable instruments, consideration, delivery, rights and liabilities of parties. The law of principal and agent, creation of the agency, etc. The law of personal property, sales, bailments and chattel mortgages. Miller. *Four hours, winter term.*

418. *Business Law.* The law of business organization, partnerships, corporations, unincorporated association, business trusts and joint stock companies. The law of real property, real property mortgages, landlord and tenant, and mechanics' lien law. Spencer. *Four hours, spring term.*

432. *Office Organization and Management.* The principles of organization and management as applied to the office. The elements of office organization, office management, office records and systems. A special study of the office manager as an executive and his qualifications. Bailey and Stillman. *Two to three hours, winter or spring terms.*

439-440. *General Advertising.* Theory and Practice. The economic and social implications of advertising. The advertising agency. "The Campaign," including methods of research and the coordination of advertising with marketing and merchandising processes. Selection of media. Retail and mail order advertising. The mechanics of advertising, including typography, printing, engraving, and book making. Practice in production of layouts and copywriting. Open to majors in Business Administration and Journalism; to others only by consent of instructor. Thacher. *Three hours, fall and winter terms.*

443. *Space Selling.* The salesmanship of advertising, including a description of the organization and methods of the advertising department of newspapers and other publications. Open to majors in business administration and journalism; to others only by consent of instructor. Prerequisite, 439-440. Thacher. *Three hours, spring term.*

444-445-446. *Advertising Problems.* The purpose of this course is to give the student an opportunity to cultivate his judgment through consideration of actual marketing and merchandising problems, in the solution of which advertising may be a factor. Open to majors in business administration and journalism; to others only by consent of instructor. Prerequisite 439-440. Thacher. *Two hours, each term.*

450-451. *Traffic Management.* A study of the transportation and traffic problems confronting industrial and commercial traffic managers with particular emphasis on rail rates and services. Hawkins.

Three hours, spring and winter terms.

453. *Business Policies.* The aim of this course is to coordinate the work given in the specialized courses in the school to show the interdependence between the different functional departments of a business; to suggest the solution of problems affecting the broad general policy of an operating company; and to correlate business problems with law and economics. Particular attention is given to the relation of business policies to the business cycle. Open to upper division business administration students who have had principles of economics and who have had or are taking business law. Rae.

Three hours, spring term.

454. *The Manager's Use of Accounting.* Primarily for students who have completed constructive accounting and want more training in managerial accounting, but do not wish to specialize in professional accounting. Analysis of budgetary control, profit and loss statements, distribution of costs, etc. Stillman.

Three hours, fall term.

455. *Manufacturing.* A brief study of about twenty of the principal manufacturing industries of the United States, including history, technical processes and vocabulary. An elementary knowledge of physics and chemistry is a desirable requisite of this course. Bond.

Four hours, winter term.

457,458,459. *Senior Thesis.* Subject for research in some field of special interest to be chosen upon consultation with major adviser. Faville and staff.

One to five hours, each term.

460. *Bank Management.* The administrative problems concerned with the organization and operation of the modern bank. Gage.

Three hours, spring term.

461. *Building and Loan Association Management.* The administrative problems concerned with the organization and operation of the building and loan association.

Three hours, spring term.

463-464. *Investments.* Investment avenues and methods of analyzing various classes of investment securities; the principles governing a sound investment policy; the relation of investment to general business movements. Gage.

Three hours, fall and winter terms.

465. *Foreign Investment.* Foreign investment avenues and classes of investment securities; the importance of foreign investments from the standpoint of developing foreign trade as well as from the international standpoint. Prerequisite, 463-464.

Three hours, spring term.

466. *Investment Analysis.* An advanced course in the application of investment principles to the analysis of specific securities in the industrial, public utility, and railroad fields. A study of individual corporation reports and their relation to security valuation. Prerequisite, Investments 463-464. Burrell.

Three hours, spring term.

467. *Public Utility Management.* A study of the production, distribution, and finance problems of public utilities. Includes consideration of rates, accounting methods, flotation of securities, public relations, and consolidations. Rae.

Three hours, spring term.

468. *Real Estate*. Business problems connected with the purchase, sale, and management of real estate; valuation, building operations, insurance and financing of real estate transactions; legal phases, contracts, liens, taxes and assessments, transfer of titles, deeds, bonds and mortgages. Selling real estate; office, field and staff organization. Gage.

Three hours, spring term.

469-470. *Business Statistics*. An advanced course in applied statistics. Problems in business forecasting, budgeting, analysis of production and labor statistics, construction of special index numbers, market analysis, financial analysis. Particular emphasis given to preparation of statistical reports on special problems. Prerequisite, Elements of Statistics or consent of instructor. Rae.

Three hours, winter and spring terms.

475. *Merchandising*. A study of retailing methods with particular attention to unit store, chain store and department store problems in buying, selling and stock control. Includes figuring mark-up, layout and merchandise classification, style, pricing, purchasing and planning stocks, inventory methods, stock records, selling organization and special sales events. Course conducted by the case method with practical problems taken from actual experience. Faville.

Four hours, fall term.

476. *Credit Management*. An applied study of the credit and collection problems of modern industrial and mercantile concerns from the standpoint of the credit manager. Emphasis on case method and correspondence. Designed primarily for those intending to enter the credit field. Gage.

Three hours, winter term.

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

Three hours, spring term.

478. *Life Insurance*. Types of life insurance, contracts, rate making, reserves, selection of risks, life insurance, and the state. Kelly.

Three hours, winter term.

479. *Property Insurance*. The economic and legal principles and leading practices upon which the various kinds of property insurance are based. Nature of the coverage, types of underwriters, types of contracts and their special application; analysis of the policy contract, special endorsements and the factors underlying the determination of rates, and adjustment of losses. Bond.

Three hours, spring term.

481a,b,c. *Foreign Trade Technique*. Comprehensive study of export and import procedure, ocean shipping, marine insurance, financing foreign shipments, commercial treaties, and customs tariffs and procedure, particular stress placed on the business practices involved. Open to students who have completed lower division requirements in business administration. Hawkins.

Three hours, each term.

482. *International Finance*. An analysis of foreign exchange principles and practices involved in the financing of export and import shipments. Hawkins.

Three hours, spring term.

483a,b,c. *Foreign Trade Marketing*. Careful study of channels of distribution in foreign trade, sales methods and problems, and a detailed market analysis of all the major trade territories of the world particu-

larly as outlets for products of Oregon and other Pacific states. Prerequisite, Foreign Trade Technique 481a,b,c. Hawkins.

Three hours, each term.

486-487-488. *Accounting Seminar*. Open to advanced students on the consent of the instructor. Burrell and Kelly.

One hour, each term.

489-490-491. *Accounting Theory and Practice*. 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 accounting majors. Burrell.

Three hours, each term.

492a,b,c. *Advanced Accounting Theory and Auditing*. Application of the technical phases of accountancy. Professional training in practical accounting theory and auditing in preparation for the position of auditor, comptroller or executive of large corporations. Prerequisite 491a,b,c, and prescribed work in business administration. Required of accounting majors. Kelly.

Three hours, each term.

494. *Income Tax Procedure*. Income tax laws of the United States. Problems involving personal, partnership and corporate returns. Forms, law, regulations, treasury decisions involving modern points of law; decisions and rulings which affect business. Prerequisite, senior standing and 492a,b,c, or equivalent. Kelly.

Three hours, fall term.

495. *Cost Accounting for Industrials*. The principles and methods of factory cost accounting, with application to practical problems. Phases of industrial management necessary to the installation and operation of a modern cost system. Prerequisite, senior standing and 492a,b,c, or equivalent. Stillman.

Five hours, spring term.

496,497,498. *Seminar in Business Problems*. Faville and staff.

One hour, each term.

PRIMARILY FOR GRADUATES

501a,b,c. *Accounting Technique for the Manager*. An intensive study of the manager's application of accounting theory and technique to daily problems of administration. Includes the theory of account construction, the preparation of statements for managerial use, the manager's interpretation of accounts and statements, and the relationship of accounting records to managerial standards of operation, finance, etc. Emphasis is given the relationship of statements as a basis of managerial control, the use of ratios in statement analysis, and the contributions of accounting to a budgetary system. Open only to graduate students upon the recommendation of the adviser.

Five hours, each term.

503. *Management Technique*. Intensive analysis of the field of management. Types of problems faced by the manager are classified, a technique of problem approach and solution is developed. Compiling of the examples of essential problems fundamental in each of the generally recognized managerial fields. Emphasis on detailed solution of these problems. Open only to graduate students upon recommendation of the adviser.

Five hours, fall term.

504,505,506. *Advanced Commercial Research.* Progress of commercial research in business institutions and research departments of universities. Examination and criticism of typical studies in business research. Determination of methods of procedure in adaptation to various types of business problems. Practice studies will be performed for application of the methods of business research. Faville and staff. *Two hours, each term.*

507-508-509. *Graduate Management.* Application of the principles of business management to the major subject of the student. Studies will be made of means of control available in scientific administration of business in special departments of institutions. Scientific investigations on application of these means of control in the field of the student's major business interest. *Three hours, each term.*

510. *Pedagogy of Commerce.* Application of modern principles and methods to the problems of commercial education. Comparative study of representative types of commercial curricula in high schools and universities. A curriculum is framed by each student for the type of school in which he has especial interest. Open to graduates in business administration who have had one or more courses in principles of education. *Three hours, spring term.*

512-513-514. *Graduate Labor Management.* Intended primarily for persons who expect to engage in some phase of labor management. An intensive presentation of the entire field. The functions of the manager and the means by which he solves his problems are given detailed consideration. Especially valuable to graduates of schools of engineering who expect to engage in labor management. *Three hours, each term.*

520-521-522. *C. P. A. Problems.* Intensive study of problems and questions asked by the examining boards of the various states as well as the American Institute of Accountants' examinations. Extensive practice in solution of problems, training to analyze correctly and gain correct form and desired speed in solving difficult problems, involving a knowledge of partnerships, executors' accounts, corporation accounts, revenue accounts, fire insurance, etc. Prerequisite, graduate standing with adequate preparation to be determined by the instructor. Kelly. *Five hours, each term.*

523-524-525. *Accounting Systems.* Installation and methods of control, cost systems. Special business concerns are studied and systems worked out to fit particular situations as well as standard business practice. Report writing, including technique, style, and form. Problems and research work. Kelly. *Five hours, each term.*

540-541-542. *Graduate Seminar.* Topics for presentation and discussion are selected in general conference from term to term. Faville and staff. *Two hours, each term.*

560. *Graduate Thesis.* *Hours to be arranged.*

SCHOOL OF EDUCATION

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D.	President of the University
HENRY D. SHELDON, Ph.D.	Dean of School of Education
EARL M. PALLETT, Ph.D.	Executive Secretary and Registrar of the University
BURCHARD W. DEBUSK, Ph.D.	Educational Psychology
FRED L. STETSON, M.A.	Secondary Education
CARL L. HUFFAKER, Ph.D.	School Administration
HAROLD S. TUTTLE, M.A.	Associate Professor
NELSON L. BOSSING, Ph.D.	Teaching Practice
WENDELL L. VAN LOAN, B.S.	Instructor
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R. U. MOORE, M.A.	Administrative Principal, University High School
ANNE LANDESBURY BECK, M.A.	Music
MAUDE I. KERNS, B.A., B.S.	Art
EDGAR R. MEANS, M.A.	Science
MARGARET B. GOODALL, B.A.	English
EDITH B. PATTEE, M.A.	French and Latin
C. E. ROTHWELL, M.A.	History and Civics
AUBREY MAY, B.A.	Commercial
VEROLA P. ROSS, M.A.	Library
JOHN F. BOVARD, Ph.D.	Pedagogy of Physical Education
E. R. KNOLLIN, M.A.	Pedagogy of Physical Education
FLORENCE ALDEN, B.A.	Pedagogy of Physical Education
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DEETTA RORNETT	Research Secretary
FRANKLIN ANDERSON	Research Assistant
RALPH W. LEIGHTON	Teaching Fellow
IRVING A. MATHER	Teaching Fellow
J. DEWITT DAVIS	Teaching Fellow
F. J. ROUBAL	Graduate Assistant
PHILLIP PARK	Graduate Assistant
KATHRYN FRY	Graduate Assistant
GEORGE SCHLESSER	Graduate Assistant
DONALD SKEEN	Graduate Assistant

ORGANIZATION

The school of education of the University of Oregon was authorized by the board of regents in February, 1910. The general purpose of the school is to organize and correlate all the forces of the University which have for their ultimate aim the growth of educational efficiency in the state of Oregon. The Education building, designed for the school of education, gives commodious and well fitted quarters for the school.

OPPORTUNITIES FOR SPECIALIZATION

The school of education, by means of the professional training offered in the various departments of education and the academic instruction given in the respective University departments, is prepared to train the following classes of teachers.

- (1) Superintendents, principals, supervisors and teachers for administrative work.
- (2) Teachers for departmental work in senior high schools.
- (3) Teachers for departmental work in junior high schools.
- (4) Special supervisors in music, art, physical training, athletic sports, public speaking and commerce.
- (5) School librarians.
- (6) Teachers for normal schools and colleges.
- (7) Teachers who are interested in defective and subnormal children and delinquents.
- (8) Those who are interested in physical and mental measurements and tests as specialists in large cities.

THE UNIVERSITY HIGH SCHOOL

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

THE APPOINTMENT BUREAU

The University maintains an appointment bureau to aid its graduates and alumni to find those positions for which their academic and professional training has fitted them. The fee is two dollars. The bureau keeps in touch with the boards of education and superintendents desiring teachers and strives to put the right teacher in the right place. The bureau does not assist teachers who are not University of Oregon graduates, but concentrates all its energies in the service of its own graduates. The recommendation of the bureau will be limited to candidates who have taken courses as prescribed by the University, including the norms in subject matter for teachers as well as the professional courses.

THE BUREAU OF EDUCATIONAL RESEARCH

This bureau is organized as the service department of the school of education for the schools of the state. It is the purpose of this bureau to conduct researches in the leading educational problems of the state and to give the schools the benefits of these results. This bureau furnishes information upon request to any school in the state about educational problems. It advises as to purchases and use of educational tests and it cooperates with schools in making studies in their own systems. In the last two years this bureau has conducted building and financial surveys in two cities in the state and one large cooperative testing program in reading and arithmetic among six city systems.

UNDERGRADUATE DEGREES

The degree of bachelor of arts or bachelor of science is conferred upon the students of the school of education who have met the requirements of the college of literature, science and the arts for the degree.

The degree of bachelor of science in education is conferred upon students of the school of education who have secured 186 hours of University credit and who have completed a prescribed curriculum in the school of education.

GRADUATE DEGREES

The graduate school of education as a department of the graduate school of arts and sciences offers the M.A., M.S., and Ph.D. degrees under the same conditions and procedures which hold in other branches of the University and which are described in full under the head of the graduate school.

In addition the University faculty has authorized the school of education to offer two new graduate professional degrees, the Master of Education and Doctor of Education. The general prerequisites and standards of these degrees are the same which hold for the general graduate degrees. However, the new degrees differ from the old on the following

points: (1) a teaching experience qualification, (2) less time spent on the technique of research, (3) a more consecutive course aimed to prepare men and women for immediate service in administrative and advanced teaching positions.

TEACHERS' CERTIFICATES

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

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

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

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

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

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

5. After September 1, 1931, high school certificates will only be granted to applicants who have passed in courses (amounting to three term hours each) in Educational Psychology, Secondary Education, and Principles (Technique) of Teaching and Supervised Teaching.

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

One-year certificate	\$1.00
Five-year certificate	2.00

REQUIREMENTS FOR THE TEACHING CERTIFICATE

The school of education designates the following courses to be taken in satisfying the requirement of twenty-two hours in education for the teaching certificate. Candidates for the certificate should take these courses as outlined by years. Candidates for the certificate must take the first three of these courses as prerequisites to other advanced courses in the department.

	JUNIOR	Term Hours
Education 301, 302, 303		12
	SENIOR	
Theory and Observation, 306		5
Supervised Teaching, 307		5

NORMS FOR PROSPECTIVE TEACHERS

The University of Oregon recommends no graduate as a qualified candidate for a teaching position who has not completed in addition to the professional requirements specified by the Oregon school law, the academic preparation outlined under either (A) or (B) below.

A.—For students whose major courses are included in the subjects commonly taught in the high schools of the state, i.e., English, history, mathematics, Latin, French, Spanish, German, biological science (including geology), physical science (physics and chemistry), music, and physical education (commercial branches), the requirement is a major course of study including a major norm and a minor norm.

B.—For students whose major courses are not included in the above list of subjects commonly taught in the high school, the requirement is two minor norms.

Students who have started to complete norms as outlined by former legislation, may either continue with their original programs or substitute the new norms as given below:

Students who have taken courses in this college covering the subject matter of the norms may substitute these with the consent of the head of the department and dean of the school of education. General substitution of courses of different subject matter cannot be made.

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

I. ENGLISH NORMS

MINOR NORM	Term Hours
101-102-103, Literature Survey	12
Two terms of Shakespeare	6
350, The Teaching of English Composition	2
114, American Literature	3
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MAJOR NORM

The minor norm, and in addition: one more term of Shakespeare (3), and 12 hours from any upper division subjects approved for majors in English.

II. HISTORY, CIVICS, ECONOMICS

MAJOR NORM	Term Hours
371, 372, 373, History of the United States	12
341, 342-343, Modern Europe, or	
203, 204, 205, World History	12
201-202, Modern Governments	8
203a,b,c, Principles of Economics	9
Elements of Sociology	9
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MINOR NORM	
371, 372, 373, History of the United States	12
341, 342-343, Modern Europe, or	
203, 204, 205, World History	12
201-202, Modern Governments	8
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III. MATHEMATICS

MAJOR NORM	Term Hours
104-105-106, Unified Mathematics	12
201-202-203, Differential and Integral Calculus	12
400-401, Differential Equations, or	
Two term-courses in upper division work	6
402, Higher Algebra, or	
403, Theory of Equations and Determinants	3
	<hr/> 33
MINOR NORM	
104-105-106, Unified Mathematics	12
301-302, Differential and Integral Calculus	8
303, History of Mathematics	3
402, Higher Algebra, or	
403, Theory of Equations and Determinants, or	
418, Modern Synthetic Geometry	3
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IV. LATIN

MAJOR NORM

Term Hours

Thirty-three hours above Latin 1a,b,c (first year) including:	
2a,b,c, Cicero's Orations and Vergil's Aeneid	12
101a,b,c, Latin Literature, The Golden Age	9
301a,b,c, Latin Literature, The Silver Age, or	
311-312-313, The Elegy	9
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MINOR NORM

Twenty-four hours above Latin 1a,b,c, including:	
2a,b,c, Cicero's Orations and Vergil's Aeneid	12
101a,b,c, Latin Literature, The Golden Age	9
353, Latin Pedagogy	3
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V. FRENCH

MAJOR NORM

Term Hours

Thirty hours above French 2-3-4 (second year), including:	
301-302-303, French Literature (third year)	9
310-311-312, French Composition (third year)	6
316-317-318, French Pronunciation and Phonetics	6
413-414-415, Modern French Drama, or	
410-411-412, Nineteenth Century Novel	9
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MINOR NORM

Twenty-seven hours above French 1a,b,c (first year), including:	
2-3-4, Second year French	12
301-302-303, French Literature (third year)	9
310-311-312, French Composition (third year)	6
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	27

VI. SPANISH

MAJOR NORM

Term Hours

Twenty-four hours above Spanish 12-13-14 (second year), including:	
307-308-309, Spanish Literature (3rd year)	9
344-345-346, Spanish Composition (3rd year), or	
350-351-352, Commercial Spanish	6
441-442-443, Modern Spanish Literature, or	
444-445-446, Spanish-American Literature	9
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	24

MINOR NORM

Twenty-seven hours above Spanish 11a,b,c (first year), including:	
12-13-14, Second year Spanish	12
307-308-309, Spanish Literature (3rd year)	9
344-345-346, Spanish Composition (3rd year), or	
350-351-352, Commercial Spanish	6
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	27

VII. GERMAN

MAJOR NORM

Term Hours

Thirty hours above German 3a,b,c (second year) including:	
311a,b,c, Classical German, or	
302, 303, 304, Modern German Drama, or	
312a,b,c, German Fiction and Contemporary Literature	9
305, 306, 307, German Literature	9
315, Goethe's Faust	3
330, Teaching of Germanic Languages	3
331, 332, 333, German Conversation and Advanced Composition	6
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	30

MINOR NORM

Twenty-seven hours above German 1a,b,c (first year) including:	
3a,b,c, Second year German	12
311a,b,c, Classical German, or	
302, 303, 304, Modern German Drama, or	
312a,b,c, German Fiction and Contemporary Literature	9
331, 332, 333, German Conversation and Advanced Composition	6
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	27

VIII. BIOLOGICAL SCIENCES

MAJOR NORM	Term	Hours
101-102-103, Elementary Biology		9
204-205, 206, Plant Morphology and Syst. Botany, or		
201, 202, 203, Advanced Zoology, or		
301a,b, Invertebrate Paleontology (counts as Animal Biology), and		
417, Paleobotany (Plant Biology), or		
431-432-433, Invertebrate Zoology	12	
205, 206, 207, Geography with laboratory	12	
		88
MINOR NORM		
101-102-103, Elementary Biology	9	
204-205, 206, Botany, or		
201, 202, 203, Zoology, or		
431-432-433, Invertebrate Zoology	12	
		21

IX. PHYSICAL SCIENCES

MAJOR NORM	Term	Hours
92a,b,c, Elementary Chemistry, or 201a,b,c, General Chemistry	12	
204-205-206, General Physics	12	
300, Physics Laboratory Arts	3	
Year courses totaling 9-12 hours from following subjects:		
411-412-413, Advanced General Physics	9	
414-415-416, Electrical Measurements	9	
210a,b,c, (Chemistry) Second year Chemistry	12	
404a,b,c, (Geology) Earth Materials	12	9-12
		86-89
MINOR NORM		
92a,b,c, Elementary Chemistry	12	
204-205-206, General Physics	12	
		24

X. MUSIC

MAJOR NORM	Term	Hours
100a,b,c, Elementary Harmony	9	
101a,b,c, Elementary Analytical Counterpoint	6	
102-103-104, Ear-training, Solfeggio, and Dictation	1-3	
200a,b,c, Intermediate Harmony	8	
201, Elementary Formal Analysis	4	
305a,b,c, Public School Music	9	
202a,b,c, Orchestral Organization	6	
302, Music of the Ancients	2	
303, The Classical Period	2	
304, The Romantic Period	2	
		49-51
Piano: Ability to cope with the problems involved. This usually requires about three years of work.		
Voice: At least 1 year of accredited instruction and choral experience.		
MINOR NORM		
100a,b,c, Elementary Harmony	9	
102-103-104, Ear-training, Solfeggio, and Dictation	1-3	
101a,b,c, Elementary Analytical Counterpoint, or		
202a,b,c, Orchestral Organization	6	
305a,b,c, Public School Music	9	
302, Music of the Ancients	2	
303, The Classical Period	2	
304, The Romantic Period	2	
		31-33
Piano: Ability to cope with the problems involved. This usually requires about three years of work.		
Voice: At least 1 year of accredited instruction and choral experience.		

XI. PHYSICAL EDUCATION

MAJOR NORM (MEN)	Term	Hours
121, 122, 123, Introduction to Physical Education	6	
174, 175, 176, Physical Education for Majors (Freshmen)	6	
221, 222, 223, Fundamentals of Physical Education	6	
274, 275, 276, Physical Education for Majors (Sophomores)	6	
471, 472, 473, Principles of Physical Education	9	
346, Coaching of Football	} One course selected from this group	2
347, Coaching of Basketball		
348, Coaching of Baseball		
349, Coaching of Track		
		35
Participation in at least three sports under supervision (no credit)		

MINOR NORM (MEN)

121, 122, 123, Introduction to Physical Education	6
174, 175, 176, Physical Education for Majors (Freshmen)	6
274, 275, 276, Physical Education for Majors (Sophomores)	6
346, Coaching of Football	} Three courses selected from this group .. 6
347, Coaching of Basketball	
348, Coaching of Baseball	
349, Coaching of Track	

Minimum hours for recommendation to coach one or more sports as a side line	24
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MAJOR NORM (WOMEN)

121, 122, 123, Introduction to Physical Education	6
124, 125, 126, Physical Education for Majors (Freshmen)	3
224, 225, 226, Physical Education for Majors (Sophomores)	3
301, 302, 303, Technique of Teaching Physical Education	6
441, 442, 443, Principles of Physical Education	9
351, 352, 353, Playground and Community Recreation	7
464, Playground Laboratory	1

35

MINOR NORM (WOMEN)

121, 122, 123, Introduction to Physical Education	6
124, 125, 126, Physical Education for Majors (Freshmen)	3
224, 225, 226, Physical Education for Majors (Sophomores)	3
301, 302, 303, Technique of Teaching Physical Education	6

18

XII. COMMERCIAL SUBJECTS

MAJOR NORM

Term Hours

111a,b,c, Constructive Accounting	12
221, 222, 223, Elements of Organization and Production, Finance, and Marketing	9
203a,b,c, Principles of Economics	9
412, Personnel Management	} *Three courses selected from this group 11-13
413, Finance Management	
414, Sales Management	
416, Business Law	
417, Business Law	
418, Business Law	

41-43

*Substitutions will be permitted only where the contents of courses are to a large extent identical.

All students expecting to offer the norm in commercial teaching are expected to report at the school of education and demonstrate their capacity to type effectively before registering in the education courses. Typing is not given at the University of Oregon.

PROFESSIONAL CURRICULA

The following courses of study show the work in the school of education which should be followed by students who are intending to become high school teachers or whose special interest lies in the fields of secondary education or school administration. Related work in the college or in other schools of the University is shown only when it is necessary in building the proper curriculum.

Special lines of study have also been planned for those preparing for work with defectives and delinquents. Details of this curriculum may be obtained from the school of education.

SUGGESTED COURSE FOR PROSPECTIVE SUPERINTENDENTS AND PRINCIPALS

	FRESHMAN	Fall	Winter	Spring
Education 111a,b,c		2	2	2
	SOPHOMORE			
Education 211a,b,c		2	2	2
Beginner's Psychology (no education credit)		3-4	3-4	3-4
*Economics 203a,b,c		3	3	3
	JUNIOR			
Education 301, 302, 303		4	4	4
Education 306 (Theory and Observation)		4	4	4
*Economics 418a,b			4	4

SENIOR

Education 472-473-474 (basic course in school administration)	4	4	4
Practice Teaching (either high school semester)			5
Education elective	2	2	

* These courses are recommended, not required.

Norms: There is one teaching norm required. It is recommended that, if possible, one major and one minor norm, or two minor norms be met.

(SUGGESTED COURSES FOR NORMAL SCHOOL GRADUATES)

	JUNIOR	Fall	Winter	Spring
Education 302, 457, 482		4	3	3
Economics 203a,b,c		3	3	3

SENIOR

Education 472-473-474 (basic course in school administration)	4	4	4
Education 451			4
Economics 418a,b (Public Finance)		4	4

COURSES IN EDUCATION FOR HIGH SCHOOL TEACHERS

A. Senior High School Teachers

	FRESHMAN	Fall	Winter	Spring
Education 111a,b,c		2	2	2

SOPHOMORE

Education 211a,b,c		2	2	2
Beginner's Psychology (no education credit)		3-4	3-4	3-4

JUNIOR

Education 301, 302, 303		4	4	4
Theory and Observation of Teaching (may be taken in senior year, but must precede supervised teaching)				5

SENIOR

*Supervised Teaching (either high school semester)		5 or	2	5
One or more terms from Education 481, 482, 483, 484, or 485				3

The remaining hours in education are elective.

Normal graduates will take Education 302 in the junior year, also 301 and 303, in case these fields have not been covered previously. Theory and Observation of Teaching is optional but is recommended for those who have worked with the lower grades only. Two terms are required from Education 481, 482, 483, 484, 485. The remaining hours in education are elective.

B. Junior High School Teachers

Freshman and sophomore years as above.

	JUNIOR	Fall	Winter	Spring
Education 301, 302, 303		4	4	4
Methods and Observation of Teaching in the Junior High School (must precede Supervised Teaching)				5

SENIOR

*Supervised Teaching in Junior High School (either high school semester)		5 or 3	2	5
Education 484, The Junior High School				

Normal graduates will take Education 302, also 301 and 303 in case these fields have not been covered previously. Supervised Teaching in the Junior High School and Education 484. The remaining hours in education are elective.

* Normal graduates and others of requisite experience may be excused from supervised teaching.

COURSES FOR MENTAL EXAMINERS AND CLINIC WORKERS
IN PUBLIC SCHOOLS

The following course is suggested in education for those students who are looking forward to a career in the public schools as mental examiners or clinicians. Since it is advisable for one to know school organization and practice, it is recommended that those courses leading to certification be taken as a background. Courses to be taken as a major are listed below. Other courses should be chosen after consultation with the adviser. It is advisable to take an additional year of psychology with laboratory beyond the required year for education majors, also to have at

least one year's teaching experience before taking the fifth year. The course is so arranged that the student can receive the master's degree at the end of the fifth year.

FRESHMAN AND SOPHOMORE YEARS

111a,b,c, Orientation
211a,b,c, Sophomore Cycle

JUNIOR

Introduction to Education
Educational Psychology
Problems in Secondary Education
Theory and Observation of Teaching

SENIOR

Supervised Teaching
Child Psychology
Psychology of Atypical Children or Hygiene of School Child
Mental Tests or Hygiene of Child Mind

GRADUATE YEAR

Mental Tests in Clinical Practice
Statistical and Experimental Methods in Education
Research and Thesis

Students who are transferred from other colleges and who have had any of the above courses or the equivalent, should choose from the courses listed below to make the required number of hours. It is also recommended that wherever possible courses in addition to above and chosen from the fields listed below should be taken.

The Junior High School
Measurement in High School
Social Education
Moral Education
History of Education

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

CURRICULUM FOR TEACHERS OF SCIENCE

This curriculum, leading to the degree of bachelor of science in education, is characterized by its substitution of an extensive training in the fundamental sciences, which are commonly taught in high schools, for the customary major requirement in a single department. It prescribes basic courses in biology, physics, geology, and chemistry, and further requires that the student shall select some one of the sciences as a specialty, which is to be pursued for at least a year beyond the prescribed fundamental course.

FRESHMAN	Fall	Winter	Spring
Biology	3	3	3
Geology (or geography)	4	4	4
Elective in language or social science	3-4	3-4	3-4
Education	2	2	2
Other electives	2-3	2-3	2-3
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16-17	16-17	16-17
SOPHOMORE			
Physics	4	4	4
Psychology	3	3	3
Written English	2	2	2
Education	2	2	2
Elective	3-4	3-4	3-4
Military Science (men)	1	1	1
Physical Education	1	1	1
	16-17	16-17	16-17
JUNIOR			
Chemistry	4	4	4
Education Cycle (301, 302, 303)	4	4	4
Observation of Teaching			5
Electives	8	8	5
	16	16	18

SENIOR			
Advanced Science	3-4	3-4	3-4
Supervised Teaching	5	2	
Electives			

The electives of the first two years must include at least one year-course of not less than three hours per term in either the first or second group. They may well include such subjects as literature, foreign language, history or government, chemistry, mathematics, mechanics, mechanical drawing or household arts.

The upper division courses will include the courses in education and practice teaching required for certification and at least two methodology courses (6 term-hours). The remaining hours may be taken as free elective. Additional courses in the sciences will appeal to those who wish as complete a grasp as possible of the range of high school science.

HONORS IN EDUCATION

Students majoring in education whose first two years' record entitles them to register for honors may do so by applying to the dean. Such students should register for Education 321, 322, 323 (Reading Course). Students may register for special honors in education with thesis or for general honors in which latter case certain courses in other departments closely connected with the reading in education must be taken. Reading for honors in education means systematic individual study in the following fields: (1) Child and Adolescent Development as Found in Fiction and Autobiography. (2) Social surveys and other materials treating of Child Conditions and Improvements. (3) Descriptions and narratives of educational institutions in foreign countries. These are not class meetings but each student is held responsible for individual work.

Reading for honors may in no case take the place of the courses, Education 301, 302, 303, 306, 307 providing training for immediate professional needs.

MINIMUM TEACHING REQUIREMENT

Beginning with the fall quarter 1930, juniors before registering for the courses, leading directly to teaching shall show a scholarship average of at least 3.5. In doubtful cases, personality ratings shall be taken into account as well as marked improvement in scholarship during the sophomore year.

Description of Courses

FOR FRESHMAN MAJORS

111a. *How to Study*. Designed to aid freshmen in their college studies. Progressive drills in reading for speed and comprehension; effective use of library; note-taking, study schedule, fixing study habits. Graphs of reading improvement. Individual conferences. Open only to majors in education. Tuttle. *Two hours, fall term.*

111b. *How to Study*. Continuation of Course 111a. Discussion of problems of social adjustment, overcoming discouragement, the nature of learning, aids to memory and reasoning, the laws of attention and interest, the value of imagination and self-expression; drill in each basic type of study. Reading drill; graphs of improvement. Individual conferences. Open only to majors in education. Tuttle.

Two hours, winter term.

111c. *Problems of College Course*. A preview of the college courses open to education majors; content and method, value of college subjects, organization of college course. Reading drill, oral and written reports. Individual conferences. Open only to majors in education. Tuttle.

Two hours, spring term.

FOR SOPHOMORE MAJORS

211a. *Great Teachers and Educational Reformers.* A study of the lives and achievements of notable teachers with a view to understanding the essential principles of modern education as they have developed historically. Sheldon. *Two hours, fall term.*

211b. *Development of Modern School Systems.* Considered naturally and in relation to certain basic ideas such as naturalism, democracy, science and economic efficiency. Sheldon. *Two hours, winter term.*

211c. *Education Reforms of Today.* A consideration of some of the more recent experiments and changes in contemporary education in Europe as well as America. Considerable use of periodical literature will be made. Sheldon. *Two hours, spring term.*

UPPER DIVISION

301. *Introduction to Education.* An introductory study of education with particular reference to the Oregon school system, including a development of the more outstanding problems. Attention will be given to the factors of the school system that are directly related to the teacher. This course is designed to give a clear perspective of education as a whole and to compare the Oregon schools with the best available standards. Prerequisite, Beginner's Psychology. Open to students who meet the minimum teaching requirement. Huffaker, Stetson, Tuttle.

Four hours, any term.

302. *Problems of Secondary Education.* A study of the practical problems of the high school from the standpoint of the teacher. The aims of the high school and how they are achieved through the program of studies and through the general socializing program. Analysis of the various phases of the teacher's work in the classroom, in school routine, in supervision and in guidance. Professional and social relationships in school and community. Prerequisite, Beginner's Psychology. Open to students who meet the minimum teaching requirement. Huffaker, Stetson, Tuttle.

Four hours, any term.

303. *Educational Psychology.* An introductory course dealing with the applications of psychology to the teacher's task. Nature of learning process; types of learning; basic laws of learning; attention; interest; nature of intelligence. Individual differences; transfer of training. Open to upper division students who have completed regular introductory course in Beginner's Psychology. Courses 301, 302, 303 are prerequisite to all other upper division courses in education. Prerequisite Beginner's Psychology. Open to all students who have met the minimum teaching requirement. Huffaker, Stetson, Tuttle.

Four hours, any term.

305. *Methods and Observation of Teaching in Junior High School.* The theory and technique of teaching applied to early adolescence. Analysis of types of teaching, problems in class organization and management. Observation in local junior high schools. Required of prospective junior high school teachers. Prerequisite, Education 301, 302, 303. Open to students who meet minimum teaching requirement. Students registering for this course should at the same time take 305x. Bossing and assistants.

Three hours, one term.

305x. A two hour course in methods. See 313, 314, 315, 316, 317.

306. *Theory and Observation of Teaching in Senior High Schools.* Principles of the technique of instruction. Phases of classroom management, readings, reports, and class discussions supplemented by observations in local high schools. A professional course in methods of teaching and class management in high schools. Required of all prospective senior high school teachers and a prerequisite for supervised teaching. Prerequisite, Education 301, 302, 303. Open to students who meet the minimum teaching requirements. Students registering for this course should at the same time take 306x. Bossing. *Three hours, any term.*

306x. A two hour course in methods. See 313, 314, 315, 316, 317.

307a,b. *Supervised Teaching.* Bossing. *Hours to be arranged.*

310. *Junior High School Theory and Practice.* The causes and development of the junior high school movement; aims and functions of the new school; organization and administration; exploration; guidance; socializing activities; standards. Required of prospective junior high school teachers. Stetson. *Three hours, fall term.*

311. *Junior High School Curricula.* Principles of curriculum organization and administration applied to the junior high school. Analysis of courses and objectives; selections and organization of subject matter. Required of prospective junior high school teachers. Stetson. *Three hours, winter term.*

313. *Teaching of History and Social Sciences in Secondary Schools.* A practical course designed for experienced teachers as well as advanced students who expect to teach history or the other social studies. Comparison of various techniques such as the contract plan, the unit plan and supervised study. The value, selection and use of supplementary materials, visual instruction and socialized procedures. Consideration of aims and objectives. Current trends in the thought and instructional materials of the social studies field. Rothwell. *Two hours, one term.*

314. *Teaching of Science in Secondary Schools.* This course has been designed both for teachers and for science majors who expect to teach, and will include the evaluation of a variety of teaching aids such as visual instruction, laboratory technique and equipment, the selection and utilization of supplementary reading, historical background and classroom procedure. Materials will be drawn from many sources, including text books, high school manuals and periodical literature. Means. *Two hours.*

315. *Methods in Modern Foreign Language.* Procedure: Study of newer and better methods applicable to French, Spanish, German and Italian teaching in secondary schools; investigation of sources and use of modernized equipment and texts; practical application of project method, socialized procedure; visual instruction, provision for individual differences, and new type testing; analysis of individual problems with conferences; demonstrations and exhibits of approved methods and equipment. Pattee. *Two hours.*

316. *Teaching and History of Mathematics.* The course in methods in mathematics will deal with the essential elements of high school algebra, geometry (plane and solid) and trigonometry. Necessary equipment for the best development of each subject will be presented. Emphasis will be placed upon the drill lesson, analytic method and long unit assignment. Moore. *Two hours.*

317. *Teaching of Literature in the Secondary Schools.* For experienced teachers or students well advanced in the field of education. A study of the objectives of literature teaching in the light of modern educational psychology. The choice of materials, classical and contemporary, suitable for high school age, and the problem of teaching how to read them. The values of extensive and intensive reading. The long unit assignment as adapted to English classes. The testing of results; an attempt to determine the direction of recent opinion in the field of literature teaching. Goodall. *Two hours.*

321,322,323. *Reading Course in Education.* Open only to those major students in education who have already made a superior record in education and have made provision in their course for professional preparation for teaching. Instructor should be consulted before registering. Taken in junior and senior years. Sheldon. *One to three hours, each term.*

FOR ADVANCED UNDERGRADUATES AND GRADUATES

450. *Education Club.* Reports of current educational meetings, book reviews, discussions of special topics investigated by members. Sheldon and staff. *Two hours, each term.*

451. *History of American Education.* Lectures, reports and discussions treating the intellectual development of America with special reference to education. Knowledge of American history a requisite. Open to seniors and graduates who have met the practice teaching requirement. Sheldon. *Four hours, spring term.*

454. *History of Education* (with special reference to modern educational ideas). Includes a study of the educational writings of Plato, Aristotle, Quintilian, Renaissance educators, Comenius, Locke, Rousseau, Pestalozzi, Froebel, Herbart, Herbert Spencer, Dewey and Madame Montessori. Sheldon. *Four hours.*

457. *Social Education.* A study of education in the light of its social aims and functions and the accepted principles of psychology; the relation of the school to other institutions; the criteria of social progress and function of education in its attainment; the significance of the school in a democracy; the cultivation of responsibility and leadership; discipline as social process; play as an educative agency. Case studies of maladjustment. Open to seniors on consent of instructor. Tuttle, Sheldon. *Four hours, fall term.*

458. *Advanced Principles of Education.* A study of the broad fundamental principles and problems of education, with some attempt at their solution. The meaning of philosophy; the philosophy of education; principal rules, formulae; the value of a correct philosophy of education for the teacher and school administrator. How it may be made to function in all phases of school work. Huffaker, Sheldon. *Four hours, winter term.*

459. *Special Pedagogy of Adolescent Groups.* This course deals with the development of special social interests among adolescents and the best methods of utilizing these in organization. It is especially designed as preparation for leaders in such organizations as the boy scouts, girl scouts, campfire girls, and the like. The course will consist of two parts. The first part, dealing with the general principles of the subject, will be

given by members of the University faculty. The second part, dealing with the technique of organization, will be given for each organization by an accredited representative. Tuttle.

Hours to be arranged.

460. *Comparative Education.* A study of the school systems of the chief countries of the modern world, particularly those of Germany, France, Great Britain and the United States in relation to certain vital problems of adjustment, economic, moral and political. Special attention will be given to developments since the World War and to significant experiments in Germany, Russia, Bohemia, Denmark, India and elsewhere. Sheldon.

Four hours, spring term.

461. *Psychology of Childhood.* A study of the mental development of the child. Native responses; play, self assertion, instinctive social attitudes; speech, emotions; simple mental processes; complex mental processes; mental organization. Prerequisite, Education 301, 302, 303 or Psychology 202a,b,c. DeBusk.

Four hours, fall term.

463. *The Psychology of Exceptional Children.* A study of the psychology of the types of children who do not respond successfully to the usual methods of classroom instruction. The course will also include a study of the special disabilities of those atypical children who are not mentally defective. Prerequisite, Psychology of Childhood. DeBusk.

Four hours, winter term.

464. *Mental Tests.* The technique of giving and scoring tests, both individual and group. The underlying psychological principles; the application of mental tests to the problems of the school room. Prerequisite, Education 301, 302, 303 or Psychology 202a,b,c. DeBusk.

Four hours, spring term.

467. *Hygiene of the Child.* A consideration of those factors which affect the adjustment of the child to the school and its work. The physical basis of education; the facts and principles of growth; growth defects and disorders together with a brief discussion of those environmental factors which affect growth. Open to qualified upper division students. DeBusk.

Four hours, winter term.

468. *Hygiene of Learning.* A study of the problems of mental economy and control. Fatigue, rest, play, organization of work, interference of association; condition of inhibition; mental attitudes. Open to qualified upper division students. DeBusk.

Four hours, spring term.

471. *State School Administration.* The financial organization for the support of public education. Principles of state and federal aid—the need for a new administrative unit. Equalization of educational opportunities; taxation for the support of public education; increasing cost of education; educational control and support. Better administration and supervision of rural education; consolidation of rural schools.

Three hours, spring term.

472. *Basic Course in School Administration-Organization.* Courses 472, 473 and 474 constitute the administrative cycle which is required of all majors in school administration and of prospective high school principals. 472 deals with the organization of both grade and high schools, with emphasis on the problems of the small school system. Illustrative topics are: curriculum, construction, the course of study, building the daily program, classification of pupils, time allotments. Huffaker, Stetson.

Four hours, fall term.

473. *Basic Course in School Administration—Administration.* This course is the second of the administrative cycle. It deals with such topics as relations of the principal to the school board, school finance, school records and accounts, school building programs, building standards, construction and financing of buildings, pupil accounting, the teaching staff. Open to qualified students who have not had Educ. 472. Huffaker, Stetson.
Four hours, winter term.

474. *Basic Course in School Administration—Supervision.* This is the third course of the administrative cycle. It deals with such topics as purpose of supervision, plans for supervision, general supervisory procedure, use of tests, diagnosis of pupil difficulty, etc., as applied to both elementary and secondary schools. Open to qualified students who have not had Educ. 472, 473. Huffaker, Stetson.
Four hours, spring term.

476. *School Surveys.* The development and technique of the survey movement in education; current problems in school administration as revealed through school surveys; analysis of the methods of studying these problems, and of the current tendencies in school administration as indicated through the recommendations. An intensive study of several surveys; extensive reading in this literature is required. Huffaker.
Three hours, one term.

481. *Curriculum Making in Secondary Education.* Deals with the problems of building junior and senior high school curricula. Curriculum theories and policies since 1900; principles for selecting and organizing subject matter; courses of study in various fields; principles of curriculum organization; type programs; important studies in this field. Stetson.
Three hours, one term.

482. *Measurement in Secondary Education.* A study of the construction and desirable uses of various standard tests and scales for measuring achievements in secondary school subjects. Such elements of statistical method will be given as are necessary for intelligent use of the tests. Stetson.
Three hours, spring term.

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

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

485. *Pupil Counseling in Secondary Schools.* The nature and need of guidance for adolescents; guidance through counseling; analysis of phases of counseling; developing a general guidance program in junior and senior high school; special techniques; cumulative record systems; the training and work of the counselor. Stetson.
Three hours, one term.

490. *Moral Training.* The importance of character training in relation to other school objectives; distinction between instruction and training; social control of ethical ideals; criticism of current definitions of morality; stages in character development; the dynamic function of the feelings; methods of training attitudes and interests; the function of ideals; the value of creative imagination; the place of extra-curricular activities in character building; the problem of social readjustment; moral significance of discipline; reward and punishment; penalty and consequences. A comprehensive program of character training. Open to seniors on consent of instructor. Tuttle. *Four hours, one term.*

491. *Education and Ethics.* A study of methods of character education evaluating the function of instruction; the bearing of knowledge on conduct; the use of school courses for ethical instruction; limitations of the course in citizenship; the value of codes. Ethical judgment tests. Ethics and religion. Open to seniors on consent of instructor. Tuttle. *Four hours, one term.*

PRIMARILY FOR GRADUATES

505-506-507. *Statistical and Experimental Methods of Education.* Technique of quantitative and experimental methods; application of statistical methods to problems; correlation methods, regression equations, and determination of errors as employed in educational administration and research, test construction and the interpretation of test results; methods of determining relationships where data is curvilinear or categorical; partial and multiple correlation and regression equations. Calculus not required. For qualified seniors and graduate students. Admission after first term only upon permission of instructor. Huffaker. *Three hours, each term.*

551,552,553. *Problems in History of 19th Century Education and Civilization.* A special course for students in history and education. Each student will prepare paper based on source material. The library is equipped with a collection of source material covering the English, German, French and American portions of the subject. Sheldon. *Two hours, each term.*

554. *Movements in the Organization of Higher Education.* Includes an introductory study of the development of higher education in Europe and America, different types of institutions, problems of finance and organization, administration of personnel work, different types of curriculum. Sheldon, (with the cooperation of different members of the administrative staff). *Two hours, fall term.*

555. *College and University Teaching.* Includes a consideration of mental tests in their application to college situations, the objective examination, other movements in the field of college teaching. While the course will be organized by Mr. Sheldon as chairman of the committee on college teaching, the lectures and problems studied will be outlined by the members of the University faculty best equipped to present them. *Two hours, winter term.*

556. *College and University Teaching.* This quarter's work will consist of the consideration of the pedagogy of particular college subjects offered by members of the respective departments. *Two hours, spring term.*

561-562-563. *Advanced Educational Psychology*. A discussion of the experimental material which seems most useful and relevant to educational psychology. Open to graduate students with preliminary training in education and psychology. DeBusk. *Two hours, each term.*

564-565-566. *Advanced Course in Mental Tests*. The history of the test movement; principles of test making; the application of tests to school problems; the definition of intelligence; average mental age of adults; the variability of the IQ; uses of tests in diagnosis. Open to graduate students only. DeBusk. *Two hours, each term.*

574. *Educational Finance*. A study of the major problems of financing public education. State systems of financing education, computing the cost of education, unit costs. The problem of school revenues, the capital cost of education. Budget making. Open only to graduate students. Huffaker. *Three hours.*

580-581-582. *Secondary School Curricula*. Problems of curriculum making in the modern high school. Historical, philosophical, social, psychological and administrative factors involved. Experimental studies in this field. Stetson. *Two hours, each term.*

583-584-585. *Comparative Secondary Education*. Secondary school organization and practice in representative foreign countries. Varying conceptions of aims and functions, comparative efficiency, suggestions for American education. Stetson. *Two hours, each term.*

597. *Educational Research*. In addition to the regular courses listed above members of the staff stand ready to supervise research and investigation by qualified graduate students. Registration by permission of the staff member or members in whose field the investigation lies. Credits, one to three, depending upon the nature of the investigations.

Problems in the history of education. Sheldon.

Problems in school administration or elementary education. Huffaker.

Problems in secondary education. Stetson, or Bossing.

Problems in educational psychology or hygiene. DeBusk.

Problems in social or moral education. Sheldon and Tuttle.

SCHOOL OF JOURNALISM

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D. *President of the University*
 ERIC W. ALLEN, B.A. *Dean of the School*
 EARL M. PALLETT, Ph.D. *Executive Secretary and Registrar of the University*

REGINALD COGGESHALL, B.A. *Professor of Journalism*
 W. F. G. THACHER, M.A. *Professor of Advertising*
 GEORGE TURNBULL, B.A. *Professor of Journalism*
 ROBERT C. HALL, *Associate Professor of Journalism and Superintendent of University Press*
 ARNE G. RAE, B.S.J. *Assistant Professor of Newspaper Management*
 GEORGE H. GODFREY, B.S. *Assistant Professor of Journalism*
 JOHN HENRY NASH, Litt.D. *Lecturer in Typography*
 CARLTON E. SPENCER, B.A., J.D. *Professor of Law of the Press*
 LILIAN TINGLE *Head of Department of Household Arts, and
 Professor of Home Economics Journalism*

ORGANIZATION AND PURPOSE

Classes in journalism have been taught in the University since 1900. In 1912 a department of journalism was established, which has since been developed into one of the best equipped and staffed schools of journalism in the country, with a complete practical equipment for the training of newspaper men and magazine, trade and class journalists. It is the only school of its kind in Oregon.

The school has three purposes: to fit its students for an abundant life through a broad and liberal training, to prepare them for the various branches of journalism, advertising and publishing, and to contribute, insofar as an educational institution may, to the progress of American journalism.

A sound general liberal training for every journalism student is regarded as of paramount importance. As the resources of the liberal arts college are indispensable to the training of the prospective journalists, the student devotes the greater part of his time in his four collegiate years to the study of literature, language, history, and the social and natural sciences. Every graduate of the school of journalism enters upon the active pursuit of his profession only after a cultural and liberalizing experience which has given him a broad understanding of the world and its problems.

The courses in journalism train for all phases of journalism, including the editorial, reportorial, interpretive, critical, advertising, circulation and business departments of the newspaper and magazine, and for independent work in advertising and writing.

In his junior courses, the student is put in touch with the technical requirements of his future profession. In the culminating courses, the student is trained in a type of thought and method of workmanship peculiarly appropriate to his life work and at the same time leading to intellectual leadership. In the fourth year, under the head of "editing," the assignments give the senior an insight into comparative journalism, the history of journalism, the writing of editorials, and the formation and expression of critical opinion. In this course problems of opinion are attacked with the same seriousness and competency that were manifested in the courses developing a technique for dealing with questions of fact.

The course in journalism includes attention to both the editorial and advertising departments of the magazine as well as the newspaper. Students are taught to write for general publications, trade and class journals, and newspaper syndicates.

Already former students of the school are owners of both daily and weekly newspapers; are reporters, editors, advertising managers, advertising agency men, advertising managers of department stores, trade journalists, circulation men, foreign correspondents, publishers, teachers of journalism, teachers of printing, government representatives abroad, copy editors, managing editors, and special writers. Several are story writers and two have obtained national reputations as novelists.

EQUIPMENT

The school of journalism is one of the best equipped in the country. It occupies two buildings of its own, of which the larger is a three-story brick structure containing the class rooms and offices. The school is well supplied with typewriters, copy desks, library facilities, seminar rooms and the conveniences necessary to the most practical work under very favorable conditions. Its principal copy desk is a testimonial gift from the newspapers of Oregon, embellished with a bronze plate expressing appreciation of the work of the school.

The school possesses an unexcelled technical laboratory in the University Press, which was founded to furnish instruction for journalism students in the practical branches, and which is now one of the most important departments of the school. It occupies a building specially planned for it and scientifically arranged after an examination of the plans of the most modern printing establishments, including university and commercial presses.

Members of the State Editorial Association have endowed a special press, a department of the University Press, which will be devoted to the printing of fine books. The gift had its inspiration in the presence on the campus at the annual newspaper conferences of John Henry Nash, Litt.D., San Francisco, a celebrated printer whose fame is world wide. He supervises some of the work of the special press, giving his service gratuitously. The regents have placed him on the faculty roll of the school of journalism under the title of lecturer in typography and history.

The University Press inventories at about \$60,000 and its equipment includes a Goss Comet perfecting press, a No. 3 Miehle, a model A Kelly automatic, two platen presses, two modern linotype machines, a Cleveland folder, a stitcher, a saw-trimmer, a power cutter, a caster, a complete printers' bindery, a book bindery and everything requisite to the publication of either books and pamphlets, or a weekly or a small-town daily newspaper. In this laboratory, training is offered in the arts allied with journalism, such as publishing, printing, advertising, etc.

ADMISSION

Freshmen are admitted to the school on the same terms as to other branches of the University. No high school courses in "newswriting" or "pre-journalism" subjects are required. The high school student is advised to devote himself to obtaining a substantial preparation in Latin, French or German, history, science, mathematics and other solid branches. Skill in typewriting and stenography is decidedly advantageous but not required. A student does well to own his own typewriter; nevertheless the school furnishes a liberal supply.

Advanced students are admitted from other universities and colleges, and from other branches of the University of Oregon, at any time in the course, and an effort is made to adjust the curriculum to special needs. The most favorable time for entering the school of journalism for those who do not come as freshmen is the beginning of the junior year. Stu-

dents having practical experience in newspaper work will be directed to courses best suited to their stage of development.

CURRICULUM

The school of journalism supervises the students course for the first two years, much of his time being spent in the college of literature, science and the arts, and sees to it that he has the opportunity to take those courses that will furnish the best foundation for his future work. At the beginning of the junior year he beomes a professional student, spending a large proportion of his hours in the school of journalism itself, and devoting himself otherwise to the social sciences which have a direct bearing on the work of the journalist.

Of professional journalism courses the student is expected to master 45 to 52 term-hours, out of the 186 term-hours that constitute the baccalaureate curriculum. Of these hours, 33 should be taken in the junior and senior years. Courses in reporting, copyreading, proofreading and editing are required of all students, a total of 28 term-hours, and choice must be made of one of three options: (a) Writer's Option—Specialized Press, Short Story and Publicity and Camera Work, 24 hours; (b) Advertising Option—Advertising and Publishing, 24 hours; or (c) Publishing, Newspaper and Shop Management, Accounting, and Typography, 24 hours. Each of these options should be reinforced by some approved amount of practical outside experience.

DEGREES

The degrees of bachelor of arts and bachelor of science in journalism are conferred upon graduates of the school of journalism, as well as the liberal arts degrees of bachelor of arts or science. The advanced degrees are master of arts and master of science in journalism.

SCHOLARSHIPS AND PRIZES

Prizes and scholarships are offered as follows:

Advertising Club of Portland Scholarship, \$150.00; *Bostford-Constantine Prizes*, \$25.00, \$15.00 and \$10.00; *Ham-Jackson Prizes*, \$50.00; *Henry Hayek Prizes*, \$50.00; *McMorran and Washburne Prizes*, \$25.00.

Summer Scholarships are offered for the purpose of furnishing actual experience in various fields of advertising. These scholarships are: Meier and Frank Co.; Olds, Wortman and King; Lipman and Wolfe; The Bedell Co.; Botsford-Constantine Co.; Crossley and Failing, Inc.; Earl Bunting and Associates; Edmund C. Bechtold and Associates; The Portland Oregonian; The Oregon Journal; The Portland Telegram; Trade and Class Press Association; and Foster and Kleiser Co.

The Emporium (San Francisco) Opportunity Award consists of an appointment to a position in the advertising department of The Emporium for one year, given to the student of advertising who has shown himself best qualified for the opportunity.

The Oregon Daily Emerald offers numerous cash prizes for excellent work in connection with the student paper. Certain positions on this paper pay as high as \$600 a year.

Visiting Newspaper men frequently offer prizes to be contended for by the students.

COURSES OF STUDY

The school of journalism offers four separate courses called options, and a considerable number of variations of these options for persons preparing for various specialties. The options are writer's option, advertising option, manager's option, and five-year journalism course. Of these the

writer's option is given as typical, although modifications are permitted to meet special cases:

WRITER'S OPTION

	Fall	Winter	Spring
FRESHMAN			
Elementary Newswriting	2	2	2
Foreign Language	4	4	4
Political or Social Science	3	3	3
Elective	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	15	15	15
SOPHOMORE			
Publishing and Printing	3	3	3
Proofreading	1		
Psychology or other Sciences	4	4	4
Literature	2	3	3
Foreign Language	3-4	3-4	3-4
Short Story	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
	17-18	17-18	17-18
JUNIOR			
Reporting	3	3	3
Copyreading	1	1	1
Advertising	3	3	3
Economics	3	3	3
Law of the Press	3		
Press Relations		3	
Newspaper Management			3
Elective	2	2	2
	15	15	15
SENIOR			
Editing (newspaper and policy, public opinion, studies in public affairs)	5	5	5
Sociology, Economics, or Philosophy	3-4	3-4	3-4
Specialized Press	3	3	3
Electives in appropriate Social Sciences or History	4-5	4-5	4-5
	15-17	15-17	15-17

Description of Courses

LOWER DIVISION

111-112-113. *Elementary Newswriting and News Gathering.* Fundamentals of general reporting, interviewing, news analysis, note taking, together with a study of news and lectures upon the modern newspaper. Turnbull, Coggeshall. *Two hours, each term.*

118. *Proofreading. Theory and practice.* Turnbull.

One hour, one term.

201-202-203. *Publishing and Printing.* The study of type and its uses, the history of printing, book and newspaper standards, printing machinery and materials, the illustrative processes, cost accounting for printers, country journalism, and newspaper finance and administration. Laboratory in the print shop and practical management. Allen, Hall.

Three hours, each term.

UPPER DIVISION

301-302-303. *Publishing and Printing.* (Same as 201-202-203 above).

Three hours, each term.

327,328. *Home Economics Journalism.* Intended to equip students as department editors for newspapers and magazines. Prerequisites, courses in reporting and copyreading, and not less than fifteen hours of work in household arts. Parallel courses as advised after conference. Tingle, Allen.

Two hours, winter and spring terms.

331-332-333. *Reporting.* Types of newswriting in leading newspapers

of the country, methods of handling typical difficulties in news getting; interviewing. Assignments given and prepared with a view to probable publication in some of the available University, town and state papers. Coggeshall, Turnbull. *Three hours, each term.*

334-335-336. *Copyreading.* (Sometimes called news editing.) The handling of material intended for newspaper publication; editing, correcting and revising any errors of fact, style and treatment, and accepting or rejecting according to standards of value. The theory of news values, and practice in news judgment. Headwriting. The full leased-wire reports of the Associated Press and of the United Press are available for student use. Turnbull, Coggeshall. *One hour, each term.*

337. *Interpretative Newswriting.* The higher branch of reporting in which it is not enough to record the bare fact. Analysis of motives; study of probable consequences; exposition of the idea of principle underlying the fact. Political and economic news; interpretative magazine work. Prerequisite, 331-332-333. *Three hours, one term.*

371-372-373. *Sportswriting.* Lectures, readings, discussions, and practice reporting. Analysis of policies and handling of sports both amateur and professional. Ethics. Coggeshall. *One hour, each term.*

391-392-393. *Honors Reading Seminar.* A course in extensive and intensive reading for honors candidates, arranged for the individual student. Junior year. *Three to twelve hours.*

FOR ADVANCED UNDERGRADUATES AND GRADUATES

400. *Newspaper Problems and Shop Management.* Rae.

Three hours, one term.

409. *Law of the Press.* Law of libel, blackmail, literary property including copyright, privileged communications, federal regulations and other phases of law bearing on the press. Spencer.

Three hours, one term.

414-415-416. *Newspaper and Shop Management.* For seniors. Allen, Hall.

Two hours, each term.

421-422-423. *The Specialized Press.* The specialized journalism of the leading industries, professions and vocations, and avocations. The principles of trade and class journalism. The special informational feature article for magazine and newspaper. Sources, subjects, and types of articles. A review of magazine and syndicate markets. Students in this class are expected to sell their articles for publication. Prerequisites, courses 111-112-113 and 331-332-333 or their equivalent. Coggeshall.

Three hours, each term.

431. *Press Relations.* Theory and practice of placing before the public important industrial, social, educational, political, economic, charitable, religious and reform movements and institutions. Open to selected students only. Godfrey.

Three hours, one term.

434-435-436. *Camera Reporting.* Choice, position and selection of news pictures. Marking for engraver. Use of camera. Course can be taken only in connection with 431. Godfrey.

One hour, each term.

439-440. *General Advertising.* Theory and practice. The economic and social implications of advertising. The advertising agency. The "campaign," including methods of research, and the coordination of advertising with marketing and merchandising processes. Selection of media. Retail and mail-order advertising. Open only to majors in journalism and business administration. The mechanics of advertising, including

typography, printing, engraving and book making. Practice in the production of lay-outs, and copywriting. Thacher.

Three hours, fall and winter terms.

443. *Space Selling.* The salesmanship of advertising, including a description of the organization and methods of the advertising department of newspapers and other publications. Open only to majors in journalism and business administration. Thacher.

Three hours, spring term.

444-445-446. *Advertising Problems.* The purpose of this course is to give the student an opportunity to cultivate his judgment through the consideration of actual marketing and merchandising problems, in the solution of which advertising may be a factor. Open only to majors in journalism and business administration. Thacher.

Two hours, each term.

451-452-453. *Current Events.* A seminar course given some years. Allen

One hour, each term.

454-455-456. *Advanced Copyreading.* Includes news room management and incidental executive training. Turnbull.

One hour, each term.

464-465-466. *Typography.* Advanced work in printing. Prerequisite, publishing and printing. Hall, Nash.

One hour, each term.

472-473. *Estimating on Printing Jobs.* Elective for seniors who expect to work in smaller cities. Prerequisites, courses in publishing and printing. Hall.

Hours to be arranged.

474-475-476. *Printshop Laboratory.* Advanced work in printing, and the management of job printing establishments. Hall.

Hours to be arranged.

481-482-483. *Editing.* History and analysis of the newspaper and its influence. A consideration of journalistic ethics, editorial writing, the analysis of news and propaganda, and training in the criteria of authenticity. Newspaper management and policy. Editorial writing, use of exchanges, syndicates, and services. History of journalism in Europe and America. Study of current world problems, and the media and principles through which the editor attains authentic points of view. The coordination and application of the knowledge the student has obtained in his study of the social sciences. Final course, required for graduation, senior year. Allen.

Five hours, each term.

484-485-486. *Social Science and the News.* Readings in social science and discussions bearing on news interpretation. Allen.

Hours to be arranged.

487-488-489. *Seminar in Social Problems.* Cooperative effort to investigate social problems overlapping into the fields of several departments, such as sociology, political science, economics, journalism and the like. Open to graduate students, and also to seniors with honors privileges majoring in the departments whose professors elect to participate in the seminar.

Hours to be arranged.

491-492-493. *Honors Reading.* Same as 391-392-393. Senior year.

Three to twelve hours.

494-495-496. *Thesis.* The school of journalism regularly provides for thesis work.

Two hours, each term.

GRADUATE DIVISION

501-502-503. *Seminar.* A research course for students having the necessary preparation to enter a specialized field of original investigation. Allen.

Hours to be arranged.

504-505-506. *Thesis.*

Nine hours.

SCHOOL OF LAW

THE FACULTY

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EARL M. PALLET, Ph.D.	Registrar of the University
JAUQUISE KIRLEY LEARNED, B.A.	Law Librarian

CHARLES G. HOWARD, A.B., J.D.	Professor of Law
*HUGH E. ROSSON, B.S., LL.B.	Professor of Law
CARLTON E. SPENCER, B.A., J.D.	Professor of Law
VERNON X. MILLER, A.B., LL.B., J.S.D.	Associate Professor of Law
WAYNE L. MORSE, Ph.B., M.A., LL.B.	Associate Professor of Law
ORLANDO J. HOLLIS, B.S., J.D.	Special Lecturer in Law
JAMES D. BARNETT, Ph.D.	Professor of Political Science

* Leave of absence, 1930-31.

THE LAW LIBRARY

The law library is arranged to give students and faculty easy access to the books. In content it is such as to serve every normal need of both students and faculty. It now numbers approximately twenty thousand accessioned volumes and several hundred unaccessioned volumes and is receiving continual additions. The library includes substantial gifts from the libraries of Lewis Russell, Judge Matthew P. Deady, and Judge W. D. Fenton. Judge Fenton's gift is known as "The Kenneth Lucas Fenton Memorial Library," and numbers about eight thousand volumes.

ADMISSION TO THE LAW SCHOOL

For admission to the law school the student must have met the requirements for the junior certificate with upper division standing which requires half of a four year university course. For specific statement see Graduation Requirements.

Pre-legal students should select their program of studies from the following list:

Freshman: English history, modern governments, accounting, mathematics, science with laboratory, extempore speaking, survey course in English literature.

Sophomore: American history, political science, pre-legal English, principles of economics, money and banking, economics of business organization, philosophy, psychology, sociology.

SPECIAL STUDENTS

In exceptional cases students who have not complied with the regular admission requirements, may be admitted as special students. Such admissions will be restricted to those who are at least 23 years of age and who have completed a four-year high school course, and who are otherwise deemed qualified by the dean of the school.

Not more than ten per cent of the entering class will be admitted as special students in any one year.

No work done as a special student can be applied toward a law degree.

Neither admission nor attendance as a special student in the school of law for one term shall give the right to continue as such in any subsequent term, nor a right to a degree. If a special student's record has been in any respect unsatisfactory, the dean may refuse permission to register or continue as a special student in any subsequent term.

Work carried as a special student for a three-year period will entitle one to take the state bar examination.

ADVANCED STANDING

A student may transfer not to exceed two years of credit earned in other schools of recognized standing, provided the credit was earned subsequent to the completion of the prescribed two years of academic work. The right to reject any and all such credit is, however, reserved.

COMBINED COURSES IN ARTS OR SCIENCE AND LAW AND IN
COMMERCE AND LAW

SIX YEAR COURSE IN ARTS OR SCIENCE AND LAW

Students who wish to secure both arts and law, or science and law degrees, may enter the law school at the beginning of their senior year and count the first year of law toward both the collegiate and the law degrees, and by so doing may obtain the two degrees in six years from the date of their admission to the University.

If all requirements are complied with, the degree of bachelor of arts or of bachelor of science is conferred at the close of the first year in the law school, and the degree of doctor of jurisprudence at the conclusion of the law course two years later.

The third pre-legal year in either of these combined courses may be profitably spent in English, history, economics, philosophy, and business administration courses. Such training will increase substantially one's professional opportunities.

SIX YEAR COURSE IN COMMERCE AND LAW

Present-day conditions make it highly desirable for the lawyer to have an adequate knowledge of sound business administration. Likewise, it is practically essential for a business man to have a knowledge of law. In order to provide such training for law and commerce students, the school of law and the school of business administration are offering a combined six-year course in commerce and law. Students completing this work will receive the degrees of bachelor of business administration and doctor of jurisprudence. Any student who has taken this course is doubly fortified to go successfully into the business or legal world. See under School of Business Administration of this catalog for suggested course.

DEGREES

THE DEGREE OF BACHELOR OF LAWS (LL.B.)

Students who have met the requirements for the junior certificate with upper division standing in this University or their equivalent in another institution of recognized collegiate rank, and who have successfully completed courses in law aggregating one hundred fifteen credits, and who have otherwise satisfied the requirements of the University and of the law school, will be granted the degree of bachelor of laws (LL.B.)

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

The degree of doctor of jurisprudence (J. D.) will be granted to students who have received at least a year previous thereto, the degree of bachelor of arts, bachelor of science or bachelor of business administration from this University, or from some other institution of recognized collegiate rank, who have satisfactorily completed courses in law aggregating one hundred and fifteen term-hours with an average grade of at least III, and who have otherwise satisfied the requirements of the University and of the law school. Since one year of law may be counted toward both the collegiate degree and the law degree, the requirements for

the degree of doctor of jurisprudence may be satisfied by the successful completion of a combined six-year course.

ADDITIONAL DEGREE REQUIREMENTS

1. Any student who fails to obtain a minimum of IV over the full three years of his law course shall not receive any law degree. For the J.D. degree, a minimum average of III is required.

2. A total of at least three years resident study in this or in some other law school of recognized standing is required of every applicant for a degree.

3. No degree shall be conferred upon any student who has not spent at least one year in resident law study at this University.

PRIZES

The Hilton Prize. Frank R. Hilton, Esq., of Portland, offers an annual prize of fifty dollars to the student who presents the best oral discussion of a legal subject selected by the faculty of the law school. To this the law school has added a second prize of twenty-five and a third of fifteen dollars.

The Bancroft-Whitney Prize. The Bancroft-Whitney Company, law publishers, have instituted an annual prize to be awarded to the senior student in the school of law who receives the highest average in his law school work. The prize consists of a law publication to be selected annually.

THE OREGON LAW REVIEW

The Oregon Law Review is published quarterly under the editorship of the law faculty as a service to the members of the Oregon bar, and as a stimulus to legal research and productive scholarship on the part of the students. It is the official organ of the Oregon Bar association.

REGISTRATION FEES

The law registration fee for all regular and special students and for partial students carrying more than six term-hours of law, is \$10 a term or \$30 a year. This fee is in addition to the University registration fee of \$26.25 a term.

Students registering late are required to pay full registration fees for the term in which they register, and in addition, the privilege fees asked by the University for late registration.

Description of Courses

The law school assumes that its primary duty is owed to the people of the state of Oregon. For this reason, special emphasis is placed on both Oregon substantive law and Oregon procedure. In all courses, reference is repeatedly made to Oregon decisions and statutes. The attention of the student is called particularly to courses 405, Procedure I; 431, Procedure II; 432, Evidence; and 429, Brief-Making, for a fuller statement concerning procedural work.

The courses of instruction are arranged to present, as far as possible, the fundamental topics of the law during the first year, and the more specialized subjects during the second and third years. In courses continuing more than one term, credit may be withheld until the course is completed.

FIRST YEAR COURSES

401a,b,c. *Contracts.* Formation of simple contracts, including mutual assent and consideration; contracts under seal; parties affected by contracts; operation of the statute of frauds; performance of contracts, including express implied conditions; illegality; impossible of performance; discharge. Williston, Cases on Contracts. Howard.

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

402. *Agency.* Nature of relation; appointment; liability of principal for agent's torts, contracts, crimes; liabilities of agent; parties to writings; undisclosed principal doctrines; delegation of agency; termination; ratification. Mechem's Cases on the Law of Agency. (2nd ed.) Miller.

Five hours, spring term.

403a,b,c. *Torts*. Trespass to persons, to real property and to personal property; excuse for trespass; legal cause, negligence, contributory and imputed negligence; plaintiff's illegal conduct as a defense; duties of land owners; hazardous occupations; liability for animals; deceit; defamation, slander, libel, privilege, malice; malicious prosecution; interference with social and business relations, fair and unfair competition, strikes, boycotts, business combinations. Beale's Edition of Pound's Edition of Ames & Smith, Cases on Torts. (1929 Ed.) Carpenter. *Three hours, each term.*

405. *Procedure I*. An introductory course on procedure in actions at law. Its purpose is to acquaint the student with the court system, methods of trial and appellate review; and to study in detail common law pleadings. Magill, Cases on Civil Procedure. Hollis. *Three hours, fall term.*

406a,b. *Criminal Law*. Nature of crime; source of criminal law; mental element in crime; intent and motive; parties in crime; crime as an act; attempts; specific crimes; crimes against the person; crimes against the dwelling house; felonious intent; jurisdiction; contributions of social science to criminal law. Sayre, Cases on Criminal Law (2nd Ed.) Morse. *Three hours, fall term; two hours winter term.*

407. *Legal Bibliography*. Legal reference materials; legislative enactments; judicial precedents; classes of law books; training in their mechanical use. Spencer. *One hour, winter term.*

408a,b. *Real Property I*. An introduction to the law of real property. The common law of estates; reversions and remainders; the Statute of Uses; rights in land; easements; profits a prendre; licenses; covenants running with the land; surface and percolating waters, natural water-courses; lateral support. Bigelow, Cases on Rights in Land. Morse.

Four hours, winter term; two hours, spring term.

SECOND YEAR COURSES

404. *Personal Property*. Legal consequences of possession; facts giving rise to possessory title; various methods of acquiring title to chattels; liens and pledges; conversion. Warren, Cases on Property, abridged edition, supplemented by mimeographed selected cases. Miller.

Three hours, spring term.

420a,b. *Equity*. Historical introduction; the method of enforcing equitable decrees; the relation of equity to the common law; territorial limitations upon the power of a court of equity; equitable relief against torts; denial of equitable relief upon grounds other than the adequacy of the legal remedy; specific performance of contracts; fulfillment of conditions; laches and the statute of limitations; part performance and the statute of frauds; equitable conversion; equitable servitudes; misrepresentation, mistake and hardship as defenses to specific performance, reformation and rescission for mistake. Cook, Cases on Equity. Spencer.

Four hours, fall term; three hours, winter term.

424. *Domestic Relations and Persons*. Marriage as a contract or relation; annulment; divorce. Husband and wife; wife's contracts; husband's duty to support wife and her authority to bind him by her contracts; property rights; rights to each as to earnings, services, and society of the other; husband and wife in the law of torts and crimes. Parent and child. Infancy; contracts, conveyances, torts and crimes. Woodruff, Cases on Domestic Relations and Persons (3rd Ed.) (Not given 1930-31.) Spencer.

Three hours, spring term.

425. *Bills and Notes*. The law of checks, bills of exchange and notes, with a detailed discussion of formal requisites; acceptances; indorsement, transfer, extinguishment; obligation of parties; diligence; special character; the effect of the negotiable instruments law. Britton's Cases on Negotiable Instruments. Miller. *Six hours, fall term.*

426. *Real Property II*. Titles; conveyancing; original titles founded on prescription, adverse possession, and accretion; execution and delivery of deeds; description of property conveyed; creation of easements; covenants for title; estoppel by deed; dedication; landlord and tenant; joint ownership; recording acts. Aigler, Cases on Titles to Real Property. Morse. *Six hours, spring term.*

431a,b. *Procedure II*. (a) Code pleading. Actions; parties; the complaint; demurrers; the answer; the reply. (b) Procedure before trial. Sunderland, Cases on Code Pleading. Hollis. *Four hours, winter term.*

SECOND AND THIRD YEAR COURSES COMBINED

421a,b. *Trusts*. Nature and requisite of trust; express, resulting, and constructive trusts; charitable trusts; nature of cestui's remedies against trustee, transfer of trust property by trustee or by cestui; bona fide purchase for value; liability of trustee to third person; investment of trust funds; extinguishment of trust. Scott, Cases on Trusts. Given alternate years. (Not given 1930-31.) Carpenter. *Three hours, fall and winter terms.*

423. *Sales of Personal Property*. Subject matter of sale; executory and executed sales; bills of lading; seller's lien and right of stoppage in transitu; fraud; warranty, and remedies for breach of warranty; statute of frauds. Woodward, Cases on Sales. Given alternate years. (Not given 1930-31.) Carpenter. *Four hours, winter term; two hours, spring term.*

430. *Bankruptcy and Insolvency*. Fraudulent conveyances at common law and under the federal bankruptcy act; who may be a bankrupt; who may be petitioning creditors; acts of bankruptcy; what property passes to the trustee; provable claims, duties and powers of the bankrupt and trustee; protection; exemptions and discharge of bankrupt. Holbrook and Aigler (2nd ed.), Cases on Bankruptcy. (Not given, 1930-31.) *Three hours, spring term.*

441. *Constitutional Law* (Political Science 401). Written and unwritten constitutions. The adoption and amendment of constitutions; the relations between the federal and the state governments; the legislature, executive and judiciary; the state and territories; the individual and the government. Evans, Cases on Constitutional Law (2nd ed.) Given alternate years. (Not given, 1930-31.) Barnett. *Four hours, fall term.*

442. *International Law* (Political Science 403). The law of peace, the law of war, and the law of neutrality. Evans, Cases on International Law (2nd ed.) Barnett. *Four hours, winter term.*

443. *Corporations, Municipal* (Political Science 402). The nature, constitution, powers and liabilities of municipal corporations. Tooke, Cases on Municipal Corporations. Given alternate years. (Not given, 1931-32.) Barnett. *Four hours, fall term.*

445a,b. *Partnership and Private Corporations*. Partnerships; acts and contracts creating partnerships; property; firm name and good will; rights and duties toward each other. Actions between partners; powers of partners; nature and extent of liabilities; application of assets to

claims of creditors. Corporations, formation and reorganization; problems of disregarding the corporate entity; promotion and the liability of promoters; watered stock; extent and exercise of corporate powers; the de facto doctrine; ultravires; duties and rights of officers and stockholders, and the rights of creditors. Mechem, Cases on Partnerships. Richards, Cases on Corporations. Given alternate years. (Not given, 1930-31.) Howard. *Three hours, winter term; five hours, spring term.*

450. *Suretyship*. Nature of the suretyship relation and the means of establishing it; rights of the surety, including indemnity, contribution, subrogation and exoneration; rights of creditor to surety's securities; sureties' defenses against the creditor, both legal and equitable. Langmaid, Cases on Surety. Given alternate years. (Not given, 1931-32.) Howard. *Three hours, winter term.*

451. *Mortgages*. All forms of mortgage security, both real and chattel; essential elements of legal and equitable mortgages; legal and equitable rights, powers and remedies of mortgagor and mortgagee with respect to title, possession, rents and profits, waste, collateral agreements, foreclosure; redemption; priorities; marshalling; extension of mortgages, assignment of mortgages; discharge of mortgages. Parks, Cases on Mortgages. Given alternate years. (Not given, 1931-32.) Howard. *Three hours, spring term.*

THIRD YEAR COURSES

422a,b. *Evidence*. 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; the best evidence rule; the parole evidence rule; competency of witness; privilege of witness; examination of witness. Thayer, Cases on Evidence (Maguire's edition). Spencer. *Three hours, fall and winter terms.*

428. *Wills*. Testamentary capacity and intent; signature; attestation; witnesses; incorporation by reference; revocation; republication and revival; grant and revocation of probate; title and powers of executors and administrators; payment of debts; payment of legacies. Costigan, Cases on Wills. (Second edition.) Morse. *Four hours, fall term.*

429. *Brief-Making*. The analysis of cases; use of digests and encyclopedias; selected cases; indexes. Practical exercises in the writing of briefs, both trial and appellate. Spencer. *Three hours, spring term.*

432. *Procedure III*. Trial practice. Jurisdiction of courts; venue; process; judgments. Selection and instruction of juries; methods of introducing evidence; exceptions; findings; verdicts; motion for new trial. Sunderland, Cases on Trial Practice. Hollis. *Three hours, spring term.*

440a,b. *Conflict of Laws*. Nature of law; territorial limitation upon the operation of law as affecting persons and things, including domicile and taxation; jurisdiction of courts in proceedings in rem, in personam, quasi in rem, and for divorce; extraterritorial recognition of rights acquired under foreign law, including status of persons, rights of property, obligations ex contractu and ex delicto, judgments, inheritance laws, etc. Lorensen's, Cases on Conflict of Laws. Carpenter. *Three hours, winter and spring terms.*

491. *Legal Research*. A course open to third-year students and by special arrangement only. The student will work under the supervision of the instructor in whose field the problem is selected. *One to three hours.*

495. *Thesis*.

Nine hours.

SCHOOL OF MEDICINE

THE FACULTY

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 HAROLD BUNCE MYERS, A.B., M.D..... *Associate Dean*

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JAMES CULLEN ZAN, M.D..... *Associate Professor of Surgery*

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OTIS BUCKMINISTER WIGHT, A.B., M.D.	Assistant Clinical Professor of Gynecology and Instructor in Surgery
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JOHN CALVIN EVANS, M.D.	Clinical Lecturer in Psychiatry
FREDERICK D. STRICKER, M.D.	Lecturer in Public Health and Medical Jurisprudence
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THEODORE WRIGHT ADAMS, M.D.	Clinical Associate in Gynecology and Obstetrics
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ADALBERT G. BETTMAN, M.D.	Clinical Associate in Surgery
FRANK ERNEST BUTLER, M.D.	Clinical Associate in Radiology
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SHERMAN ENOS REES, M.D.	Clinical Instructor in Radiology
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IVAN M. WOOLLEY, M.D.	Clinical Instructor in Radiology
F. BERTRAM ZENNER, M.D.	Instructor in Obstetrical Pathology
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MAURICE F. GOURLEY, B.S., M.D.	Resident in Medicine
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D. C. MCDOUGALL, B.S., M.D.	Resident in Pediatrics
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CLIFFORD E. HARDWICK, B.S., M.D.	Resident in Surgery and Gynecology
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CHARLES ULYSSES MOORE, M.S., M.D., M.Sc. (Ped.)	Director of Nutritional Research Laboratory
HOPE BROWN PLYMATE, B.S.	Fellow, Nutritional Research Laboratory
THOMAS R. MONTGOMERY, B.A.	Jones Fellow in Pathology
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LELAND S. HARRIS, B.S., M.S.	Student Instructor in Biochemistry
JAMES D. STEWART, A.B.	Student Instructor in Medicine and Assistant in Pathology
EDGAR MURRAY BURNS, A.B.	Student Research Assistant in Anatomy
ROBERT A. CAMPBELL, B.S.	Student Research Assistant in Biochemistry

WESLEY V. FRICK, B.S.	Student Research Assistant in Bacteriology
EUGENE GETTELMAN, B.S.	Student Research Assistant in Anatomy
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ROGER H. KEANE	Student Research Assistant in Pathology
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JOE M. ROBERTS, A.B.	Student Research Assistant in Pathology
COURTNEY M. SMITH	Student Research Assistant in Anatomy
DELBERT L. STOKESBARY, A.B.	Student Research Assistant in Physiology
LILA TIMM, B.S.	Research Assistant in Gynecology and Clerk of the Department
CLARENCE R. BLATCHFORD	Student Assistant in Special Research
BENTLEY P. COLCOCK	Student Assistant in Special Research
NAVARRE J. DUNN	Student Assistant in Special Research
EARL S. RHIND	Student Assistant in Special Research
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ERIC C. JOHNSON, B.S.	Student Assistant in Obstetrical Pathology
LEWIS JORDAN, B.S.	Student Assistant in Parasitology
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HOPE B. PLYMATE, B.S.	Student Assistant in Nutritional Research Laboratory
MARTHA ROHNER	Student Assistant in Bacteriology
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ROSS C. B. THORNTON, B.S.	Student Assistant in Physiology
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JAMES W. WILEY	Student Assistant in Anemia Research
A. EDGAR WRIGHTMAN, JR., A.B.	Student Assistant in Anatomy

HOLLIS L. CAREY	Student Technician in Nutritional Research
JACK GRONDAHL	Technician in Physiology
MARIAN HETLESATER	Technician in Surgery
HUBERT HICKEY	Technician in Bacteriology
R. WALTER JOHNSON	Photographer and Technical Assistant in Radiology
MIRIAM LUTEN	Technician in Bacteriology
MAE BLACKLER MITCHELSON	Technician in Anatomy
ORVAL PERDUE	Assistant Technician in Animal Research
HENRY SAXRUD	Museum Technician in Pathology
KATHERINE W. STEWART	Technician in Pathology
ALOIS TEDISCH	Technician in Biochemistry
WANDA TEMPLETON	Technician in Pathology
WILLIAM WELKER	Animal Technician
LLOYD A. WHEELWRIGHT	Student Technician in Pharmacology
MABLE WILHELM	Technician in Clinical Laboratory

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GRACE PHELPS	Director of Nursing
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LUCY I. DAVIS	Registrar
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W. E. GAINES	Superintendent of Buildings and Grounds

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SARAH STARR	Office Assistant
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NORAH DOBBS	Telephone Operator
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GRACE WHITE	Assistant Librarian
ALICE HOCHÉ	Assistant Librarian
JOHN D. McLAREN, M.D.	Assistant in Library

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STANDING COMMITTEES OF THE MEDICAL SCHOOL

Admission and Advanced Standing—Harold B. Myers, chairman; Olof Larsell, Harry J. Sears, and the registrar of the University (ex officio).
Clinical Laboratories—Harry J. Sears, chairman; Harold B. Myers, Frank R. Menne, J. Earl Else, Laurence Selling, and J. B. Bilderback.
Curriculum and Schedule—Harold B. Myers, chairman; James H. Gilbert, George E. Burget, Laurence Selling, T. Homer Coffen, J. Earl Else, Olof Larsell, Harry R. Cliff, and the secretary of the medical school (ex officio).
Graduate Work—Olof Larsell, chairman; George E. Burget, and Frank R. Menne.
Publications and Catalogue—Ralf Couch, chairman; William F. Allen, and Harold B. Myers.
Library—George E. Burget, chairman; Noble Wiley Jones, William F. Allen, Frank R. Menne, Ernest A. Sommer, and the librarian (ex officio).
Museums—Frank R. Menne, chairman; Clarence J. McCusker, and Raymond E. Watkins.
Research—William F. Allen, chairman; Robert Louis Benson, Harry J. Sears, and Olof Larsell.
Representative to Graduate Council—Olof Larsell.
Jones Lectureship—Laurence Selling, chairman; T. Homer Coffen, and George E. Burget.
Student Health—Harold B. Myers, chairman; T. Homer Coffen, Noble Wiley Jones, Frederick D. Stricker, Howard D. Haskins.
Internships—Frank R. Menne, chairman; Noble Wiley Jones and Ralf Couch.
Henry Waldo Coe Prize—George E. Burget, chairman; Harry J. Sears, and Laurence Selling.

GENERAL INFORMATION

Tuition. For all resident students the tuition is \$180 per year, and for all students who are not bona fide residents of Oregon an additional fee of \$60 per year is charged. Arrangements may be made for paying the tuition in installments at the beginning of each term.

Tuition for Special Students and for summer work is \$3.50 per term hour.

Breakage Deposit. A deposit of fifteen dollars (\$15) for first and second year students, and ten dollars (\$10) for third and fourth year students is required at the beginning of each year for general breakage. The cost of damage done by an individual to University property will be deducted from his deposit; and in case the identity of the one responsible cannot be established, a pro rata charge will be made against the entire class of which he is a member. The remainder of this deposit will be returned at the end of each school year.

Microscopes. Students are expected to provide themselves with microscopes.

Lockers. Coat room and laboratory lockers will be assigned and a deposit of one dollar must be made when a lock for the same is received.

Special Examinations. If a special examination is granted, a fee of \$5 must be paid at the office.

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

ADMISSION TO THE UNIVERSITY OF OREGON MEDICAL SCHOOL

Application for admission should be made not later than July 1st. It is necessary to complete the list of matriculants early in July, making it thereafter impossible to consider applications for admission.

Notice of acceptance of application is accompanied by matriculation card, to be presented on registration day, together with duplicate to be returned not later than ten days following receipt, with matriculation fee of \$5.00 and a deposit of \$20.00, in order to reserve a place in the entering class. The deposit of \$20.00 may be applied toward the tuition fee of the first term. It is not refundable after July 15th.

REQUIREMENTS FOR ADMISSION

Applicants for admission are required to have satisfactorily completed a four years course in an accredited high school, or its equivalent, and

collegiate preparation covering not less than three years of study in an acceptable institution. These courses must include the following:

I. *High School Preparation.* A minimum of fifteen units is required, acceptable toward collegiate matriculation, including the following:

	Units		Units
English	3	History	1
Algebra	1	One Foreign Language	2
Geometry	1	Additional in one of above sub-	
Laboratory Science	1	jects	1
		Elective	5

Recommended High School Course. The following high school course, which meets all the formal requirements, is strongly recommended:

	Units		Units
English	4	Latin	2
Algebra	1½	History	1
Geometry	1	German or French	2
Physics	1	Electives	1½
Chemistry	1		
Total	15		

II. *Collegiate Preparation.* At least 135 term hours (90 semester hours) exclusive of credit in military science, of collegiate preparation in an accredited institution, is required for admission. Included in this preparation the following work is prescribed:

	Term Hours
Chemistry, inorganic (qualitative and quantitative may be included) ..	15
Chemistry, organic	8
Biology	20
Physics	12
English	9
German or French	20

The subject matter considered in the course in organic chemistry should be distributed over the aliphatic and aromatic compounds. Not less than 25% of all chemistry credit must be for laboratory work.

Preparation in biology should be chiefly in animal biology, elemental and advanced. Not less than 20% of the credit should be for laboratory work. Bacteriology and botany may be accepted for one-quarter of the required work.

The course in physics should cover the subject subdivisions presented in the customary one-year college course, including not less than one laboratory period per week.

It is recommended that advanced courses in written English be taken.

German and French preparation may be satisfied by a statement certifying to the applicant's possessing a ready sight reading ability, submitted by an instructor granting credit in either subject in a standard college or university.

Candidates who are deficient in any of the above minimum requirements will not be admitted.

RECOMMENDED ELECTIVE SUBJECTS

In addition to the above described requisite preparation, those intending to study medicine are advised to make elective choice of psychology, history, mathematics, at least one of the social sciences and advanced courses in English.

Present facilities necessitate limiting each entering class to sixty. Many more than this number apply for admission. The selection is made upon the basis of scholarship, thoroughness of preparation, and personal fitness for the profession.

BACHELOR'S DEGREE

Students entering the University of Oregon Medical School without the bachelor of arts or bachelor of science degree shall become eligible

for one of these degrees, either in the University of Oregon or in their respective institutions, before entering upon the work of the third year.

Eligibility for the bachelor of arts degree in the University of Oregon necessitates completion of 186 term-hours, including the satisfaction of at least three of four group requirements. The group requirements necessitate the completion of not less than 9 term-hours of correlated or sequence order courses. Groups are as follows:

I. Language and Literature. This group requirement may not be satisfied by beginning foreign language or required second year written English. Group I may be fulfilled by a survey course in Architecture or Music if the student is not majoring in either of those schools. German or French is specified by the Medical School as foreign language preparation.

II. Social Sciences. Economics, History, Political Science, and Philosophy.

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

IV. Biological Sciences, Animal Biology, Physiology, Plant Biology, Bacteriology or Psychology.

Laboratory work must be included in courses satisfying groups III and IV with the exception of preparation in mathematics.

Eligibility for the bachelor of arts degree necessitates completion of a two-year course in one foreign language, additional to two years of a foreign language offered at entrance.

Eligibility for the bachelor of science degree necessitates not less than 36 term-hours preparation in Group II or III, additional to fulfillment of at least two of the remaining three group requirements.

It is evident that applicants meeting subject requirements for admission to the Medical School must have satisfied group requirements III and IV for the baccalaureate degree. It is therefore necessary that applicants for admission to the Medical School, anticipating the completion of requirements for the baccalaureate degree in arts or science in the University of Oregon, must fulfill group requirement I or II before entering upon the work of the third year in the medical school.

STUDENT HEALTH

A committee of the faculty has special charge of student health; and, in addition to the general service of the entire school, arrangement is made for securing the advice and aid of the dean, associate dean, and heads of departments in all student health and welfare problems.

PHYSICAL EXAMINATION

All entering students are required to take a physical examination.

SPECIAL STUDENTS

Students who are not candidates for the degree of doctor of medicine may register in courses in the fundamental laboratory branches for which they are prepared, as special students; and graduates in medicine may register as special students in any course. No matriculants will be accepted as special students in clinical subjects, other than graduates in medicine. No graduates in medicine will be accepted as candidates for the degree of doctor of medicine.

Special students who register for special work, and who are not candidates for the degree of doctor of medicine, will be charged tuition according to the amount of work undertaken and the nature of the courses.

CURRICULUM IN MEDICINE AT UNIVERSITY OF OREGON

The course in medicine comprises four years.

Three years of collegiate preparation for the study of medicine as provided on the campus at Eugene or in some other accredited institution are devoted to liberal studies embracing the fundamental sciences contributory to medicine. They include work generally given in pre-medical departments, and listed under requirements for admission.

The four years spent in the medical school at Portland are devoted to the subjects of the regular four-year curriculum in medicine required by law.

The first three years must be satisfactorily completed before admission to the medical school (Portland). It has been found necessary for the present to limit the number of first year students at the medical school, consequently, completion of the third pre-medical years does not guarantee admission to the medical school.

REQUIREMENTS FOR DEGREES

DOCTOR OF MEDICINE

A candidate for the degree of doctor of medicine must have completed satisfactorily the curriculum described, or in case of admission with advanced standing, the last year must be taken in this medical school. All candidates for degrees are expected to be present at the commencement exercises and receive the diploma in person.

COMBINED DEGREE

Under degree requirements it is specified that all candidates shall have had such balanced collegiate training, including usual preparation in basic sciences, to entitle the individual to baccalaureate degree requirements of the University of Oregon as outlined under section entitled "University Procedure."

THE GRADUATE SCHOOL

The departments of anatomy, bacteriology and hygiene, biochemistry, pathology, pharmacology and physiology offer instruction leading to the master's degree as an integral part of the graduate school of the University of Oregon and subject to the rules and regulations which are published in the bulletin of the graduate school.

MEDICAL SCHOOL CATALOG

For full particulars regarding the School of Medicine write to the Dean, University of Oregon Medical School, Portland, Oregon, for a catalog.

SCHOOL OF MUSIC

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D.	President of the University
JOHN J. LANDBURY, Mus.D.	Dean of the School
EARL M. PALLET, Ph.D.	Executive Secretary and Registrar
GLADYS W. HAY	Executive Secretary, School of Music
LOUIS ARTAU	Assistant Professor of Piano, Structure of Music, History
ANNE LANDBURY BECK, B.A.	Professor of Public School Music, Structure of Music, History
ARTHUR BOARDMAN	Professor of Voice, Choral Direction
WILLIAM PINGRY BOYNTON, Ph.D.	Professor of Physics
ROY GRIFFIN BRYSON, B.A.	Instructor of Voice, Choral Direction
MINNIE GRISWOLD DOUGLASS	Instructor of Piano
JOHN STARK EVANS, B.A.	Professor of Organ, Structure of Music
GEORGE HOPKINS, B.A.	Professor of Piano, Counterpoint and Composition
MME. ROSE MCGREW	Professor of Voice
JOHN H. MUELLER, Ph.D.	Assistant Professor of Sociology
DORIS HELEN PATTERSON, B.M.	Instructor of Harp
JOHN STEHN, M.S.	Instructor of Wind Instruments
LORA TESCHNER	Instructor of Violincello
JANE THACHER	Professor of Piano, Piano Pedagogy
AURORA POTTER UNDERWOOD, B.M.	Assistant Professor of Piano, Structure of Music
REX UNDERWOOD	Professor of Violin, Ensemble, Director of Orchestra
NINA WARNOCK, B.M.	Instructor of Violin

ORGANIZATION

The School of Music was organized in 1902, although a Department of Music had been instituted before that time.

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

DEPARTMENTS

The following departments aim to serve the musical interest of the undergraduate student body:

Piano	String Instruments
Voice	Wind Instruments
Organ	Public School Music
Violin	Structure and History of Music

In addition to the above departments, a professional school is maintained which is designed to serve the interests of students looking toward a professional career.

EQUIPMENT

The School of Music is housed in its own building, the walls of which are of double construction, padded to minimize sound interference. Sound-proof doors are used throughout. It is one of the finest buildings in the country devoted to this purpose.

In the studio wing are twelve studios equipped with Steinway grand pianos, and twelve practice rooms equipped with standard uprights, which are kept in the best of tune and condition, a lecture room seating about one hundred, an ensemble room, and business offices. There is also

a lounge, sun parlor, and enclosed promenade provided for the use of the students.

The auditorium, seating approximately six hundred, with stage accommodations for two hundred and seventy-five persons, is complete in its appointment with a Steinway concert grand piano, and a beautiful four-manual Reuter organ.

DEGREES

The student choosing music as a major subject may proceed toward any of the following degrees:

Bachelor of Arts.

Bachelor of Science.

NOTE—These degrees are taken in the College of Literature, Science, and the Arts.

Bachelor of Music.

Bachelor of Music Education.

NOTE—The last two are technical degrees, the Bachelor of Music being taken in the School of Music, and the Bachelor of Music Education, in the Schools of Music and Education. No student will be considered eligible to proceed toward the Bachelor of Music degree until he has demonstrated his ability during the freshman year. No student will be eligible to proceed toward the degree of Bachelor of Music Education until he has received his junior certificate.

For the college degrees, twelve term-hours of applied music, such as piano, voice, violin, etc., may be submitted, the remainder of the major subject being taken from the courses in the structure and history of music.

In the Graduate School, a student may proceed toward the degree of Master of Arts, Master of Science, or Master of Fine Arts.

NOTE—In its relation to the work of the Graduate School, the School of Music ranks as a department. For full information, consult section entitled "Graduate School" in the forepart of this book.

ADMISSION

For admission to the University School of Music proper, the student must satisfy the general University requirements for entrance described under "University Procedure" in the forepart of this catalog.

Special students are not candidates for a degree, and are admitted to such courses as their previous training enables them to undertake.

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

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

These requirements are as follows:

Major subject: piano, voice, organ, violin, or 'cello.

Full work throughout the four years. This is taken to mean two weekly individual appointments with the instructor in charge, together with the necessary laboratory preparation, (one to four hours per day, according to the instrument chosen), ability to cover scheduled program, etc. In some cases, class instruction may be substituted, provided this has the approval of the instructor in charge.

Structure and History of Music, a minimum of 51 hours, usually composed as follows:

LOWER DIVISION		Terms	Hours
Elementary Harmony	.....	3	9
Elementary Analytical Counterpoint	.....	3	6
Intermediate Harmony and Analysis	.....	2	8
Elementary Formal Analysis	.....	1	4

UPPER DIVISION

At least 24 hours, usually including:		
Advanced Formal Analysis	1	3
Harmonical Analysis	1	3
Keyboard Harmony and Modulation (piano students)	3	6
Counterpoint, Canon, and Fugue	3	6
The following are strongly recommended:		
Public School Music (public school music majors)	3	9
Public School Music and Seminar (public school music majors)	3	6
Supervised Teaching and Seminar (public school music majors)	1-3	7-10
Social Aspect of Art and Aesthetics	1	2
Sound	1	3
Philosophy of Music	1	2
Classical Period	1	2
Romantic Period	1	2
Music of the Ancients	1	2
Polyphonic Literature	Throughout Division	
Band and Orchestra		

NOTE—One year of Ensemble is required of all students.

Minor subject: A minor subject to be selected from any instrument in the group not containing the major instrument selected:

GROUP I
Piano
Organ

GROUP II
Voice
Violin
Cello

The amount of work required in the minor subject cannot be definitely stated. The student must satisfy the instructor in his major department that a proper and reasonable balance between the harmonic and melodic modes of expression has been attained.

PUBLIC SCHOOL MUSIC

This course prepares the student for teaching and supervising music in the grades and in the high schools.

Students are not admitted in the Department of Public School Music proper, until they have received the junior certificate.

LOWER DIVISION	Term Hours
Elementary Harmony	9
Elementary Analytical Counterpoint	6
Ear-training, Solfeggio and Dictation	3
Intermediate Harmony and Analysis	8
Elementary Formal Analysis	4
Orchestral Organization	6
Band Organization (advised)	6
Beginner's Psychology (prerequisite for education courses)	9-12
Piano: Ability to cope with the problems involved. This usually requires about three years work.	
Voice: At least one year of accredited instruction. Choral experience; ensemble experience.	

UPPER DIVISION

*Band Organization	6
Orchestral Organization (advised)	6
Public School Music (junior year)	9
Public School Music and Seminar (senior year)	6
Introduction to Education	4
Problems of Secondary Education	4
Educational Psychology	4
Theory and Observation of Secondary Teaching	3
Supervised Teaching	7-10

*Orchestral Organization (lower division) course 202a,b,c, will be accepted as preparation for Band Organization (upper division).

FEES

Fees are charged for all of the courses in applied music, and for some of the courses in the structure and history of music. The amounts of these fees may be found in the schedule of courses which is published at the beginning of the school year. For detailed information concerning courses of study suggested, special curricula, and expenses, apply to the Dean of the School of Music.

SCHOLARSHIPS

Through the generosity of members of the faculty of the School of Music, a number of scholarships are available each year. These are awarded by competitive examination to especially gifted and deserving students. Application should be made to the dean.

The Mu Phi Epsilon Scholarship. The musical sorority, Mu Phi Epsilon, offers a scholarship for the year in either voice, violin, piano, or organ. Applications are considered throughout the year until June first. Three Mu Phi Epsilon members, as judges for the sorority in consultation with the dean of the School of Music and other University authorities make the award according to talent, personality, financial situation, promise, and general scholastic standing. It is a requirement that the scholarship be awarded a University student of at least one year's attendance, and preferably one eligible for Mu Phi Epsilon, if not already a member.

The Phi Beta Scholarship. The members of Phi Beta, Women's National Professional Fraternity of Music and Drama, give a scholarship for the year in piano, violin, voice, or organ. The decision is made by active members of Phi Beta with the aid of the dean of the School of Music and other faculty members. Present ability, future promise, character, financial resources, and general scholarship are the points taken into consideration. The award is preferably given to a student who is either eligible for, or is a member of Phi Beta. The associate members of Phi Beta also give a yearly scholarship in one of the music departments, the requisites for the recipient being practically the same as those in the one offered by the active members.

The Juilliard Foundation Scholarships. For several years, the Juilliard Foundation, of New York City, has maintained scholarships in the School of Music. The number of these scholarships has varied from two to six. Scholarships are awarded by competition, the judge being the representative sent out by the Foundation. As the number and the continuance of these scholarships rests entirely with the Foundation, the preceding data are given for informational purposes only.

Description of Courses

LOWER DIVISION

100a,b,c. *Elementary Harmony.* A consideration of the commonly accepted facts and beliefs concerning such music material as scales, chords, intervals, etc., and their application to musical thinking, understanding, and composition. Beck.

Three hours, each term.

101a,b,c. *Elementary Analytical Counterpoint.* Designed to acquaint the student with the contrapuntal mode of expression, and to contribute to his understanding of harmony through a knowledge of the origins of the principal chord concepts. While the work will be largely analytical, the inventions, partitias, and simple fugues of Bach being used as texts, much attention will be devoted to a study of good voice leading and to the significance of vertical cross-sections of simultaneously uttered melodic figures. Evans.

Two hours, each term.

102-103-104. *Ear-Training, Solfeggio, and Dictation.* An elementary course designed to give the student a working knowledge of the fundamentals of music. A. P. Underwood.

One hour, each term.

105-106-107. *Ensemble*. Rex Underwood. *One hour, each term.*

108a,b,c. *Piano Class Methods*. Artau. *Two hours, each term.*

109. *The Lure of Music*. A course of musical demonstrations and incidental explanatory material designed especially for those who are not engaged in any form of music study. Preference will be given to those who either do not like what is accepted as good music, or who are not conscious of any love for it. Music majors will be excluded. Staff.

Two hours, one term.

110. *The Appreciation of Music Through Understanding*. A course designed to create or stimulate (or both) the enjoyment of good music through its relation to the facts and experiences of life. An attempt will be made to explain the structure and content of music. Elementary in nature. Music majors excluded. Staff.

Two hours, one term.

Instruction in piano, organ, voice, violin, and 'cello is, for the most part, on an individual basis. The following courses, however, in group instruction, are available to regularly classified students. All work is based primarily upon the literature of the instrument concerned—technique being regarded as a necessary and interesting tool.

111,112,113. *Group Instruction (Piano)*. *Two hours, each term.*

114,115,116. *Group Instruction (Organ)*. *Two hours, each term.*

117,118,119. *Group Instruction (Violin)*. *Two hours, each term.*

120,121,122. *Group Instruction (Voice)*. *Two hours, each term.*

123,124,125. *Group Instruction ('Cello)*. *Two hours, each term.*

200a,b. *Intermediate Harmony and Analysis*. A continuation of the course in Elementary Harmony. Increased chord vocabulary; special consideration of foreign tones; modulation and analysis. Evans.

Four hours, two terms.

201. *Elementary Formal Analysis*. A study of the figure, motive, section, phrase, and period. The simple song forms. Some consideration of the larger forms such as the sonata, concerto, and symphony. The works of Haydn, Mozart, Beethoven, Mendelssohn, etc., will be used as texts. Evans.

Four hours, one term.

202a,b,c. *Orchestral Organization*. A practical study of the strings and wood winds. Rex Underwood.

Two hours, each term.

203a,b,c. *Band Organization*. Instrumentation. Study of the various groups of instruments of wind-band. Designed to give students, especially Public School Music majors, a working knowledge of brass, wood-wind, and percussion instruments. Stehn.

Two hours, each term.

204a,b,c. *Orchestra*. Rex Underwood.

One hour, each term.

205a,b,c. *Operatic Fundamentals*. Training in the fundamentals of operatic tradition. Practical work in the reproduction of excerpts from the less pretentious classical, romantic, and modern opera. McGrew.

Two hours, each term.

206-207-208. *Accompanying*. A course presenting practical problems in accompanying, sight-reading, rhythm, and ensemble. Various types of accompaniments studied both from the standpoint of Public School Music students and those wishing to accompany soloists. A. P. Underwood.

Two hours, each term.

209a,b,c. *Introduction to Polyphonic Literature*. A course aiming to lay the foundation for polyphonic singing in general. The simpler motets and canzonettas of the early classical period will constitute the basis of the work. Boardman, Bryson. *One hour, each term.*

211,212,213. *Group Instruction (Piano)*. *Two hours, each term.*

214,215,216. *Group Instruction (Organ)*. *Two hours, each term.*

217,218,219. *Group Instruction (Violin)*. *Two hours each term.*

220,221,222. *Group Instruction (Voice)*. *Two hours, each term.*

223,224,225. *Group Instruction ('Cello)*. *Two hours, each term.*

UPPER DIVISION

300a,b,c. *Keyboard Harmony and Modulation*. A course aiming to teach students how to think music in terms of the piano. Evans. *Two hours, each term.*

301. *Harmonic Counterpoint*. A course designed to facilitate the transition from the free to the strict mode of expression and to serve as a preparation for counterpoint in general. Hopkins. *Two hours, one term.*

302. *Music of the Ancients*. A study of primitive music and musical instruments. Artau. *Two hours, one term.*

303. *The Classical Period*. A survey of the literature of the classical period and an attempt to relate the musical expression to other movements of the period. Artau. *Two hours, one term.*

304. *The Romantic Period*. Romanticism as it finds expression in music. A survey of the literature and a study of the composers. Much time will be given to the study of opera and the symphonies. Artau. *Two hours, one term.*

305a,b,c. *Public School Music*. A specific study of the material and methods suitable for the first six grades, from the standpoint of teachers and supervisors. Development of problems peculiar to each grade. All important texts and recent approaches studied. Observations, reports, conferences. Beck. *Three hours, each term.*

306. *Strict Counterpoint*. Hopkins. *Two hours, one term.*

308a,b,c. *Orchestral Organization*. A study of transposition and instrumentation. Rex Underwood. *Two hours, each term.*

309a,b,c. *Band Organization*. A course designed to aid music supervisors and band directors in the public school in forming and developing bands. The artistic side of band work is discussed but the chief emphasis is on the practical work such as methods of teaching pupils to play band instruments, practical instrumentation, practical arranging, music suitable for young bands, methods of presenting music to the band, arranging programs, etc. The lectures and recitations will be accompanied by demonstrations on the various instruments, brass and reed, in order to give the prospective director a working knowledge of the capabilities, uses, manipulation and principles of construction of each instrument. Several typical band scores will be studied in detail. Stehn. *Two hours, each term.*

- 310a,b,c. *Orchestra*. Rex Underwood. *One hour, each term.*
- 311,312,313. *Group Instruction (Piano)*. *Two hours, each term.*
- 314,315,316. *Group Instruction (Organ)*. *Two hours, each term.*
- 317,318,319. *Group Instruction (Violin)*. *Two hours, each term.*
- 320,321,322. *Group Instruction (Voice)*. *Two hours, each term.*
- 323,324,325. *Group Instruction ('Cello)*. *Two hours, each term.*
- 326a,b,c. *Operatic Fundamentals*. An advanced course dealing with the training of students who contemplate entering the field of opera. McGrew. *Two hours, each term.*
- 327a,b,c. *Polyphonic Literature*. Boardman *One hour, each term.*
- 328-329-330. *Accompanying*. A. P. Underwood *Two hours, each term.*
- 331-332-333. *Ensemble*. Rex Underwood. *One hour, each term.*
334. *Organ Literature*. A literature course primarily for seniors with particular emphasis on modern tendencies in organ composition and the possibilities of the modern console. Evans. *Two hours, one term.*
355. *Modern Tendencies*. An attempt to follow the changes resulting from modern experiences in tonal combinations. Some time will be spent considering the lives of representative modern composers. Thacher. *One hour, one term.*
- 356a,b,c. *Free Composition*. A study of the characteristic idioms of the free style; the variation, simple and developed song form, developed ternary form, the art song, etc. Not more than three will be permitted in the class. Hopkins. *Two hours, each term.*
- 335a,b,c. *Piano Class Methods*. Artau. *Two hours, each term.*
- Ed. 307. *Supervised Teaching and Seminar*. Beck. *Seven to ten hours.*

FOR UNDERGRADUATES AND GRADUATES

- 400a,b,c. *Public School Music and Seminar*. A particular study of the materials and methods for the junior and senior high school from the standpoint of teachers and supervisors. This course includes investigation of problems relating to test and measurement procedures; courses of study; supervision. Recent approaches studied. Observations, reports, conferences. Beck. *Two hours, each term.*
- 401a,b,c. *Double Counterpoint, Canon and Fugue*. An elementary course dealing with the principles of double counterpoint in general, and the practical double counterpoint of J. S. Bach in particular. Simple types of canon and fugue. Hopkins. *Two hours, each term.*
402. *Vocal Pedagogy*. A course in the principles of voice teaching. Breathing control, vocal apparatus, types of singing voices, rules for interpretation and pedagogical standards. Bryson. *Two hours.*
403. *Advanced Harmony*. A continuation with particular reference to the modern trend in harmonic thinking. Evans, and staff. *Three hours.*
404. *Piano Pedagogy*. A consideration of the principles of performance from the viewpoint of the teacher and player, covering the fundamentals of technique and musicianship. Thacher, Artau. *Two hours.*

407a,b,c. *Free Composition*. Hopkins.

Two hours.

445. *The Social Aspects of Art and Aesthetics*. A study of schools of art and the social factors determining standards of beauty; the mental processes underlying its perception; and the social functions of art as conceived by aesthetic and social theorists, past and contemporary. Prerequisite, orientation in at least one of the fine arts or literature; senior standing. Mueller.

Two hours.

446. *Sound*. An extended treatment of the phenomena of vibration, for students interested in music. The scientific basis of harmony and music, and the physics of musical instruments. Text book, experimental lectures, and lantern slides. Boynton.

Three hours.

447. *Philosophy of Music*. Upper division seminar. Discussions of the physical basis of music, consonance and dissonance, musical content and associations, absolute and program music, the classical, romantic, and modern viewpoint of the musical experience, etc. Landsbury.

Two hours.

476. *Formal Analysis*. The musical architecture of the free style, the career of the motive as influenced by the phrase, period, and form, the song forms, developed ternary forms, etc. Texts, the sonatas of Haydn, Mozart, Beethoven, Schumann, Brahms, etc. A practical course for those wishing to know the basis of interpretation. Landsbury.

Three hours.

477. *Harmonical Analysis*. A study of the methods of harmonic reduction and expansion based upon the works of the classical and romantic composers. Landsbury.

Three hours.

465. *Musical Interpretation*. Open only to piano students of collegiate rank. Especially designed for those who expect to teach. Landsbury.

Two hours.

GRADUATE DIVISION

501a,b,c. *Seminar and Thesis*. A study of present day musical conditions with particular reference to the adjustment of music to the curriculum. Each student will be given a definite research problem, and must defend his solution before the class. Landsbury.

Four to five hours.

503a,b,c. *Advanced Free Composition*. Open to students showing marked creative ability, who have had adequate preparation. Classes will be limited to three members and each member must produce specimens in both the small and large forms which will be deemed worthy of publication or public performance. Hopkins.

Two to three hours, each term.

504a,b,c. *Practical Artistry*. To be accepted, the student must possess a technique adequate to the needs of the classical, romantic, and modern schools; the required undergraduate work for a B. M. degree; must be enrolled in course 501a,b,c, and must show promise of being able to demonstrate by public performance the beauty and cultural value of the tonal masterpieces. Landsbury, Thacher, Evans, Hopkins, Underwood, Boardman, Artau.

Two to three hours, each term.

505a,b,c. *Multiple Counterpoint, Canon, and Fugue*. A course dealing with the principles of Multiple Counterpoint in general, and the Double, Triple, and Quadruple Counterpoint of J. S. Bach in particular; types of finite and infinite canon; simple, double and triple fugue; application of the strict style to orchestral and choral composition. Landsbury, Hopkins.

Two hours, each term.

SCHOOL OF PHYSICAL EDUCATION

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D. *President of the University*
 JOHN FREEMAN BOVARD, Ph.D. *Dean of the School*
 EARL M. PALLETT, Ph.D. *Executive Secretary and Registrar of the University*

DEPARTMENT FOR WOMEN

FLORENCE D. ALDEN, M.A. *Professor of Physical Education and Director for Women*
 HARRIET W. THOMSON, B.A. *Professor of Physical Education*
 JANET G. WOODRUFF, M.A. *Assistant Professor of Physical Education*
 MARJORIE B. FORCHEMER, M.A. *Assistant Professor of Physical Education*
 ERNESTINE TROEMEL, B.S. *Instructor in Physical Education*
 MARGARET M. DUNCAN, B.S. *Instructor in Physical Education*

DEPARTMENT FOR MEN

PAUL R. WASHKE, M.A. *Professor of Physical Education and Director for Men*
 ERNESTO R. KNOLLIN, M.A. *Associate Professor of Physical Education*
 JACK E. HEWITT, B.A. *Instructor in Physical Education*
 EARL E. BOUSHEY, B.Ed. *Instructor in Physical Education*
 RUSSELL K. CUTLER, B.Ed. *Instructor in Physical Education*

DEPARTMENT OF ATHLETICS

VIRGIL D. EARL, B.A. *Professor of Physical Education and Director of Athletics*
 WILLIAM L. HAYWARD. *Professor of Physical Education and Coach of Track Athletics*
 CLARENCE W. SPEARS, B.S., M.D. *Professor of Physical Education and Coach of Football*
 WILLIAM J. REINHART. *Instructor in Physical Education and Coach of Basketball and Baseball*
 PRINCE G. CALLISON, B.B.A. *Instructor in Physical Education and Freshman Coach*
 ALFRED EUGENE SHIELDS, B.S. *Instructor in Physical Education and Assistant Coach of Athletic Teams*
 JOHN O'BRIEN, B.S. *Assistant Football Coach*

UNIVERSITY HEALTH SERVICE

FRED N. MILLER, M.A., M.D. *University Physician and Director of Health Service*
 *WILMOTH A. OSBORNE, A.B., M.D. *Assistant University Physician*
 MILDRED MUMBY, M.D. *Assistant University Physician*
 MARK T. PHY, B.S., M.D. *Assistant University Physician*
 CLARENCE W. SPEARS, B.S., M.D. *Assistant University Physician*
 MARGARET L. COLAHAN, R.N. *Nurse*
 HANNA FOOTE, R.N. *Nurse*
 LULU GILL, R.N. *Nurse*
 HELEN M. FLEMING, R.N. *Nurse*
 JANE HOLT *Technician*

* Leave of absence, 1930-31.

ORGANIZATION

The school of physical education was authorized by the board of regents during the summer of 1920. It was intended that the school should be broad in its scope and not limited to the theoretical work in physical education. The school was organized to embrace all the work done in physical education for both men and women, intercollegiate athletics, the work in hygiene and all the activities concerned with student health.

The school of physical education unites the interests of the following departments:

1. Physical education for women.
2. Physical education for men.
3. Intercollegiate athletics.
4. University health service.

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

A course of study, in which all departments cooperate, is shown on another page and is intended as the foundation training for those who

wish to specialize in the various fields of physical education. Such a course should be followed during the graduate years by a more intensive study if one expects to make physical education a profession. Some of the opportunities for service in physical education are as high school directors, city supervisors, community and play-ground managers, college and university instructors and directors, coaches of major and minor sports.

THE UNIVERSITY HEALTH SERVICE

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

The courses in hygiene for women offered by the school are given by the members of the health service.

GENERAL INFORMATION

DEGREES

Bachelor of Arts or Science. The courses in the school of physical education are so arranged that the student may fulfill all the requirements of the college of literature, science and the arts, and may obtain either the B.A. or the B.S. degree.

Master of Arts or Science. Those who care to become specialists in the field of physical education are urged to take advantage of the graduate courses in the department and complete work for the M.A. or M.S. degree. Two lines of endeavor are open, one in physiotherapy and the other in physiology.

The degree of master of arts or master of science is open to those who have a bachelor of arts or science degree from this institution or any other of approved standing.

Graduates from other institutions who wish to enter the graduate courses in the school of physical education should present as prerequisite the equivalent of the required curriculum in this school.

PHYSICAL AND MEDICAL EXAMINATION

All students, whether freshmen or not, are required to have a physical examination upon entering the University for the first time. Examinations are conducted in the examining rooms of the physical education department during the week preceding the opening of the fall term and during the first week of the winter and spring terms. It is necessary to have the physical examination completed before regular university work begins. This is especially important in the case of those whose physical condition makes it probable that some modification of the regular work in physical education must be made.

The Board of Higher Education has ruled that all entering students who do not present satisfactory evidence of immunity to smallpox, i.e., marks of the disease or a recent vaccination scar, shall be vaccinated by a physician of the University Health Service before registration. If there is conscientious objection to vaccination, statements to that effect must be signed by the students and also their parents and they must agree to assume full financial responsibility if smallpox is contracted during the student's University residence.

FEES

The fees paid by every student cover the use of pool and baths, locker, swimming suit, towels, bandages and other perishable supplies. Every student in the University has a basket or locker in the gymnasium for his or her exclusive use and is urged to use the gymnasium facilities to the utmost.

GYMNASIUM SUIT DEPOSIT FEE

Men. Upon payment of a \$12.00 fee at date of admission to the University, the department of physical education for men will issue to the student a complete gymnasium uniform, with the exception of shoes, which the student must purchase for himself.

Women. Upon the payment of a \$10.00 fee at the date of admission to the University the department of physical education for women will issue to the student a complete gymnasium uniform with the exception of shoes and stockings, which the student must purchase for herself.

These gymnasium suit fees are payable *but once* and supply uniforms for the entire four years of undergraduate work.

TEACHER'S CERTIFICATES

Those majoring in physical education will upon the completion of the course of study as outlined, have satisfied the requirements for a state teacher's certificate, entitling the holder to teach in the schools of Oregon.

Students who are not majoring in physical education may obtain recommendations as teachers from the school of physical education provided they satisfactorily complete the course outlined as a norm in physical education. (See school of education.)

For a recommendation to coach the major sports, a course has been outlined which includes not only the courses in coaching, but a minimum of work in hygiene and theory of physical education.

Major Trip.—Each year, under the supervision of the school faculty, the seniors visit the various institutions in the state carrying on physical education programs. Inspection is made of the curriculum of small cities and also in the city of Portland. The purpose of the trip is to thoroughly acquaint the students with the problems of institutions, city schools, playgrounds and recreational organizations.

COURSE OF STUDY FOR MAJORS IN SCHOOL OF PHYSICAL EDUCATION

I. DEPARTMENT OF PHYSICAL EDUCATION FOR MEN

FRESHMAN	Fall	Winter	Spring
Introduction to Physical Education	2	2	2
Physical Education for Majors (Freshman)	2	2	2
Elementary Biology	3	3	3
Elementary Chemistry	4	4	4
Literature Survey	4	4	4
Military (Freshman Basic)	1	1	1
	16	16	16
SOPHOMORE			
Fundamentals of Physical Education	2	2	2
Physical Education for Majors (Sophomore)	2	2	2
Advanced Biology	4	4	
Body Mechanics			3
Written English	2	2	2
Beginner's Psychology	3	3	3
Military (Sophomore Basic)	1	1	1
Elective	2	2	2
	16	16	15
JUNIOR			
Physical Education for Majors (Junior)	2	2	2
Teaching of Physical Education	1	1	1
Playground and Community Recreation	2	2	2
Physiology of Exercise	3	3	
Restricted and Individual Gymnastics	2	2	2
Introduction to Education	4		
Educational Psychology		4	
Problems of Secondary Education			4
Coaching of Track			2
Theory and Observation of Teaching	3		2
Elective		2	2
	17	16	15

SENIOR

Physical Education for Majors (Senior)	2	2	2
Teaching of Physical Education	1	1	1
Principles of Physical Education	3	3	3
Supervised Teaching	2	2	2
Thesis	1	1	1
Coaching of Basketball	2		
Coaching of Baseball		2	
Coaching of Football			2
Personal Health		3	
Biological Pedagogy		3	
Playground Laboratory	1		
Elective	4		5
	16	17	16

II. DEPARTMENT OF PHYSICAL EDUCATION FOR WOMEN

FRESHMAN

	Fall	Winter	Spring
Introduction to Physical Education	2	2	2
Physical Education for Majors (Freshman)	1	1	1
Elementary Biology	3	3	3
Elementary Chemistry	4	4	4
Literature Survey	4	4	4
Personal Hygiene (women)	1	1	1
	15	15	15

SOPHOMORE

Fundamentals of Physical Education	2	2	2
Physical Education for Majors (Sophomore)	1	1	1
Advanced Biology	4	4	
Body Mechanics			3
Written English	2	2	2
Beginner's Psychology	3	3	3
Sociology or elective	4	4	4
	16	16	15

JUNIOR

Physical Education for Majors (Junior)	2	2	2
Technique of Teaching	2	2	2
Playground and Community Recreation	2	2	2
Physiology of Exercise	3	3	
Theory and Observation of Teaching			3
Restricted and Individual Gymnastics	2	2	2
Introduction to Education	4		
Educational Psychology		4	
Problems of Secondary Education			4
	15	15	15

SENIOR

Physical Education for Majors (Senior)	1	1	1
Principles of Physical Education	3	3	3
Thesis	1	1	1
Supervised Teaching (Education)	2	2	2
Biological Pedagogy		3	
Playground Laboratory	1		
Electives	8	6	9
	16	16	16

MAJOR NORM IN PHYSICAL EDUCATION FOR MEN

	Fall	Winter	Spring
Introduction to Physical Education	2	2	2
Physical Education for Majors (Freshman)	2	2	2
Fundamentals of Physical Education	2	2	2
Physical Education for Majors (Sophomore)	2	2	2
Principles of Physical Education	3	3	3
One course selected from this group:			
Coaching of Football	2		
Coaching of Basketball	2		
Coaching of Baseball	2		
Coaching of Track	2		
Participation in at least three sports under supervision (no credit)			
	13	11	11

MINOR NORM FOR MEN

Minimum hours for recommendation to coach one or more sports as a side line.

FRESHMAN	Fall	Winter	Spring
Introduction to Physical Education	2	2	2
Physical Education for Majors (Freshman)	2	2	2
Physical Education for Majors (Sophomore)	2	2	2
Three courses selected from this group:			
Coaching of Football			2
Coaching of Basketball	2		
Coaching of Baseball		2	
Coaching of Track			2
	8	8	8-10*

* Only 8 hours required.

MAJOR NORM IN PHYSICAL EDUCATION FOR WOMEN

Introduction to Physical Education	2	2	2
Physical Education for Majors (Freshman)	1	1	1
Physical Education for Majors (Sophomore)	1	1	1
Technique of Physical Education	2	2	2
Principles of Physical Education	3	3	3
Playground and Community Recreation	2	3	2
	11	12	11

MINOR NORM FOR WOMEN

Introduction to Physical Education	2	2	2
Physical Education for Majors (Freshman)	1	1	1
Physical Education for Majors (Sophomore)	1	1	1
Technique of Physical Education	2	2	2
	6	6	6

Description of Courses

Courses 101, 102, 103 and 201, 202, 203 (or 107, 108, 109 and 207, 208, 209) for women, and 151, 152, 153 and 251, 252, 253 (or 157, 158, 159 and 257, 258, 259) for men, are required of all undergraduates in the first two years of residence. Courses 124, 125, 126 and 224, 225, 226 for women, and 174, 175, 176 and 274, 275, 276 for men may be considered as fulfilling the physical education requirement.

UNIVERSITY REQUIRED COURSES

Two years of physical education are required of all students. The courses are so arranged that this requirement is completed by the end of the sophomore year. To obtain the Junior Certificate six (6) terms of physical education must have been passed satisfactorily. Failures, incompletes and withdrawals delay the granting of junior standing.

All work is given in regular supervised classes. The work done for credit is not just exercise or recreation but is given from the standpoint of instruction. Ample opportunity for exercise and recreation has been made and all the facilities of the department are at the student's disposal outside the regular class hours.

PLEASE NOTE

1. All classes in Physical Education are scheduled.
2. Registration in classes must be adhered to, as in other departments. Class changes cannot be made without petition.
3. Three unexcused absences are considered grounds for a failure in a course.

Service Courses for Women

101, 102, 103. *Elementary Physical Education.* Required of all freshmen. On the basis of the medical and physical examination students may elect work in the following activities: clogging, dancing, folk dancing, field games including speedball, field hockey, lacrosse and soccer, term games including baseball, basketball, tenikoits, and volley ball, horseback riding, fencing, swimming, life-saving, tennis, track, archery, golf. Three periods a week.

One hour, each term.

201,202,203. *Advanced Physical Education*. Required of all sophomores. Continuation of course 101, 102, 103. The regulation is that each student represent at least three activities in her two years of required physical education work, and take one of these activities at least two terms. Three periods a week. *One hour, each term.*

107,108,109. *Restricted and Individual Gymnastics*. For students with temporary or permanent physical handicap referred by the University Health Service, or by their family physicians. Freshmen, referred to this course, substitute it for course 101, 102, 103. Three periods a week. *One hour, each term.*

207,208,209. *Restricted and Individual Gymnastics*. A continuation of course 107, 108, 109. For sophomores. Three periods a week. *One hour, each term.*

111,112,113. *Personal Hygiene*. A study of anatomy and physiology, followed by the application of the laws of hygiene for the health and welfare of the individual. One lecture a week. *One hour, each term.*

Service Courses for Men

151,152,153. *Elementary Physical Education*. Required of freshmen. During six terms of required physical education the student must have completed the following:

1. Pass the swimming test. Those students who care to take this test without enrolling in regular swimming classes may do so at the beginning of each college year.
2. Pass the hygiene course. Hygiene is given each term. The student must choose during his freshman year a class which has hygiene attached. Hygiene is given as one hour of the three of required physical education.
3. Pass in six term hours of physical education.
4. Record must show at least one term each of three different sports. These may be activities taught in the Men's Gymnasium, or may be major sports under the athletic department, or a combination of both.
5. Record must show two terms of some one sport. All men are expected to know some one sport well.
6. All classes are elective for men not in restricted classes and are elective for these also when physical examination permits.

Three periods a week.

One hour, each term.

251,252,253. *Advanced Physical Education*. Required of sophomores. Continuation of course 151, 152, 153 to complete requirements listed above. Three periods a week. *One hour, each term.*

157,158,159. *Restricted Physical Education*. Special courses for freshmen not adapted to the heavier regular class work. Students are given individual attention and assigned to recreational and corrective programs suited to their needs. Substitute for course 151, 152, 153. Three periods a week. *One hour, each term.*

257,258,259. *Restricted Physical Education*. A continuation of 157, 158, 159 for sophomores. Substitute for course 251, 252, 253. Three periods a week. *One hour, each term.*

PROFESSIONAL COURSE OF STUDY

LOWER DIVISION

121,122,123. *Introduction to Physical Education*. Required of all majors in the freshman year. This course introduces to the student the entire field of physical education. It considers the scope of the field, its

history, the aims and objectives, and the present day developments in relation to general education. Two lectures a week. *Two hours, each term.*

124,125,126. *Physical Education for Majors.* Required of all women majors in the freshman year. This course deals with intensive instruction in all the various activities which go to make up the physical education program. Four periods a week. *One hour, each term.*

174,175,176. *Physical Education for Majors.* Required of all men majors in the freshman year. This course deals with intensive instruction in the various activities which go to make up the physical education program, including football, basketball, baseball, track and field, speedball, soccer, handball, fencing, boxing, wrestling, calisthenics, light and heavy apparatus, swimming, diving, life-saving, and tumbling. Taken with sophomores, juniors, and seniors, and at the same hours. Six periods each week. *Two hours, each term.*

221,222,223. *Fundamentals of Physical Education.* Required of all majors in the sophomore year. The fall term is devoted to a study of general and community hygiene, the winter term to human anatomy with special reference to physical education, and the spring term to subject matter and methods in teaching health education. Two lectures a week. *Two hours, each term.*

224,225,226. *Physical Education for Majors.* Required of all sophomore women majors. A continuation of course 124, 125, 126. Four hours a week. *One hour, each term.*

274,275,276. *Physical Education for Majors.* Required of all men majors in the sophomore year. Continuation of course 174, 175, 176. Six periods each week. *Two hours, each term.*

277. *Body Mechanics.* For all majors in the sophomore year. The analysis of gymnastics, athletic and occupational movements from the standpoint of their motor mechanism. *Three hours, spring term.*

UPPER DIVISION

301,302,303. *Technique of Teaching.* Required of all women majors during the junior year. Technique of teaching gymnastics, rhythm training, and sports. One lecture and one laboratory period a week. *Two hours, each term.*

311,312,313. *Theory and Practice of Restricted and Individual Gymnastics.* Required of all majors in junior year. Lectures, assigned reading, practice in orthopaedic examination, recognition of physical disabilities coming within the scope of the physical educator, developing programs, and practice in teaching restricted classes and individual corrective exercises. Prerequisites, body mechanics and physiology. One lecture and three laboratory periods a week. *Two hours, each term.*

324,325,326. *Physical Education for Majors.* Required of women majors in the junior year. A continuation of course 224, 225, 226. Special emphasis on rhythmic; the analysis of music, expression, design. Five periods a week. *Two hours, each term.*

331,332,333. *Advanced Individual Gymnastics.* Supplemental to course 311, 312, 313. For major students wishing additional reading and practice in this type of work. Two periods a week. Elective. *One hour, each term.*

346,347,348,349. *Coaching for Major Sports.* Required of all majors in junior or senior year and elective for general students. No student will be admitted to this course who has not spent at least one season on the squad or played the game in the intramural activities. Prerequisite,

junior standing, not open to freshmen and sophomores. Two lectures a week.

Two hours, each term.

351,352,353. *Playground and Community Recreation.* Required of all majors in the junior year. Nature and function of play, age periods, adaptation of activities, program making, playground development, construction, management, supervision. Laboratory period in activities for all ages, handicraft, nature work, music, self-testing activities, materials and methods for indoor as well as outdoor programs. To be followed by Playground Laboratory course 454 in the senior year. Prerequisite, psychology 201a,b,c. One lecture and one laboratory period per week.

Two hours, each term.

357. *Personal Health.* Elective for any upper division student. Required of all majors in the senior year. Lectures and discussions on the theoretical and practical backgrounds for an individual health program. Designed as an informational course for all University students. Three lectures each week.

Three hours, winter term.

358. *First Aid.* Lectures and demonstrations in first aid treatment for injuries, electric shock, etc., and including water first aid. Special attention given to those injuries that are liable to occur in the gymnasium, on the athletic field and in the course of a physical education program. Discussions of training and problems of keeping athletes in first class condition. Two lectures a week.

Two hours, spring term.

367. *Honors Reading.* Seminar. A course in extensive and intensive reading for honors candidates, arranged for the individual student. Junior year.

Three to twelve hours.

374,375,376. *Physical Education for Majors.* Required of all men majors in the junior year. Continuation of course 274, 275, 276. Six periods each week.

Two hours, each term.

394,395,396. *Teaching of Physical Education.* Required of all men majors in the junior year. In this course the student is required to devote three hours each week to the teaching of physical activities in the regular physical education classes of the University. Three periods each week.

One hour, each term.

NOTE—All majors in the junior year are required to take animal biology 303, 304, Physiology of Exercise. This course considers the fundamental principles underlying the physiology of the muscle and nerve with special application to physical activities.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

401,402,403. *Elementary Physical Therapy.* Lectures, assigned reading and problems in physical correction through heat, massage and exercise. Introductory studies in electro, light and hydrotherapy. Prerequisite, course 311, 312, 313. Two lectures and three laboratory periods a week. Elective for majors in the senior year.

Three hours, each term.

424,425,426. *Physical Education for Majors.* Required of women senior majors. A continuation of course 324, 325, 326. Three periods a week.

One hour, each term.

431,432,433. *Theory and Practice of the Dance.* Elective for senior women. Prerequisite, one year of elementary dancing. One lecture and three laboratory periods per week.

Two hours, each term.

441,442,443. *Principles of Physical Education.* Required of women majors in the senior year. The aims and functions of physical education; its place in a scheme of general education. Organization and administration of physical education and problems of supervision. Three periods a week.

Three hours, each term.

454. *Playground Laboratory*. Practical laboratory period in playground management, required to complete course 351, 352, 353. Practical handling of playground, under supervision. Prerequisite, course 351, 352, 353. One period each week. *One hour, any term.*

467. *Honors Reading*. Same as 367. Senior year.

Three to twelve hours.

471,472,473. *Principles of Physical Education*. Required of all men majors in the senior year. The aims and functions of physical education; its place in a scheme for general education. The problem of interest and adaptation of the means of physical education to this end. Organization and administration of physical education and problems of supervision. Three lectures a week. *Three hours, each term.*

474,475,476. *Physical Education for Majors*. Required of all men majors in the senior year. Continuation of course 374, 375, 376. Six periods each week. *Two hours, each term.*

491,492,493. *Thesis*. All major students will be expected to write during the senior year a thesis based on their own investigation. Subjects to be chosen after consultation with heads of departments. Credit to be based on quality of work done.

494,495,496. *Teaching of Physical Education*. Required of all men majors in the senior year. The student is required to devote three hours each week to the teaching of physical activities in the regular physical education classes of the University, or to coach athletic sports in the intramural or intercollegiate athletic program. Three hours each week.

One hour, each term.

Elective Physical Education. For any and all upperclassmen of the University. The departments of physical education for men and women offer the following sports for those interested; swimming, basketball, indoor baseball, volleyball, field hockey; paddling, archery, indoor track, handball, soccer, boxing, wrestling, tennis, golf and squash. *No credit.*

PRIMARILY FOR GRADUATES

501,502,503. *Physical Therapy Studies*. Lectures, assigned topics with reports and discussion. Clinic assignments comprising diagnostic studies, development and carrying out of various physical therapy treatment programs. Two lectures and three laboratory periods a week.

Three hours, each term.

511,512,513. *Research in Corrective Gymnastics*. Specially qualified students wishing to investigate a particular problem in this field may arrange for it on consent of the instructor.

Hours to be arranged.

521,522,523. *Physiological Problems*. Lectures and laboratory work. An advanced course in physiology covering the physiology of muscle and nerve activities with applications to exercise, industrial fatigue problems, massage and corrective gymnastics.

Three hours, each term.

531,532,533. *Research in Physiology*. Specially qualified students may arrange to take problems concerned with muscle nerve physiology.

541,542,543. *Seminar*. Open only to qualified students on consent of dean of school.

Hours to be arranged.

551,552,553. *Thesis*. A research problem in the field of physical education suitable as a partial fulfillment of the requirement for the master's degree.

Hours to be arranged.

THE SUMMER SESSIONS

THE FACULTY, 1931

ARNOLD BENNETT HALL, A.B., J.D., LL.D.	President of the University
BURT BROWN BARKER, B.A., LL.B.	Vice-president of the University
ALFRED POWERS, B.A.	Director of the Summer Sessions
DAN E. CLARK, Ph.D.	Assistant Director, Eugene Session and Post Session
GEORGE REBEC, Ph.D.	Dean of the Graduate School
EARL M. PALLETT, Ph.D.	Registrar of the University
M. H. DOUGLASS, M.A.	University Librarian
HAZEL PRUTSMAN SCHWERING, Ph.B.	Dean of Women
HILDA COOPER, B.A.	Secretary, Eugene Session
MARGARET M. SHARP.	Secretary, Portland Session

EUGENE SESSION

JOHN C. ALMACK, Ph.D.	Professor of Education, Stanford University
MARY ANNIN, M.A.	Director of Training in Community Social Work, School of Applied Social Science
LOUIS P. ARTAU.	Instructor in Music
VICTORIA AVAKIAN, B.A.	Assistant Professor in Applied Design
W. G. BEATTIE, B.A.	Extension Lecturer and Associate Professor of Education
LESTER F. BECK, B.A.	Laboratory Assistant in Psychology
ARTHUR BOARDMAN	Chairman of Voice Department
RICHARD W. BOCK.	Associate Professor of Sculpture
NELSON L. BOSSING, Ph.D.	Associate Professor of Education
EARL E. BOUSHEY.	Instructor in Physical Education for Men
RAY P. BOWEN, Ph.D.	Chairman of Department of Romance Languages
PRINCE CALLISON, B.B.A.	Freshman Football Coach and Instructor in Physical Education
E. LENORE CASFORD, B.A.	Periodical Librarian
A. E. CASWELL, Ph.D.	Professor of Physics
EDWARD P. CHEYNEY, LL.D.	Professor of European History, University of Pennsylvania
FREDERICK CORSS CHURCH, Ph.D.	Professor of European History, University of Idaho
DAN E. CLARK, Ph.D.	Professor of History
HELEN E. CRANE, B.A.	Instructor in Romance Languages
CHARLES DAWSON, B.A.	Chemistry Laboratory Assistant
B. W. DEBUSK, Ph.D.	Professor of Education
EDGAR E. DECOU, M.S.	Chairman of the Department of Mathematics
CONAH MAE ELLIS, M.A.	Adviser of Girls, North Central High School, Spokane, Washington
DONALD M. EBB, Ph.D.	Professor of Economics
DAVID E. FAVILLE, M.B.A.	Dean of the School of Business Administration
GRACE M. FERNALD, Ph.D.	Associate Professor of Psychology, University of California at Los Angeles
WILLIAM TRUFANT FOSTER, Ph.D., LL.D.	Director, Pollak Foundation for Economic Research, Newton, Massachusetts
JOHN T. GANOE, Ph.D.	Associate Professor of History
HELEN M. GARVIN, B.A.	Supervisor of Music, Modesto Public Schools, California
JAMES HENRY GILBERT, Ph.D.	Dean of the College of Literature, Science, and the Arts, and Professor of Economics
CHARLES A. GOODWIN, M.S.	Instructor in Physics
H. R. GOOLD, M.A.	Superintendent of Public Schools, Eugene
ALBERT LEON GUERARD, Agrège d'Anglais.	Professor of General Literature, Stanford University
ALFRED L. HALL-QUEST, Ph.D.	Educator, Author, Lecturer, New York City
GRACE M. HARTLEY, M.A.	Director of Physical Education for Girls, Palo Alto Union High School
WILLIAM L. HAYWARD.	Professor of Physical Education and Coach of Track Athletics
MARION HORTON, B.L.S.	Former Principal, Los Angeles Library School
C. L. HUFFAKER, Ph.D.	Professor of Education
KIANG KANG-HU	Professor of Chinese Studies, McGill University, Canada
E. R. KNOLLIN, M.A.	Associate Professor of Physical Education
EDMUND P. KREMER, Dr. juris utriusque.	Assistant Professor of Germanic Languages and Literature
FELIX LEBRAND, B.A.	Instructor in Romance Languages
E. C. A. LESCH, Ph.D.	Assistant Professor of English
IRVING A. MATHER, B.A., M.S.	Teaching Fellow in Education
MABEL E. MCCLAIN, B.S., B.L.S.	Circulation Librarian
FRANCES PIERCE MCKNIGHT, B.M.	Instructor in Organ
ERNEST GEORGE MOLL, M.A.	Assistant Professor of English
RALPH U. MOORE, M.A.	Assistant Professor of Education and Principal of University High School
VICTOR P. MORRIS, Ph.D.	Associate Professor of Economics

ARTHUR E. NILSSON, Ph.D.	Associate Professor of Economics, Oberlin College
EARL L. PACKARD, Ph.D.	Professor of Geology
LILLIAN RAYNER, B.S.	Teacher of Remedial English, Central Junior High School, Los Angeles
GEORGE REBEC, Ph.D.	Dean of the Graduate School and Professor of Philosophy
WILLIAM J. REINHART	Instructor in Physical Education and Coach of Basketball and Baseball
CHARLES N. REYNOLDS, Ph.D.	Associate Professor of Sociology, Stanford University
HUGH E. ROSSON, B.S., LL.B.	Associate Professor of Law and Graduate Manager
CHARLES EASTON ROTHWELL, M.A.	Instructor in Education
ETHEL I. SANBORN, Ph.D.	Assistant Professor of Plant Biology
ROBERT HOLMES SEASHORE, Ph.D.	Associate Professor of Psychology
SIGFRID SEASHORE, B.A.	Graduate Assistant in Psychology
OTTILIE TURNBULL SEYBOLT, M.A.	Assistant Professor of English and Director of Dramatics
EUGENE SHIELDS, B.S.	Assistant Football Coach
F. L. SHINN, Ph.D.	Professor of Chemistry
DELLA J. SISLER, B.L.S., M.A.	Associate Professor, School of Librarianship, University of California
S. STEPHENSON SMITH, B.Litt. (Oxon)	Associate Professor of English
C. W. SPEARS, M.D.	Head Football Coach
O. F. STAFFORD, M.A.	Chairman of the Department of Chemistry
FREDERICK STARR, Ph.D.	Associate Professor Emeritus of the University of Chicago, and Lecturer in Anthropology
JOHN H. STEHN, M.S.	Professor of Music
EDNA STERLING, B.A.	Head of English Department, Lincoln High School, Seattle, Washington
F. L. STETSON, M.A.	Professor of Education
RACHEL STUTSMAN, Ph.D.	Psychologist in Merrill-Palmer School, Detroit
ALBERT RADWIN SWERTSER, M.A.	Professor of Plant Biology
GEORGE S. TURNBULL, B.A.	Professor of Journalism
REX UNDERWOOD	Professor of Music, Violin
ANDREW VINCENT, Chicago Art Institute	Assistant Professor of Painting
W. R. B. WILLCOX, F.A.I.A.	Professor of Architecture
GEORGE WILLIAMSON, Ph.D.	Assistant Professor of English
FRANCIS GRAHAM WILSON, Ph.D.	Associate Professor of Political Science, University of Washington
FLAUD C. WOOTEN, M.A.	Instructor in Citizenship, Stanford University
LEAVITT OLDS WRIGHT, Ph.D.	Professor of Romance Languages
HARRY BARCLAY YOCOM, Ph.D.	Professor of Zoology
NOWLAND B. ZANE	Associate Professor of Design

SPECIAL LECTURER

RABBI FELIX LEVY	Chicago
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PORTLAND SESSION

AZILE AARON, B.A.	Supervisor of Field Work, School of Applied Social Science
ERIC W. ALLEN, B.A.	Dean of the School of Journalism and Professor of Journalism
CATHERINE S. BASTIN, B.A., R.N., P.H.N.	Assistant Professor of Nursing Education
WILLIAM RUSSELL BLANKENSHIP, M.A.	Associate Professor of English, Whitman College
WILLIAM H. BOYER	Supervisor of Music, Portland Public Schools
GRACE BRIDGES	Director of Platoon Auditoriums, Portland Public Schools
ADOLF BUSSE, Ph.D.	Head of Department of German, Hunter College of the City of New York
NORMAN F. COLEMAN, LL.D.	President and Professor of English, Reed College
PERCY M. COLLIER, B.A., LL.B.	Extension Lecturer and Assistant Professor of English
MARGARET D. CREECH, B.A.	Assistant Professor of Applied Sociology, School of Applied Social Science
ROBERT HORACE DOWN, M.A.	Instructor in Oregon History
SAIDIE ORR-DUNBAR	Executive Secretary, Oregon Tuberculosis Association
RUDOLF H. ERNST, Ph.D.	Associate Professor of English
ALEXANDER GOLDENWEISER, Ph.D.	Visiting Professor of Thought and Culture
FREDERICK W. GOODRICH	Instructor in Music, Portland Center
RUTH HALL, B.A.	Librarian, Portland Summer Session
G. H. HARRIS, Ph.D.	Assistant Professor of Horticulture and in charge of Plant Nutrition Laboratories, University of British Columbia
FRANCIS H. HERRICK, M.A.	Assistant Professor of History, Mills College
RALPH HIGHMILLER, B.A.	Assistant in Biology, Portland Center
BERNARD HINSHAW, B.A.	Artist, Chicago, Illinois
EVELYN M. HOGUE, B.A.	Laboratory Assistant in Botany, Portland Center
C. R. HOLLOWAY, Ph.B.	Assistant Superintendent of Schools, Portland
ROBERT KROHN	Supervisor of Physical Education, Portland Public Schools
OLOF LARSELL, Ph.D.	Professor of Anatomy, School of Medicine
ALFRED LOMAX, M.A.	Professor of Business Administration
IRA A. MANVILLE, M.A., M.D.	Associate in Physiology, School of Medicine
LEWIS C. MARTIN, Ph.D.	Instructor in Psychology in Reed College and Portland Center
EDGAR R. MEANS, M.A.	Instructor in Education
JOHN RICHARD MEZ, Ph.D.	Associate Professor of Economics and Political Science
SINCLAIR KERBY-MILLER, Ph.D. (Oxon)	Associate Professor of Philosophy and Acting Head of the Department, University of Missouri
WILLIAM EDMUND MILNE, Ph.D.	Professor of Mathematics

FRANCES MOREHOUSE, Ph.D.	Assistant Professor of History, Hunter College of the City of New York
JOHN P. O'HARA, Ph.B.	Instructor in History, Portland Center
MABLE HOLMES PARSONS, M.A.	Professor of English
NORMA LEE PECK, B.A.	In Charge of Rural Service, Library Association of Portland
JOSEPH SCHAFER, Ph.D.	Superintendent of the State Historical Society of Wisconsin
MARIE SCHULDERMAN, B.A.	Instructor in Art, Portland Center
HARRY J. SEARS, Ph.D.	Professor of Bacteriology, School of Medicine
HELEN MILLER SENN, B.A.	Instructor in Public Speaking, Portland Center
FLORENCE LOUISE SMYTHE, B.A.	Instructor in Art, University High School, University of Minnesota
W. F. G. THACHER, M.A.	Professor of English
F. MIRON WARRINGTON, Diplôme de l'Université de Paris	Professor of Romance Languages, Portland Center
ALMON J. WHITE, M.S.	Laboratory Assistant in Biology, Portland Center
E. H. WHITNEY, B.A.	Assistant Superintendent of Schools and Director of Platoon Schools, Portland
B. H. WILLIAMS, Ph.D.	Professor of Political Science, University of Pittsburgh
JANET WOOD, B.A.	Instructor in Physical Education, Scripps College
CHARLES GILBERT WRENN, M.A.	Executive Secretary, Committee on Vocational Guidance and Instructor in Education, Stanford University
ESTHER W. WUEST, Chicago Art Institute	Supervisor of Art, Portland Public Schools

THE TWO SESSIONS

The summer school is divided into two sessions, held simultaneously in Portland and at Eugene. The Portland branch is devoted primarily to undergraduate courses and to work of general and popular interest, including an extensive range of subjects. The Eugene division, on the University campus, offers a wide variety of courses in practically all the regular academic schools and departments, featuring advanced, research and graduate work.

FACULTY

The faculty of the summer sessions is composed of 125 instructors. Eighty-five of these are outstanding members of the regular University staff, and forty are visiting professors and teachers, all chosen, because of notable qualifications in their respective fields, from other universities and successful public school systems.

ATHLETIC COACHING SCHOOL

During the first two weeks of the campus session, from June 22 to July 3, inclusive, a coaching school will be held in track, basketball, baseball and football. If there is sufficient demand there will also be a class in boys' basketball for women teachers who find it necessary to coach boys basketball in elementary and junior high schools.

SPECIAL ANNOUNCEMENTS

Admission Requirements. The only requirement for admission to the summer session is the ability to do the work. Students not matriculated into the University of Oregon who wish to work toward their degrees should send official transcripts of preparatory school records to the registrar.

Registration. The registration day for both summer sessions is Monday, June 22, in Portland and in Eugene.

Nine term hours of credit may be earned in the regular six weeks session in Eugene and Portland and six term hours in the post-session in Eugene.

Graduate Work. Most of the departments offering work in the Eugene session make special provision for graduate students. Certain advanced courses in Portland may also receive graduate credit by special arrangement. Graduate students matriculating in either session should consult with Dr. George Rebec, dean of the graduate school.

Courses. All courses in the summer session meet daily and carry three hours of credit, unless otherwise noted.

Graduate courses are numbered 500 and above. Upper division courses (junior and senior years) which are numbered from 300 to 399, may not be taken for graduate credit, but upper division courses numbered from 400 to 499 may carry graduate credit. Lower division courses are numbered below 300.

Fees. The registration fee for the summer session is \$20 for residents of Oregon and for all regular extension students of the University. For others it is \$25.

NORMAL SCHOOL GRADUATES

Graduates of standard normal schools may usually without forfeiture of normal credits, work out majors in the school of education, the school of applied social science, the school of physical education, the department of sociology, the department of history and the department of English.

GRANTING OF DEGREES

Until recently it has been necessary for those completing their work toward a degree at the end of a summer session to wait until January of the following year to receive their degrees. This summer those who have completed all their requirements will be able to get their degrees late in September.

PLATOON DEMONSTRATION SCHOOL

In the Portland session, this summer, in cooperation with the Portland public schools, a demonstration school will be held in the Shattuck school, a few blocks from Lincoln high school, where the regular classes are scheduled. The work will include the grades from the fourth to the eighth inclusive. There will be a staff of demonstration teachers in these grades, in addition to specialists in various fields. Observation and practice teaching in this school will be available to teachers in service. A special leaflet giving details of the demonstration school will be sent upon request.

CLINICAL SCHOOL FOR THE PROBLEM CHILD

The great interest in the field of the atypical child has led to the rapid expansion of the clinical school in the Eugene session. Analysis will be made of the difficulties and remedial work will be prescribed and carried out by Dr. B. W. DeBusk, professor of education; Dr. Grace M. Fernald, associate professor of psychology, University of California at Los Angeles; and Miss Lillian Rayner, Los Angeles public schools.

Diagnostic examinations of the children will be given at the outset, regular provision for observation by visitors will be through a central office and credit will be given to experienced teachers, properly prepared, who teach problem children. The school is not designed for normal children who are back in their studies, owing to absence due to illness, but for children who are hampered by certain psychological peculiarities.

POST-SESSION

Owing to the demand for extended summer study opportunities, a post-session of four weeks, from August 3 to August 28, will be held on the campus. Work will be offered in education, economics, English, history, chemistry, physics, psychology, romance languages, and the clinic for the problem child. The courses are listed in the offerings of each department. The fee for the post-session is \$10.

POST-SESSION TO ALASKA

The Steamer Rogers of the Admiral Line has been chartered for a cruise to Alaska, making possible a post-session with two weeks spent in travel. Students will do their initial post-session work on the campus from August 3 to the morning of August 12, inclusive. A special train will leave Eugene at 7 a. m., August 12, arriving in Seattle at 5 p. m. the same day. The ship will sail from Seattle at 10 a. m., August 13, returning August 25.

The cost, including post-session fee, special train from Eugene to Seattle and return, transportation, berth and meals on the boat, will be \$145.

SUMMER SESSION TO HAWAII

The Hawaiian cruise, with regular class work on board ship and in the University of Hawaii, will be held from June 19 to August 5, inclusive. Four courses will be given on board ship by the University of Oregon. These will be supplemented by the full summer offerings of the University of Hawaii, consisting of 33 courses in art, economics, education, English, geography, geology, health education, history, oriental studies, physics, political science, psychology and sociology. Special information will be sent upon request.

The cost of the cruise will be \$375. This will include round trip train fare and berth one way, from Portland to Vancouver, B. C.; summer session fees in the University of Oregon and the University of Hawaii; transportation, berth and meals on the Empress of Japan from Vancouver to Honolulu and return; board and room for 37 days in Hawaii.

SUMMER SESSION BULLETIN

The University has published a special bulletin giving a full description of the courses offered both at Eugene and in Portland, which may be secured by writing either to the Extension Division, University of Oregon, Eugene, Oregon, or to the Portland Extension Center, University of Oregon, 814 Oregon Building, Portland, Oregon.

EUGENE SESSION

Living. The new men's dormitory, separated into six different halls, will be available, with dining room and lodging for men, and Hendricks Hall will be open to women, during the regular session and the post-session. Board and room will be approximately \$10 and \$11 a week, depending upon whether single or double rooms are desired. Accommodations may also be secured in private homes at reasonable rates.

Assembly. The bi-weekly assemblies at eleven o'clock with lectures by visiting professors and prominent members of the University faculty form an especially interesting feature.

Recreation. All recreational facilities of the University—gymnasiums, swimming pools, tennis courts, golf links, etc.—are open to summer students. Picnicking on the campus, canoeing on the race, and "hiking" to the adjacent hills, are favorite summer activities, in addition to the extended week-end trips previously described.

Courses Offered

ANTHROPOLOGY

341s. *Anthropology.*

480. *Ethnology of Japan, Korea and Manchuria.*

ARCHITECTURE AND ALLIED ARTS

ART

Under the direction of the Education Committee of the American Institute of Architects, a second center for the experimental work in stimulating art appreciation on the college campuses of America, was established at the University of Oregon in the 1930 summer session, by a grant of the Carnegie Corporation, the first center having been established at Harvard University. The grant has been repeated for an art center in the 1931 summer session.

A limited number of teachers will be selected to take the special program, comprehensively organized for their training, in this Pacific Coast center for the teaching of art. Those selected will receive all their traveling expenses, all their living expenses while attending the center at the University of Oregon, and their summer session fees.

In addition to those chosen in this way under the special arrangements of the Carnegie grant, other students of the summer session may enroll in these art courses in the same manner as in other courses offered on the campus at Eugene.

- 160s. *Color*. Avakian.
- 162s. *Freehand Drawing*. Vincent.
- 172s. *Composition*. Vincent.
- 275. *Modeling*. Bock.
- 317s. *Art Appreciation*. Zane.
- 337s. *Painting*. Vincent.
- 341. *Aesthetics*. Rebec. (See also Philosophy.)
- 373s. *Industrial Art*. Avakian.
- 376. *Crafts*. Avakian.
- 391s. *Decorative Design*. Zane.
- 397. *Civilization and Art Epochs*. Zane.
- 405. *Oriental Art*. Kiang Kang-Hu.
- 520. *Seminar in Art and Life*. Willcox.

BIOLOGY

The biology of the campus session will be offered in the Marine Biology Camp at Coos Bay, Oregon, from June 17 to July 21. Fees and living expenses at the camp will amount to \$92 for state students and to \$97 for students from outside the state. A special bulletin describing the courses and giving details of the cost will be sent upon request.

ANIMAL BIOLOGY

- 414. *Morphology of Marine Invertebrates*. Yocom.
- 415. *Shore Dwelling Invertebrates*. Yocom.
- 420s. *Special Problems for Undergraduates*. Yocom.
- 504s. *Special Problems for Graduates*. Yocom.

PLANT BIOLOGY

- 410. *Marine Algae*. Sanborn.
- 411. *Taxonomy and Ecology of Marine Algae*. Sanborn.
- 308s. *Undergraduate Problems*. Sanborn.
- 513s. *Graduate Problems*. Sanborn.

BUSINESS ADMINISTRATION

- 459s. *Senior Thesis in Business Administration.*
463s. *Investments.*
475s. *Merchandising.*

CHEMISTRY

- 201abs. *General Chemistry.* Stafford.
440abs. *Organic Chemistry.* Shinn.

POST-SESSION

- 201cs. *General Chemistry.* Stafford.
440cs. *Organic Chemistry.* Shinn.

DRAMA

- 242s. *Interpretation and Personation.*
339. *Advanced Phonetics.*
347s. *Stage Craft and Play Production.*
475. *Advanced Play Production.*

ECONOMICS

- 203s. *Economic Principles.* Nilsson.
416. *Problems of Prosperity and Depression.* Morris.
423. *Problems of Modern Economic Organization.* Nilsson.
424. *Public Ownership and Control of Industry.* Erb.
435s. *Railway Economics.* Erb.
507. *Economics Seminar.* Erb and Nilsson.

POST-SESSION

417. *Foundations for Economic Expansion in Oregon.* Morris.

EDUCATION

GENERAL INTRODUCTORY CYCLE FOR UNDERGRADUATES

- 301s. *Introduction to Education.* Mather.
302s. *Problems in Secondary Education.* Rothwell.
303s. *Educational Psychology.* Wooten.

COURSES FOR HIGH SCHOOL TEACHERS

- 306s. *Theory of Teaching in Senior High Schools.* Moore.
308s. *Teaching of Literature in the Secondary Schools.* Sterling.
309s. *Teaching of History and Social Sciences in Secondary Schools.*
Rothwell.
312s. *Work of Deans and Advisers of Girls.* Ellis.
485s. *Guidance in Junior and Senior High Schools.* Stetson.

CLINICAL SCHOOL AND PROBLEM CHILD

440. *Psychology of Childhood.* DeBusk.
441. *Psychology of Atypical Children.* Introduction. Fernald.
442. *Psychology of Atypical Children.* Advanced Course. Fernald.
443. *The Teaching of Atypical Children.* DeBusk, Fernald, Rayner.
470. *Psychology of the Pre-school Child.* Stutsman. (See also Psychology.)

ADMINISTRATION AND SUPERVISION

- 473s. *School Administration.* Huffaker.

475. *Synthetic Course in Education: World Problems in Education.*

June 22-26.
 June 29-July 3. Ahmack.
 July 6-10.
 July 13-17. Foster.
 July 20-24. Hall-Quest.
 July 27-31. Beattie.

476. *Synthetic Course in Education; Progress in Elementary Education.* First week, ———; second week, Ahmack; third week, ———; fourth week, Foster; fifth week, Hall-Quest; sixth week, Beattie.

477. *Supervision.* Bossing.478. *Statistics.* Mather.481s. *Curriculum Construction.* Bossing.487. *Advanced Course in High School Administration.* Stetson.488. *Case Studies in the Field of High School Personnel.* Ellis.489. *Child Accounting.* Moore.

GRADUATE COURSES

510. *European School Systems.* Wooten.564s. *Administration and Interpretation of Educational Tests and Measurements.* Huffaker.589. *Research Course in Secondary Education.* Stetson and other members of staff offering courses in Secondary Education.599s. *Thesis Writing.* Education staff.

POST-SESSION

443. *Supervised Teaching in the Clinical School.* Rayner.455. *Recent School Procedures in Europe.* Wooten.457ps. *School and Society.* Wooten.468ps. *Hygiene of Learning.* Goold.474ps. *Problems in School Administration.* Goold.504. *Problems in Curriculum Construction.* Bossing.571ps. *Educational Research.* Special Problems. Bossing.

ENGLISH

101s. *English Survey.* (First Term.) Williamson.102s. *English Survey.* (Second Term.) Lesch.203s. *The Plays of Shakespeare's Later Period.* (Third Term.) Williamson.251s. *Report Writing.* (English B.) Moll.337s. *Romantic Poets.* Moll.338s. *Victorian Poets.* Moll.390. *Literature and Civilization.* Guerard.401s. *Milton.* Lesch.435s. *English Drama.* Williamson.450s. *French Literature.* Guerard.490s. *Honors Reading for Juniors.* Staff.491s. *Honors Reading for Seniors.* Staff.492s. *Nineteenth Century Prose.* Lesch.499s. *Honors Thesis.* Staff.

520s. *Research and Seminar*. Staff.

529s. *Graduate Thesis*. Staff.

POST-SESSION

401ps. *Milton*. Lesch.

436ps. *English Drama*. Williamson.

462ps. *Seventeenth Century Literature*. Lesch.

GERMANIC LANGUAGES AND LITERATURE

1s. *Elementary German*.

302s. *Introduction to Modern German Literature*.

402. *German Seminar and Thesis*.

*403. *Scandinavian Literature, Life and Culture*.

*NOTE—No knowledge of Scandinavian required. Either 402 or 403 will be given, but not both.

343. *Europe Since 1870*. (Ending with the World War.) Church.

361. *English Industrial History*. Cheyney.

373s. *Recent American History*. Ganoe.

432. *The Reformation*. Church.

464. *England and the Continent in the 14th and 15th Centuries*. Cheyney.

476s. *History of the West*. Clark.

480s. *Colonial America*. Ganoe.

545. *Nationality and Nationalism*. (Seminar.) Church.

573. *American History Seminar*. (Period of Roosevelt.) Ganoe.

POST-SESSION

407ps. *Reading and Conference*. Staff.

444. *Europe Since 1918*. Ganoe.

477ps. *History of the West*. (Continuation of 476.) Clark.

479. *The United States Since 1918*. Ganoe.

JOURNALISM

111as. *Elementary Newswriting*.

330s. *Reporting*.

430s. *Supervision and Teaching of Journalism in High Schools*.

LIBRARY METHODS

321s. *Book Selection and Evaluation*. McClain.

322s. *Elementary Reference Work*. Casford.

341. *Books for High School Libraries*. Horton.

342. *School Library Administration*. Horton.

351. *Cataloging*. The Study of the Card Catalog. Sisler.

352. *Classification and Subject Headings*. Sisler.

361. *Children's Literature*. Casford.

362. *Library Work With Children*. Casford.

MATHEMATICS

300s. *Analytical Geometry*.

301s. *Differential and Integral Calculus*.

NOTE—Either 300s or 301s will be given, but not both.

- 400s. *Differential Equations.*
 403s. *Theory of Equations and Determinants.*
 409s. *Advanced Calculus.*
 NOTE—Either 400s or 409s will be given, but not both.

MUSIC

PUBLIC SCHOOL MUSIC

- 101s. *Elementary Harmony.* Artau.
 200s. *Intermediate Harmony.* Artau.
 202s. *Elementary Analysis.* Artau.
 253. *Organization and Direction of High School Orchestra.* Underwood.
 254. *Band Organization.* Stehn.
 305. *Practical Group Artistry.* Garvin.
 360s. *Public School Music.* Garvin.
 400s. *Upper Division Public School Music.* Garvin.
 404. *Piano Pedagogy.* Artau.

APPLIED MUSIC

Private instruction in voice, piano, organ, violin and band instruments.

PHILOSOPHY

- 321s. *Ethics.* Rebec.
 341s. *Aesthetics.* Rebec. (See also Art.)
 401. *Oriental Philosophy.* Kiang Kang-Hu.
 455s. *Undergraduate Seminar.* Rebec.

PHYSICAL EDUCATION

113. *Coaching of Football.* Spears.
 114. *Coaching of Basketball.* Reinhart.
 115. *Coaching of Baseball.* Reinhart.
 116. *Coaching of Track.* Hayward.
 117s. *Tennis.* Hartley.
 118. *Swimming.*
 146s. *Physical Education Activities for the School.* Knollin.
 147s. *First Aid.* Knollin.
 206s. *Elementary School Methods.* Hartley.
 221. *Organization and Administration of Physical Education.* Knollin.
 305s. *Secondary School Methods.* Hartley.

PHYSICS

- 204s. *General Physics.* First term of regular course without laboratory. Caswell.
 205s. *General Physics.* Second term as above. Caswell.
 204s. Lab. *General Physics Laboratory.* Goodwin.
 300. *Laboratory Arts.* Goodwin.
 411s. *Advanced General Physics.* First term of regular course without laboratory. Caswell.
 411s. Lab. *Advanced General Physics Laboratory.* Goodwin.

520s. *Research Laboratory*. Caswell.

530s. *Seminar*. Caswell.

550s. *Graduate Thesis*. Caswell.

POST-SESSION

206ps. *General Physics*. Third term of regular course without laboratory. Goodwin.

206ps Lab. *General Physics Laboratory*. Goodwin.

412ps. *Advanced General Physics*. Goodwin.

412ps Lab. *Advanced General Physics Laboratory*. Goodwin.

400-500. *Advanced and Graduate Courses*. Goodwin.

POLITICAL SCIENCE

406s. *American Political Theory*.

411s. *Problems of Public Opinion*.

508. *Principles of Politics*.

PSYCHOLOGY

201s. *Beginner's Laboratory Course in Psychology*. Seashore.

202s. *General Psychology*. Seashore.

470. *Psychology of the Pre-School Child*. Stutsman. (See also Education.)

471. *Project Work in Pre-School Methods*. Stutsman.

530s. *Seminar in Psychology*. Stutsman and Seashore.

POST-SESSION

335ps. *Applied Psychology*. Seashore.

ROMANCE LANGUAGES

1s. *Elementary French*. Crane.

2abs. *Second Year French*. Legrand.

350s. *Third Year French Literature*. Bowen.

450s. *Advanced Course in French Literature*. Bowen.

510s. *French Seminar*. Bowen.

520s. *Thesis*. Bowen.

11s. *Elementary Spanish*. Wright.

370s. *Third Year Spanish Literature*. Wright.

519s. *Spanish Seminar*. Wright.

520s. *Thesis*. Wright.

POST-SESSION

2cs. *Second Year French*. Legrand.

SOCIOLOGY

300s. *Principles of Sociology*. Reynolds.

341s. *Anthropology*. Starr. (See also Anthropology.)

402s. *Contemporary Social Movements*. Reynolds.

422bs. *Methods in Rural Social Work*. Annin.

422bs. *Field Work V and VI*. Annin.

424bs. *Field Work in Community Social Work*. Annin.

450bs. *Community Analysis and Planning*. Annin.

515. *Immigration Population Problems*. Reynolds.

PORTLAND SESSION

Place. The Portland summer session will be held in the spacious and centrally located Lincoln High School building, Park and Market streets, with excellent library facilities provided by the Portland library. Classes, with one or two exceptions, will all be held in the morning hours from eight to twelve.

Registration. Registration and all executive details for the Portland session are arranged from the Portland office, 814 Oregon building, telephone Atwater 2919.

Recreation. A special recreational program is planned for the Portland summer students. The faculty and distinguished visitors will give public lectures. The easy availability of outdoor recreation in parks and scenic spots a few minutes ride from the city makes this a favorite type of program with classes and groups and occasionally with the student body as a whole. During one week-end a steamer will be chartered for a cruise on the Willamette and Columbia rivers.

Resident Credit. Credit for work done in the Portland summer session counts as resident credit in the University of Oregon.

Post-session. Courses are arranged so that students in the Portland summer session for the first six weeks may enroll in sequential work for the next four weeks in the post-session at Eugene.

Courses Offered

ANTHROPOLOGY

309. *Primitive Society.*

ART

191. *Handicrafts.* Schulderman.

198. *Decorative Design.* Schulderman.

240. *Drawing and Painting.* Hinshaw.

245. *Landscape Sketching.* Hinshaw.

291. *Creative Expression in Elementary Schools.* Smythe.

322. *The Graphic Arts.* (Technique of Expression.) Smythe.

340. *Advanced Painting.* Hinshaw.

355. *Art Relationships in School Activities.* Wuest.

383. *Appreciation and Use of Pictures in School.* Wuest.

BACTERIOLOGY

345. *Bacteriology and Public Health.*

BIOLOGY

101abs. *Elementary Biology.* Larsell.

101as. *Lab. Elementary Biology Laboratory.* White.

BOTANY

101bes. *Elementary Plant Biology.* Harris.

101bes. *Lab. Elementary Plant Biology Laboratory.* Hogue.

206s. *Systematic Botany.* Harris and Hogue.

410. *Plant Physiology.* Harris.

513. *Botanical Problems.* Harris.

ECONOMICS

- 374s. *Economic History*.
418as. *Public Finance*.
440. *Problems in International Trade*.

EDUCATION

300. *Supervision of Student Body Activities*. Means.
308. *Classroom Management*. Morehouse.
313. *Teaching of Social Sciences*. Morehouse.
315. *Auditorium Technique in Platoon Schools*. Bridges.
316. *Correlation of Subject Matter in Platoon Schools*. Whitney.
317. *Observation in Platoon Demonstration School*. Whitney, Bridges and staff.
350. *Administration of Platoon Schools*. Holloway.
355. *Art Relationships in School Activities*. Wuest. (See also Art.)
454. *History of Education*. Vannest.
455. *Contemporary Movements in Education*. Vannest.
458s. *Advanced Principles of Education*. (Seminar.) Morehouse.
465. *Tests and Measurements*. Means.
480. *Educational Guidance*. Wrenn.
481. *Curriculum Construction*. Wrenn.

ENGLISH

- 114s. *Survey of American Literature*. Blankenship.
260s. *Short Story Writing*. Thacher.
309. *New Books and Their Backgrounds*. Parsons.
314. *The Technique of Fiction*. (For Writers.) Thacher.
380. *Shakespeare*. Parsons.
401s. *Poetry and Prose of Milton*. Coleman.
430. *Emerson and Whitman*. Blankenship.
435s. *English Drama Since 1800*. Ernst.
459s. *The Romantic Movement in Western Europe, 1770-1830*. Coleman.
463. *The Victorian Compromise*. Ernst.
497. *Problems in Elizabethan Literature*. (Seminar.) Parsons.

GEOGRAPHY

- 205s. *Principles of Geography*.
423. *Geography of the Western Coast of North America*.
500. *Problems in Economic Geography*.

GERMAN

- 1s. *Elementary German*.
309. *Modern German Prose and Conversation*.
409. *Modern German and European Literature*.

HEALTH EDUCATION

306. *Important Factors in Human Nutrition.* Manville.
 345. *Bacteriology and Public Health.* Sears.
 351. *Organization and Programs of Health Agencies.* Dunbar.
 352. *Institute for Health Workers.* Dunbar.
 364. *Methods in Teaching Health.* Bastin.
 388s. *Field Work in Public Health Nursing.* Bastin.

HISTORY

345. *Europe Since 1914.* O'Hara.
 372s. *American History—Middle Period, 1829-1865.* Schafer.
 431s. *The Renaissance and the Reformation.* Herrick.
 465s. *England in the 18th and 19th Centuries.* Herrick.
 476s. *Rise of the New West, 1815-1850.* Schafer.
 478s. *Oregon History.* Down.

JOURNALISM

210. *Journalistic Writing.*
 401. *Article and Feature Writing and Editing.*

LIBRARY METHODS

212. *Children's Literature for Elementary Teachers.*

MATHEMATICS

- 93s. *Advanced Algebra.*
 104s. *Unified Mathematics.*
 NOTE—Either 93s or 104s will be given, but not both.
 300s. *Analytical Geometry.*
 401s. *Differential Equations.*
 402s. *Higher Algebra.*
 NOTE—Either 401s or 402s will be given, but not both.

MUSIC

118. *Song Interpretation and Choral Directing.* Boyer.
 313s. *Methods of Teaching Public School Music.* Boyer.
 342s. *Constructive and Analytical Harmony.* Goodrich.
 346. *Music in Legend, History and Nationalism.* Goodrich.

PHILOSOPHY

- 321s. *Ethics.*
 403. *Contemporary Philosophy.*
 455s. *Undergraduate Seminar.*

PHYSICAL EDUCATION

303. *Sports and Women's Coaching.* Krohn.
 309. *Gymnasium Course in Posture Training, Drill and Class Management.* Krohn.

317. *Physical Education Observation in Platoon Demonstration School.* Krohn and Wood.

331s. *Elementary Dancing and Rhythmics.* Wood.

351. *Play and Playground for Elementary Schools.* Wood.

432s. *Advanced Rhythmics.* Wood.

PHYSIOLOGY

302. *Physiology.*

306. *Important Factors in Human Nutrition.*

402. *Problems in Physiology.*

POLITICAL SCIENCE

202s. *State Government.*

407s. *World Politics.*

417. *Problems in International Relations of the United States.*

PUBLIC SPEAKING

140. *The Speaking Voice.* Senn.

303. *Story-telling and Oral Interpretation of Literature.* Senn.

305. *Public Speaking for Teaching and the Professions.* Collier.

PSYCHOLOGY

202s. *General Psychology.*

455. *Gestalt Psychology.* (Seminar.)

418s. *Abnormal Psychology.*

ROMANCE LANGUAGES

1as. *First Term of First Year French.*

2as. *First Term of Second Year French.*

11as. *First Year Spanish.*

SOCIOLOGY

309. *Primitive Society.* Goldenweiser.

351. *Organization and Programs of Health Agencies.* Dunbar.

352. *Institute for Health Workers.* Dunbar.

364. *Methods in Teaching Health.* Bastin

371. *Field Work I and II.* Aaron.

423bs. *Field Work III and IV.* Creech.

429. *Modern Social Problems.* Creech.

451as. *Great Sociologists.* Goldenweiser.

THE EXTENSION DIVISION

OFFICERS OF ADMINISTRATION

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 ALFRED POWERS, B.A. Dean of Extension Division and Director of Portland Center
 EARL M. PALLET, Ph.D. Executive Secretary and Registrar of the University
 DAN E. CLARK, Ph.D. Assistant Director of Extension Division
 W. G. BEATTIE, B.A. Extension Lecturer
 MOZELLE HAIR, B.A. Director of Organization and Administration of Correspondence-Study
 MARY E. KENT, B.A. Campus Office Manager
 MARGARET M. SHARP. Secretary of the Portland Center

PORTLAND CENTER FACULTY

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 ALEXANDER GOLDENWEISER, Ph.D. Visiting Professor of Thought and Culture
 PHILIP W. JANNEY, B.A., C.P.A. Assistant Professor of Business Administration
 ALFRED L. LOMAX, B.B.A., M.A. Professor of Business Administration
 MABLE HOLMES PARSONS, M.S. Professor of English
 *HELEN MILLER SENN, B.A. Instructor in Public Speaking
 F. MIRON WARRINGTON, Diplôme de l'Université de Paris. Professor of Classical and Romance Languages, Portland Center

PERCY PAGET ADAMS, B.A., B.S. Assistant Dean of the School of Architecture and Allied Arts
 CATHERINE S. BASTIN, B.A., R.N., P.H.N. Assistant Professor of Applied Social Science and Assistant Director of Nursing Education
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 ROBERT CARLTON CLARK, Ph.D. Professor of History
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 MARGARET D. CRECH, B.A. Assistant Professor of Applied Sociology
 L. S. CRESSMAN, Ph.D. Professor of Sociology
 RUDOLF HERBERT ERNST, Ph.D. Professor of English
 DAVID E. FAVILLE, M.B.A. Professor of Business Administration and Dean of School of Business Administration
 DANIEL D. GAGE, JR., M.B.A. Associate Professor of Business Administration
 RALPH C. HOEBER, M.A., J.D. Assistant Professor of English and Head of Speech Division
 EDGAR R. MBANS, M.A. Instructor in Education
 JOHN R. MEZ, Ph.D. Associate Professor of Economics and Political Science
 VICTOR P. MORRIS, Ph.D. Associate Professor of Economics
 JOHN H. MUELLER, Ph.D. Assistant Professor of Sociology
 CHARLES EASTON ROTHWELL, M.A. Instructor in Education
 FRIEDRICH GEORGE G. SCHMIDT, Ph.D. Professor of Germanic Languages and Literature
 ERNESTINE ANN TROEMEL, B.S. Instructor in Physical Education

LEITH ABBOTT, B.S. Instructor in Advertising, Portland Center
 ROY C. ANDREWS, M.S. Instructor in Biology, Portland Center
 ROBERT J. BEATTY. Instructor in Standard Banking, Portland Center
 WILLIAM H. BOYER. Supervisor of Music, Portland Public Schools
 CATHERINE RUTH DUNDORE, B.A. Instructor in Physical Education, St. Vincent's Hospital
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 FRANK H. HILTON, J.D. Instructor in Business Law, Portland Center
 EVELYN M. HOGUE, B.A. Laboratory Assistant in Biology, Portland Center
 ALEXANDER HULL, B.A., B.M. Instructor in English, Portland Center
 FRANK G. HUTCHINSON. Instructor in Architecture, Portland Center
 GRACE A. F. JOHNSTON, B.A. Assistant in School Department, Library Association of Portland, and Special Library Adviser to Platoon Libraries
 JUNE S. JONES. Instructor in Credits, Portland Center
 PAUL J. KELLER. Member of Art Staff, Oregon Journal
 HUGH P. KENNEDY. Instructor in Investments, Portland Center
 FREDERICK ANDREWS KIBHLE, B.A., M.D. Assistant Professor of Ophthalmology, School of Medicine
 WILLIAM S. KIRKPATRICK. Instructor in Advertising, Portland Center

* Leave of absence, 1930-31.

ROBERT KROHN	Supervisor of Physical Education, Portland Public Schools
RANDOLPH T. KUHN, B.A.	Instructor in Advertising, Portland Center
OLOF LARSELL, Ph.D.	Professor of Anatomy, School of Medicine
LEO S. LUCAS, M.D.	Instructor in Ophthalmology, Otolaryngology, and Laryngology, School of Medicine
HARRY N. LYON	Instructor in Finance, Portland Center
IRA A. MANVILLE, M.A., M.D.	Associate in Physiology, School of Medicine
LEWIS C. MARTIN, Ph.D.	Instructor in Psychology, Reed College
CLARENCE JOSEPH MCCUSKER, M.D.	Clinical Professor of Obstetrics and Head of Department
PHYLLIS MUIRDEN	Instructor in Art, Portland Center
JOHN P. O'HARA, Ph.B.	Instructor in History, Portland Center
EDWIN E. OSGOOD, M.D.	Assistant Professor of Biochemistry and Medicine, School of Medicine
GRACE PHELPS, R.N.	Superintendent of Doernbecher Hospital
HENRY F. PRICE, Ph.D.	Professor of Mathematics, Pacific University
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MARIE SCHULDERMAN	Instructor in Art, Portland Center
HARRY J. SEARS, Ph.D.	Professor of Bacteriology, School of Medicine
M. ELEANOR SLINGERLAND, B.A.	Instructor in Public Speaking, Portland Center
L. HOWARD SMITH, B.A., M.D.	Associate Clinical Professor of Pediatrics, School of Medicine
B. A. THAXTER	Principal of Couch School, Portland
LAMAR TOOZE, B.A., LL.B.	Instructor in Economics, Portland Center
WILLEM VAN HOOGBSTRATEN, Mus.D.	Conductor of Portland Symphony Orchestra
FRED I. WEBER	Cashier of Hibernia Bank, Portland
BESS WHITCOMB	Instructor in Public Speaking, Portland Center
ALMON J. WHITE, M.S.	Laboratory Assistant in Biology, Portland Center
EDGAR H. WHITNEY, B.A.	Assistant Superintendent of Portland Public Schools
CHARLES P. WILSON, M.D.	Clinical Instructor in Medicine, School of Medicine
ESTHER W. WUBST, Chicago Art Institute	Supervisor of Art, Portland Public Schools

EUGENE, SALEM, AND OTHER EXTENSION FACULTY

W. G. BEATTIE, B.A.	Director of Salem Classes
MOZELLE HAIR, B.A.	Director of Eugene Classes
RUSSELL BLANKENSHIP, B.A.	Instructor in English, Whitman College
EDMUND S. CONKLIN, Ph.D.	Professor of Psychology
L. S. CRESSMAN, Ph.D.	Professor of Sociology
ERNST GELLHORN, M.D., Ph.D.	Professor of Animal Biology
ALEXANDER GOLDENWEISER, Ph.D.	Professor of Thought and Culture
CELIA V. HAGER, M.A.	Assistant in Psychology
RALPH C. HOEBER, M.A., J.D.	Assistant Professor of English and Head of Speech Division
R. R. HUESTIS, Ph.D.	Associate Professor of Genetics
GEORGE W. HUG, B.A.	City Superintendent of Schools, Salem
ALEXANDER HULL, B.A., B.M.	Instructor in English, Portland Center
LEWIS C. MARTIN, Ph.D.	Instructor in Psychology, Portland Center
JOHN R. MEZ, Ph.D.	Associate Professor of Economics and Political Science
FRED N. MILLER, M.A., M.D.	Director of University Health Service
ERNEST G. MOLL, M.A.	Assistant Professor of English
VICTOR P. MORRIS, Ph.D.	Associate Professor of Economics
MILDRED MUMBY, M.D.	Assistant University Physician
MARK T. PHY, B.S., M.D.	Assistant University Physician
GEORGE REEFC, Ph.D.	Professor of Philosophy and Dean of the Graduate School
OTTILIE T. SEYBOLT, M.A.	Assistant Professor of English and Director of Dramatics
L. KENNETH SHUMAKER, B.A.	Director of English Bureau
S. STEPHENSON SMITH, B.Litt. (Oxon.)	Associate Professor of English
WARREN D. SMITH, Ph.D.	Professor of Geology
ORIN F. STAFFORD, M.A.	Professor of Chemistry
ALBERT RADDIN SWEETSER, M.A.	Professor of Plant Biology
ELNORA E. THOMSON, R.N.	Professor of Applied Sociology
HARRIET W. THOMSON, B.A.	Professor of Physical Education
NOWLAND B. ZANE	Associate Professor of Design

EXTENSION CENTERS

PORTLAND CENTER

The office of the Portland center is at 814 Oregon building. The telephone number is Atwater 2919. Executive details of all Portland classes are handled from this office, which is open daily from 9:00 a. m. to 5 p. m., with the exception of Saturday, when it closes at 1:00 p. m. Classes are held in the Lincoln high school building, Park and Market streets, and in the Central library.

Resident credit in the University of Oregon may be earned in all

Portland classes, unless exception is made. Students who have not matriculated in the University receive provisional credit only.

Because of its purpose to serve the part-time student only, the Portland center will accept registration for credit from a student in not more than *six term-hours* of work for each term. This regulation does not apply to the summer term, at which full-time students are welcomed and in which the maximum registration is for three classes carrying nine hours of credit in all.

Admission to classes for credit after the second meeting of any term is only by permission of the instructor and admission for credit after the third week is not possible.

The University reserves the right to discontinue any course because of inadequate enrollment, or for any other sufficient reason.

GRADUATE WORK IN THE PORTLAND CENTER

It is possible, in a number of departments in the Portland center, to accomplish the whole work for the degree of master of arts, and in other departments to accomplish at least some portion of that work.

Graduate students should record themselves as such not only in their classes and with their instructors, but should place their names on file at the Portland center office, filling out a special card each term. The dean of the graduate school, or his representative, may be consulted at appointed times, and all ordinary routine information secured.

EXTENSION DIVISION CATALOG

Students interested in taking work in the Extension Division should write to the Dean of the Extension Division, University of Oregon, Eugene, Oregon; or to the office of the Portland Extension Center, 814 Oregon Building, Portland, Oregon. A catalog giving full description of courses will be furnished as well as information of any special nature.

ORGANIZATION

The extension division is an integral and specialized division of the University, correlative with the several schools of the University. Through the extension division the University renders service to individuals, organizations and communities outside the campus. All such service when rendered in the name of the University of Oregon is undertaken and carried out through the extension division.

The main activities of the extension division as at present organized are comprised in four departments:

- (1) Department of visual instruction.
- (2) Department of social welfare.
- (3) Extension Centers, in Portland and Salem, with classes in other Oregon cities.
- (4) Department of correspondence study.

VISUAL INSTRUCTION

Visual instruction service includes a library of glass and film slides, rock and mineral sets, microscopic slides and other material usable for educational purposes by schools, community clubs and other appropriate organizations.

A special catalog is published and seasonal lists are available on application to the extension division, Eugene, Oregon.

The service of this department was extended in 1930 to audiences totaling 183,158.

SOCIAL WELFARE

The department of social welfare includes extension lectures, extension participation in surveys and investigations, conferences, institutes and publications, as well as the direct service of the faculty members under extension auspices to many aspects of the intellectual and recreational life of the state.

In this department the secretaryship of the Oregon high school debating league has been administered by the University since the foundation of the league in 1907. Bulletins of the league are available upon application.

Extension lectures are arranged by correspondence with the organizations interested. No lecture fee is charged but the expense of the lecturer are paid by the committee or organization in charge.

Portland Extension Center

COLLEGE OF LITERATURE, SCIENCE AND THE ARTS

BIOLOGY

Dr. LARSELL, Mr. ANDREWS, Mr. THAXTER, Miss HOGUE, Mr. WHITE

LOWER DIVISION

NOTE—Biology 101a,b,c,d with laboratory, satisfies the requirement of group IV in Biological Science.

- 101a,b,p. *Elementary Animal Biology*. Larsell and White.
Three hours, fall and winter terms.
- 101c,p. *Elementary Plant Biology*. Andrews and Hogue.
Three hours, spring term.
208. *Nature Study in Platoon Schools*. Thaxter.
Two hours, winter term.

ECONOMICS

Associate Professor MORRIS, Professor LOMAX

UPPER DIVISION

- 361p. *Conservation of Natural Resources*. Morris.
Two hours, fall term.
362. *Problems of Prosperity and Depression*. Morris.
Two hours, winter term.
- 441p. *Economics of War*. Morris. *Two hours, spring term.*
482. *International Finance*. Lomax. *Two hours, fall term.*

ENGLISH

Professor PARSONS, Dr. ERNST, Professor WARRINGTON, Assistant Professor COLLIER,
 Mr. HEDRICK, Mr. HULL, Mr. REYNOLDS

NOTE—For a major and for a minor norm in English, look under "School of Education" in this catalog.

WRITTEN ENGLISH

LOWER DIVISION

151. *Vocabulary Building*. Collier. *Two hours, each term.*
152. *Good Usage in Speech and Writing*. Hedrick.
Two hours, fall and winter terms.

250,251,252p. *Report Writing*. Reynolds. *Two hours, each term.*

NOTE—The completion of Report Writing will clear the regular University requirement of English B, six hours of Written English.

253,254,255p. *Business English*. Collier. *Two hours, each term.*

260a,b,e,p. *The Short Story*. Parsons. *Two hours, each term.*

261,262,263p. *Magazine Writing*. Hull. *Two hours, each term.*

LITERATURE

LOWER DIVISION

101,102,103p. *Literature Survey*. Parsons. *Two hours, each term.*

NOTE—The course in Literature Survey in the Portland Center, when supplemented by a six-hour period course, will satisfy the literature survey requirement for English majors and the minor norm in English described under "School of Education." Those who may possibly have had the equivalent should consult with the Portland office before enrolling.

UPPER DIVISION

309. *New Books and Their Backgrounds*. Parsons. *Two hours, each term.*

375. *European Novel*. Warrington. *Two hours, each term.*

380. *Shakespeare*. Parsons. *Two hours, each term.*

463. *Nineteenth Century English Literature*. Ernst. *Two hours, each term.*

GRADUATE DIVISION

508. *The Renaissance in England*. Parsons. *Two hours, each term.*

528. *Graduate Thesis*. Parsons.

GERMAN

LOWER DIVISION

1a,p. *Elementary German* *One hour, each term.*

UPPER DIVISION

305. *German Literature* *One hour, each term.*

GRADUATE DIVISION

NOTE—One or two extra courses for graduate students, but open to qualified undergraduates, will be offered, such as:

412. *History of German Literature* *Two hours, each term.*

422. *German Seminar and Thesis*. *Two or three hours, each term.*

HISTORY

Dr. R. C. CLARK, Dr. DAN E. CLARK, Mr. O'HARA

NOTE—For a major and for a minor norm in History, look under "School of Education."

UPPER DIVISION

343. *Europe from 1815-1871*. O'Hara. *Two hours, fall term.*

344. *Europe from 1871-1914*. O'Hara. *Two hours, winter term.*

345. *Europe Since 1914*. O'Hara. *Two hours, spring term.*

407,408,409. *Reading and Conferences*. R. C. Clark. *Two or three hours, each term.*

471,472,473. *Leading Americans*. R. C. Clark. *Two hours, each term.*

476,477p. *History of the West*. Dan E. Clark. *Two hours, fall and winter terms.*

GRADUATE DIVISION

- 501,502,503. *Historical Research*. R. C. Clark
Two or three hours, each term.
510,511,512. *Graduate Thesis*. R. C. Clark.

LIBRARY METHODS

Miss FOSTER, Miss JOHNSTON

LOWER DIVISION

212. *Correlation of Children's Literature with Nature Study*. Foster.
One hour, fall term.
213. *Correlation of Children's Literature with Geography of Eastern Countries*. Johnston.
One hour, winter term.

MATHEMATICS

Dr. PRICE

LOWER DIVISION

- 93p. *Advanced Algebra*. Two hours, fall and winter terms.
*94. *Plane Trigonometry*. Two hours, fall and winter term.

UPPER DIVISION

- *310. *Introduction to Modern Geometry*.
Two hours, fall and winter terms.

*NOTE—Either 94p or 310 will be given, but not both.

PHILOSOPHY

Dr. TOWNSEND

UPPER DIVISION

403. *Contemporary Philosophy*. Two hours, spring term.
431. *Philosophical Ideas in the United States*.
Two hours, fall and winter terms.

POLITICAL SCIENCE

Dr. MEZ

UPPER DIVISION

- 343,344p. *Current World Events*. Two hours, winter and spring terms.

PSYCHOLOGY

Assistant Professor GRIFFITH, Dr. MARTIN

LOWER DIVISION

- 202a,b,c. *General Psychology*. Griffith Two hours, each term.

UPPER DIVISION

418. *Abnormal Psychology*. Martin. Two hours, each term.

PUBLIC SPEAKING

Assistant Professor COLLIER, Miss SLINGERLAND, Mrs. WHITCOMB

LOWER DIVISION

- 135,136,137. *Fundamentals of Public Speaking and Interpretation*.
Collier, Slingerland, and Whitecomb. Two hours, each term.

- 140,141. *The Speaking Voice*. Whitecomb.
Two hours, fall and winter terms.

142. *Voice and Interpretation*. Whitecomb. Two hours, spring term.

- 181p. *Extempore Speaking*. Slingerland. Two hours, each term.

185. *Story-telling*. Slingerland. *One and one-half hours, each term.*
 195. *Practical Speech-making*. Slingerland. *Two hours, fall term.*

UPPER DIVISION

303. *Oral Interpretation of Literature*. Slingerland.
Two hours, winter term.
 304. *Interpretative Reading and Speaking*. Slingerland.
Two hours, spring term.
 305. *Public Speaking for Business and Professional Men*. Collier.
Two hours, fall and winter terms.
 310. *Argumentation and Debate*. Collier. *Two hours, spring term.*

ROMANCE LANGUAGES

Professor WARRINGTON

NOTE—Two years of the two-hour extension language courses, or twelve hours, will satisfy the entrance requirement for the bachelor of arts degree in the University or be accepted as the equivalent of one year of college language toward the same degree.

FRENCH

LOWER DIVISION

- 1a1,1a2,1b1. *First Course in French*. *Two hours, each term.*
 1b2,1c1,1c2. *Second Course in French*. *Two hours, each term.*
 2a1,2a2,2b1. *Third Course in French*. *Two hours, each term.*
 2b2,2c1,2c2. *Fourth Course in French*. *Two hours, each term.*

SPANISH

LOWER DIVISION

- 11a1,11a2,11b1. *First Course in Spanish*. *Two hours, each term.*
 11b2,11c1,11c2. *Second Course in Spanish*. *Two hours, each term.*
 12a1,12a2,12b1. *Third Course in Spanish*. *Two hours, each term.*

SCANDINAVIAN

Mr. ENNA

LOWER DIVISION

31. *Scandinavian*. *Two hours, fall and winter terms.*

SOCIOLOGY

Dr. CRESSMAN, Dr. MARTIN, Dr. MUELLER, Dr. GOLDENWEISER, Miss CREECH

UPPER DIVISION

- 304,305. *Social Problems and Social Work*. Creech.
Two hours, fall and winter terms.
 321. *Cultural Change*. Cressman. *Two hours, fall term.*
 322. *Urban Problems*. Cressman. *Two hours, winter term.*
 324. *Race Relations on the Pacific Slope*. Cressman.
Two hours, spring term.
 401p. *Population and Population Theory*. Mueller.
Two hours, fall term.
 402p. *Contemporary Social Movements*. Mueller.
Two hours, winter term.
 341. *Anthropology*. Goldenweiser. *Two hours, each term.*
 440. *The Problem Child*. Martin. *Two hours, each term.*
 451. *History of Social Thought*. Goldenweiser. *Two hours, each term.*

- 482p. *Systems of Public Welfare*. Mueller. Two hours, spring term.
 483. *Teaching of Nursing Procedures*. Bastin. Two hours, winter term.
 484. *Methods and Observation of Teaching Nursing Procedures*. Bastin.
 Three hours, winter term.
 501,502,503. *Seminar*. Mueller. Two hours, each term.

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

Professor ADAMS, Miss WUEST, Mr. KELLER, Mrs. GREY, Miss HALVORSEN,
 Mr. HUTCHINSON, Miss MUIRDEN, Miss SCHULDERMAN

ARCHITECTURE

LOWER DIVISION

210. *Architectural Units and Details*. Hutchinson. Two hours, each term.

214,215,216. *Architectural Rendering in Pen and Ink and Pencil Sketching*. Hutchinson. Two hours, each term.

UPPER DIVISION

- 301,302. *Stresses*. Adams. Two hours, fall and winter terms.
 303. *Steel Construction*. Adams. Two hours, spring term.

ART APPRECIATION

UPPER DIVISION

350. *The Art of Painting*. Wuest. One hour, fall term.
 351. *Civic Art*. Wuest. One hour, winter term.
 352. *Modern Art*. Wuest. One hour, spring term.

HOME DECORATION

UPPER DIVISION

- 336a. *Home Decoration*. Wuest. One hour, each term.

CARTOONING AND ILLUSTRATING

LOWER DIVISION

250. *Cartooning and Illustrating*. Keller. Two hours, fall term.

CRAFTS

LOWER DIVISION

196. *Crafts*. Schulderman. One hour, fall term.
 197,198. *Block Printing*. Schulderman. One hour, winter and spring terms.

REPRESENTATION

LOWER DIVISION

180. *Art Fundamentals*. Halvorsen. One hour, fall term.
 181. *Composition*. Halvorsen. One hour, winter term.
 182. *Composition and Illustration*. Halvorsen. One hour, spring term.
 185. *Modern Advertising Art*. Muirden. Two hours, each term.

UPPER DIVISION

301. *Modern Design*. Halvorsen. One hour, each term.

SCHOOL OF BUSINESS ADMINISTRATION

Dean FAVILLE, Professor LOMAX, Assistant Professor JANNEY, Assistant Professor COLLIER,
Mr. HILTON, Mr. LYON, Mr. KIRKPATRICK, Mr. KUHN, Mr. ABBOTT

ACCOUNTING

LOWER DIVISION

- 111a,b,c. *Principles of Accounting.* Janney. Two hours, each term.

UPPER DIVISION

316. *Retail Accounting.* Janney. Two hours, spring term.
390. *Accounting Theory and Practice.* Janney. Two hours, each term.
422. *C. P. A. Problems.* Janney. Two hours, each term.
425. *Senior Accounting.* Janney. Two hours, winter term.

ADVERTISING

UPPER DIVISION

340. *Elementary Advertising.* Abbot and Kirkpatrick. Two hours, each term.
346. *Advanced Advertising.* Kuhn and Kirkpatrick. Two hours, fall and winter terms.

BUSINESS ENGLISH

LOWER DIVISION

- 253,254,255. *Business English.* Collier. Two hours, each term.

BUSINESS LAW

UPPER DIVISION

316. *Business Law.* Hilton. Two hour, each term.

BUSINESS ORGANIZATION AND MANAGEMENT

UPPER DIVISION

320. *Business Organization and Management.* Lomax. Two hours, fall term.
372. *Foremen and Supervisors Personnel Administration.* Lomax. Two hours, spring term.
471. *Personnel Management.* Lomax. Two hours, fall term.
472. *Supplementary Personnel Activities.* Lomax. Two hours, winter term.
476. *Credits and Collection.* Gage. No credit, winter term.

FINANCE

UPPER DIVISION

302. *Women's Investments.* Lyon. Two hours, fall term.
402. *Investment.* Lyon. Two hours, fall and winter terms.

FOREIGN TRADE

UPPER DIVISION

481. *Foreign Trade Technique.* Lomax. Two hours, fall term.
482. *International Finance.* Lomax. Two hours, fall term.
483. *Foreign Trade Marketing.* Lomax. Two hours, winter term.
484. *Ocean Transportation.* Lomax. Two hours, spring term.

GEOGRAPHY

NOTE—The courses in Geography have been especially designed for both foreign trade students and geography teachers. For a sequence in geography for majors in education, look under "School of Education."

UPPER DIVISION

350. *Industrial Geography of Oregon.* Lomax. *Two hours, winter term.*
 423. *Geography of Latin America.* Lomax. *Two hours, fall term.*
 424. *Geography of Asia.* Lomax. *Two hours, winter term.*
 429. *Geography of North America.* Lomax. *Two hours, spring term.*

SALESMANSHIP AND SALES MANAGEMENT

UPPER DIVISION

310. *Salesmanship.* Lomax. *Two hours, winter term.*
 414. *Sales Management.* Lomax. *Two hours, spring term.*

MERCHANDISING

UPPER DIVISION

475. *Merchandising.* Faville. *Two hours, winter term.*

TRAFFIC AND TRANSPORTATION

UPPER DIVISION

381. *Industrial Traffic Management.* Lomax. *Two hours, spring term.*
 484. *Ocean Transportation.* Lomax. *Two hours, spring term.*

GRADUATE DIVISION

- 540,541. *Graduate Seminar.* Faville and staff.
Two hours, fall and winter terms.

SCHOOL OF EDUCATION

Dr. BOSSING, Dr. MARTIN, Mr. WHITNEY, Mr. ROTHWELL, Mr. MEANS, Mr. HEDRICK

NOTE—For major and for minor norms in Education, look under "School of Education."

UPPER DIVISION

308. *Nature Study in Platoon Schools.* Thaxter. *Two hours.*
 309. *Teaching of History and Social Sciences in Secondary Schools.*
 Rothwell. *Two hours, fall term.*
 319. *Teaching of Science in Secondary Schools.* Means.
Two hours, winter term.
 321. *The Teaching of English in Secondary Schools.* Hedrick.
Two hours, spring term.
 330. *A Basis for the Social Studies in Grades 4 to 8.* Whitney.
One hour, fall and winter terms.
 331. *Correlation of the Subject Matter of the Elementary School Curriculum.* Whitney.
One hour, fall and winter terms.
 370. *New Movements in the Course of Study.* Bossing.
One hour, each term.
 440. *The Problem Child.* Martin. *Two hours, each term.*
 463. *Diagnostic Tests.* Bossing. *One hour, each term.*

GRADUATE DIVISION

501. *Educational Seminar—Problems of the Teaching Staff.* Bossing.
Two hours, each term.
502. *Educational Seminar—The Supervision of Instruction.* Bossing.
Two hours, each term.
503. *Educational Seminar — Problems in Curriculum Construction.*
Bossing. Two hours, each term.

SCHOOL OF JOURNALISM

Professor COGGESHALL

LOWER DIVISION

240. *Journalistic Writing.* Two hours, each term.

UPPER DIVISION

340. *Sports and Sportswriting.* Two hours, each term.

SCHOOL OF MEDICINE

Dr. MANVILLE, Dr. SEARS

PHYSIOLOGY

UPPER DIVISION

306. *Important Factors in Human Nutrition.* Manville.
Two hours, each term.

PUBLIC HEALTH

UPPER DIVISION

345. *Bacteriology and Public Health.* Sears.
Two hours, fall and winter terms.

SCHOOL OF MUSIC

Mr. BOYER, Mr. GOODRICH, Dr. VAN HOOGSTRA滕

LOWER DIVISION

120. *Creative Music.* Boyer. One hour, each term.
121. *Operas and Operettas for Schools.* Boyer. One hour, each term.
344. *Orchestral School.* vanHoogstraten.
Two hours, fall and winter terms.
380. *Great Musicians.* Goodrich. Two hours, each term.
385. *Survey of Symphonic Music.* van Hoogstraten.
Two hours, fall and winter terms.

SCHOOL OF PHYSICAL EDUCATION

Mr. KROHN, Dr. BOVARD

LOWER DIVISION

174. *Rhythmics, Posture Training, Recreational Games.*
One hour, each term.
307. *Physiology of Exercise.* Bovard. Two hours, each term.
340. *Sports and Sportswriting.* (See also Journalism).
Two hours, winter and spring terms.

PORTLAND CHAPTER OF THE AMERICAN INSTITUTE OF BANKING

Mr. BEATTY, Mr. HENDRICKSON, Mr. HERZOG, Mr. HOEBER, Mr. JANNEY,
Mr. JONES, Mr. KENNEDY, Mr. TOOZE, Mr. WEBER

NOTE—The courses here listed are given in cooperation with the Portland Chapter of the American Institute of Banking and are designed particularly for members. Regular students will find suitable courses of a similar nature listed under the headings of Business Administration, English and Public Speaking.

ACCOUNTING

LOWER DIVISION

51. *Accounting Interpretation and Financial Statements.* Janney.
One and one-half hours, fall and winter terms

BANKING

60. *Banking Fundamentals.* Weber. *Three hours, fall term.*
61. *Standard Banking.* Beatty. *Three hours, winter term.*

BUSINESS LAW

121. *Commercial Law.* Hendrickson. *Three hours, winter term.*
122. *Negotiable Instruments.* Herzog. *Three hours, fall term.*

CREDITS

70. *Credit Principles.* Jones. *Three hours, winter term.*

ECONOMICS

80. *Standard Economics.* Tooze. *Three hours, fall term.*

INVESTMENTS

90. *Investment Principles.* Kennedy. *Three hours, fall term.*

PUBLIC SPEAKING

182. *Public Speaking.* Hoeber. *Two hours, fall and winter terms*

CERTIFICATE COURSE IN NURSING FOR STUDENTS IN ACCREDITED HOSPITAL SCHOOLS

Dr. ELSE, Dr. FENTON, Dr. KIEHLE, Dr. LUCAS, Dr. MCCUSKER, Dr. MANVILLE, Dr. MARTIN,
Dr. OSGOOD, Dr. ROBERTSON, Dr. SEARS, Dr. SMITH, Dr. WILSON, Miss THOMSON,
Miss PHELPS, Miss HAMILL, Mr. SLOAN

NOTE—The courses here listed are given in cooperation with the University of Oregon School of Medicine and are designed for nurses in training at accredited hospital schools.

First Year

LOWER DIVISION

- 101,102,103. *Elementary Physical Education.* Dundore.
One hour, each term.
110. *Elementary Materia Medica.* Wilson. *One hour, fall term.*
120. *Elementary Chemistry.* Lewis. *Three hours, fall term.*
130. *History of Nursing.* Thomson. *One hour, fall term.*
140. *Anatomy.* *Two hours, winter term.*
150. *Nutrition.* Manville. *Three hours, winter term.*
170. *Bacteriology.* Sears. *Three hours, spring term.*
180. *Elements of Pathology.* Robertson. *One hour, spring term.*
230. *Case Work Method Applied to Nursing.* *One hour, spring term.*

Second Year

LOWER DIVISION

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| 160. <i>Personal Hygiene.</i> | <i>One hour, spring term.</i> |
| 201,202,203. <i>Advanced Physical Education.</i> | Dundore. |
| | <i>One hour, each term.</i> |
| 205. <i>Physiology.</i> | Manville. |
| | <i>Three hours, fall term.</i> |
| 210. <i>Materia Medica and Therapeutics.</i> | Osgood. |
| | <i>Two hours, fall term.</i> |
| 215. <i>Medical Diseases.</i> | Osgood. |
| | <i>Two hours, winter term.</i> |
| 235. <i>Surgical Diseases.</i> | Else. |
| | <i>Two hours, winter term.</i> |
| 240. <i>Eye, Ear, Nose, and Throat.</i> | Fenton and Kiehle. |
| | <i>One hour, spring term.</i> |
| 245. <i>Orthopedics.</i> | Lucas. |
| | <i>One hour, spring term.</i> |
| 265. <i>Modern Social and Health Movements.</i> | Thomson. |
| | <i>Two hours, spring term.</i> |
| 270. <i>Communicable Disease Nursing.</i> | |
| | <i>One hour, spring term.</i> |

UPPER DIVISION

335. *Obstetrics.* McCusker. *Two hours, winter term.*

Third Year

LOWER DIVISION

- | | | |
|--|---------|--------------------------------|
| 202a,b,c,p. <i>General Psychology.</i> | Martin. | <i>Two hours, each term.</i> |
| 232. <i>First Aid.</i> | Sloan. | <i>Two hours, winter term.</i> |
| 233. <i>Physiotherapy.</i> | Hamill. | <i>Two hours, winter term.</i> |
| 255. <i>Pediatrics.</i> | Smith. | <i>Two hours, fall term.</i> |

UPPER DIVISION

320. *Public Health.* Sears. *Two hours, fall term.*
 325. *Psychiatric Nursing.* Thomson. *Two hours, spring term.*
 330. *Survey of Field and Related Professional Problems.* Phelps.
Two hours, spring term.

OTHER EXTENSION CLASSES

Astoria

SOCIOLGY

- 341As. *Anthropology*. Alexander Goldenweiser. Two hours, fall term.

Baker

ENGLISH

- 114Ba. *Survey Course in American Literature.* Russell Blankenship.
Two hours, winter term.

Bend

EDUCATION

- 361Be. *Psychology of Childhood*. L. C. Martin. One hour, fall term.

PSYCHOLOGY

- 335Be. *Applied Psychology*. L. C. Martin *Two hours, fall term.*

Eugene

ART

- 397,398Eu. *Civilization and Art Epochs*. N. B. Zane.
Two hours, fall and winter terms.

ECONOMICS

- 447Eu. *International Trade Policies of the Pacific Area*. J. R. Mez.
Two hours, winter term.

ENGLISH

- 253,254Eu. *Business English*. L. K. Shumaker. Two hours, fall term.
342Eu. *Play Production*. Otilie Seybolt. Two hours, fall term.
181,182Eu. *Practical Public Speaking*. R. C. Hoeber.
Two hours, fall and winter terms.
201,202Eu. *Shakespeare*. E. G. Moll.
Two hours, fall and winter terms.

GEOLOGY

- A Visit to South America*. Lecture course without credit. Warren D. Smith.
One hour, winter term.

PHILOSOPHY

- 455,456Eu. *Philosophy Seminar*. George Rebec. Two hours, fall term.

PSYCHOLOGY

- 410Eu. *Genetic Psychology*. E. S. Conklin. Two hours, fall term.

CERTIFICATE COURSE IN NURSING FOR STUDENTS
IN PACIFIC CHRISTIAN HOSPITAL

FIRST YEAR

- 110Eu. *Elementary Materia Medica*. Fred N. Miller.
One hour, fall term.
120Eu. *Elementary Chemistry*. O. F. Stafford. Three hours, fall term.
130Eu. *History of Nursing*. Elnora E. Thomson. One hour, fall term.
140Eu. *Anatomy*. R. R. Huestis. Two hours, winter term.
150Eu. *Nutrition*. Mark T. Phy. Three hours, winter term.
170Eu. *Bacteriology*. Albert R. Sweetser. Three hours, spring term.
180Eu. *Elements of Pathology*. Mark T. Phy. One hour, spring term.
230Eu. *Case Work Method Applied to Nursing*. Elnora E. Thomson.
One hour, spring term.

SECOND YEAR

- 160Eu. *Personal Hygiene*. Mildred Mumby. One hour, spring term.
205Eu. *Physiology*. Ernst Gellhorn. Three hours, fall term.
265Eu. *Modern Social and Health Movements*. Elnora E. Thomson.
Two hours, spring term.
270Eu. *Communicable Disease Nursing*. Elnora E. Thomson.
One hour, spring term.

THIRD YEAR

- 202a,b,c,Eu. *General Psychology*. Celia V. Hager. *Two hours, each term.*
 232Eu. *First Aid*. Fred N. Miller. *Two hours, winter term.*
 233Eu. *Physiotherapy*. Harriet Thomson. *Two hours, winter term.*
 320Eu. *Public Health*. A. R. Sweetser. *Two hours, fall term.*
 325Eu. *Psychiatric Nursing*. Elnora E. Thomson. *Two hours, spring term.*
 330Eu. *Survey of Field and Related Professional Problems*. Elnora E. Thomson. *Two hours, spring term.*

LaGrande

ENGLISH

- 114La. *Survey Course in American Literature*. Russell Blankenship. *Two hours, winter term.*

Pendleton

ENGLISH

- 314Pe. *American Literature Since 1890*. Russell Blankenship. *Two hours, winter term.*

Roseburg

PSYCHOLOGY

- 418Ro. *Abnormal Psychology*. Celia V. Hager. *Two hours, fall term.*

Salem

ART

- 397,398Sa. *Civilization and Art Epochs*. N. B. Zane. *Two hours, fall and winter terms.*

ECONOMICS

- 203Sa. *Principles of Economics*. V. P. Morris. *Two hours, winter term.*
 301,302Sa. *Twentieth Century Literature*. S. S. Smith. *Two hours, fall and winter terms.*

EDUCATION

- 325,326Sa. *Public School Relations*. George Hug. *Two hours, fall and winter terms.*

PSYCHOLOGY

- 418Sa. *Abnormal Psychology*. Celia V. Hager. *Two hours, fall term.*
 406Sa. *Psychology of Adolescence*. Celia V. Hager. *Two hours, winter term.*

Silverton

SOCIOLOGY

- 341Si. *Anthropology*. L. S. Cressman. *Two hours, fall term.*
 343Si. *Immigration and Assimilation*. L. S. Cressman. *Two hours, winter term.*

Correspondence-Study

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D.	President of the University
ALFRED POWERS, B.A.	Dean of the Extension Division
DAN E. CLARK, Ph.D.	Director of Instruction by Correspondence
MOZELLE HAIR, B.A.	Director of Organization and Administration of Correspondence-Study
PERCY PAGET ADAMS, B.S.	Professor of Graphics
R. P. BOWEN, Ph.D.	Professor of Romance Languages
WILLIAM PINGRY BOYNTON, Ph.D.	Professor of Physics
ROBERT CARLTON CLARK, Ph.D.	Professor of History
MARGARET CLARKE, M.A.	Instructor in English Literature
EDMUND S. CONKLIN, Ph.D.	Professor of Psychology
B. W. DEBUSK, Ph.D.	Professor of Education
EDGAR E. DECOU, M.S.	Professor of Mathematics
ALICE HENSON ERNST, M.A.	Assistant Professor of English
JAMES HENRY GILBERT, Ph.D.	Dean of the College of Literature, Science and the Arts, and Professor of Economics
CELIA V. HAGER, M.A.	Instructor in Psychology
HERBERT CROMBIE HOWE, B.A.	Professor of English
RALPH R. HUESTIS, Ph.D.	Associate Professor of Genetics
C. LYLE KELLY, Ph.B., C.P.A.	Associate Professor of Accounting
EDMUND P. KREMER, Dr. juris utriusque	Associate Professor of Germanic Languages and Literature
VICTOR P. MORRIS, Ph.D.	Associate Professor of Economics
JOHN H. MUELLER, Ph.D.	Associate Professor of Sociology
PHILIP A. PARSONS, Ph.D., LL.D.	Head of the Department of Sociology and Dean of the School of Applied Social Science
MARY H. PERKINS, M.A.	Professor of English
ETHEL I. SANBORN, Ph.D.	Assistant Professor of Plant Biology
FRIEDRICH GEORG G. SCHMIDT, Ph.D.	Professor of Germanic Languages and Literature
HENRY DAVIDSON SHELTON, Ph.D.	Dean of School of Education
L. KENNETH SHUMAKER, B.A.	Supervisor of English Bureau
S. STEPHENSON SMITH, B.Litt. (Oxon.)	Associate Professor of English
WARREN D. SMITH, Ph.D.	Professor of Geology
A. B. STILLMAN, B.A.	Assistant Professor of Business Administration
ALBERT RADDIN SWEETSER, M.A.	Professor of Plant Biology
ANNA M. THOMPSON, M.A.	Assistant Professor of Romance Languages
ELNORA E. THOMPSON, R.N.	Professor of Applied Sociology and Director of Nursing Education, School of Applied Social Science
GEORGE S. TURNBULL, B.A.	Professor of Journalism
HAROLD S. TUTTLE, M.A.	Associate Professor of Education
ANDREW M. VINCENT	Assistant Professor of Painting
LEAVITT O. WRIGHT, Ph.D.	Associate Professor of Romance Languages

READERS

FRANCES BACON, B.A.	French
LAWRENCE J. DE RYOKE, B.B.A.	Accounting
MRS. VIRGIL D. EARL, B.A.	English Literature
MRS. ELTON R. EDGE, B.A.	Botany
LULU GEIL, R.N.	Health Education
MARCELLA M. HILGEN, B.S.	History and Civics
SAMUEL H. JAMESON, Ph.D.	Sociology
CLARA JASPER, B.A.	Sociology
BETRAM JESSUP, B.A.	English
GRACE EDGINGTON JORDAN, B.A.	Advanced Short Story Writing
EDWARD G. MANNING, B.A.	Economics
CHARLES R. MARLATTE, B.S.	Geology
RUTH NEWTON, B.A.	Entrance English and News Writing
J. HUGH PRUETT, B.A.	Physics
FLORENCE SHUMAKER, B.A.	English and Literature
MARIAN A. TORKELSON, B.A.	Mathematics
MRS. J. ALAN WICKHAM, B.S.	Education
RUTH WINCHELL, B.A.	Physiology
MRS. LEAVITT O. WRIGHT	Spanish
MRS. ORVILLE YOKOM, B.A.	Sociology

Correspondence-study, as offered by the extension division of the University of Oregon, is instruction of university grade, made available to persons not in residence at the University or in attendance at some other educational institution. It is instruction by means of lesson outlines (prepared by members of the University faculty) which take the place of the lectures and class exercises given to students in residence. Using these lesson outlines as guides, the student studies the text-books

and reference materials in each particular course, and prepares papers and reports, which are mailed to the extension division for correction and suggestions by competent instructors.

PURPOSES OF CORRESPONDENCE-STUDY

Correspondence courses are offered for the benefit of persons in any community in the state who would like to study at home under the direction of the University. More definitely, these courses are designed to meet the requirements of the following groups:

(1) Persons not in residence at the University who desire to take courses entitling them to University credit.

(2) Persons who desire to take courses necessary to satisfy the entrance requirement of the University.

(3) Persons who, for any reason, desire to pursue studies under competent supervision, without any reference to University credit or entrance requirements.

ELIGIBILITY TO CORRESPONDENCE-STUDY

The correspondence courses offered by the extension division of the University of Oregon are intended primarily for residents of the state. Exceptions are sometimes made in the case of students who are out of the state temporarily.

No student is allowed University credit for correspondence work while in actual attendance at any college or high school, except by special arrangement.

No entrance examinations are required. Any person of sufficient maturity to carry courses with profit may register for them. The extension division reserves the right, however, to advise students regarding the courses that are best suited to their preparation and needs.

CREDIT FOR CORRESPONDENCE-STUDY

Sixty term-hours is the maximum amount of credit that may be earned toward graduation in correspondence study.

No graduate credit is allowed for correspondence work.

Students who are deficient in entrance credit may, under certain conditions, make up such deficiencies through correspondence courses.

Teachers may earn credit in correspondence courses in satisfaction of requirements in education for a state certificate.

GENERAL INFORMATION

Reference and other supplementary reading matter may be borrowed from the University Library, Eugene, and from the State Library, Salem. The only expense for this borrowed material is the carriage charge.

CORRESPONDENCE-STUDY CATALOG

Students interested in correspondence courses should write to the extension division of the University of Oregon for a complete catalog. In this will be found full information about the courses offered, the rules governing correspondence-study, the amount of fees, texts required and other information necessary for registration.

COURSES FOR UNIVERSITY CREDIT

The following courses may be taken through the department of correspondence-study. For further information, see the correspondence catalog, which may be obtained from the extension division, Eugene.

ASTRONOMY

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|---------------------|------------------------|
| 1. <i>Astronomy</i> | <i>Six term-hours.</i> |
|---------------------|------------------------|

BIOLOGY

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|---|--------------------------|
| 1. <i>Bird Study.</i> | <i>Three term-hours.</i> |
| 2. <i>Elementary Botany, Plant Biology.</i> | <i>Three term-hours.</i> |
| 3. <i>Systematic Botany.</i> | <i>Three term-hours.</i> |
| 4. <i>Advanced Systematic Botany.</i> | <i>Three term-hours.</i> |
| 5. <i>Shrubs and Trees.</i> | <i>Three term-hours.</i> |

BUSINESS ADMINISTRATION

- | | |
|------------------------------------|---------------------------|
| 1. <i>Constructive Accounting.</i> | <i>Twelve term-hours.</i> |
| 2. <i>Real Estate.</i> | <i>Two term-hours.</i> |

DRAWING

- | | |
|---|------------------------|
| 1. <i>Mechanical Drawing.</i> | <i>Six term-hours.</i> |
| 2. <i>Graphic Statics.</i> | <i>Six term-hours.</i> |
| 3. <i>Advanced Graphic Statics.</i> | <i>Two term-hours.</i> |
| 4. <i>Elementary Structural Design.</i> | <i>Six term-hours.</i> |

ECONOMICS

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|---|-------------------------|
| 1. <i>Economic History.</i> | <i>Six term-hours.</i> |
| 2. <i>The Principles of Economics.</i> | <i>Nine term-hours.</i> |
| 3. <i>Money, Banking and Economic Crises.</i> | <i>Five term-hours.</i> |
| 4. <i>Economics of Business Organization.</i> | <i>Four term-hours.</i> |
| 5. <i>Railway Economics.</i> | <i>Four term-hours.</i> |
| 6. <i>Principles of Ocean Transportation.</i> | <i>Four term-hours.</i> |
| 7. <i>Regulation of Carriers.</i> | <i>Four term-hours.</i> |

EDUCATION

- | | |
|---|--------------------------|
| 1. <i>Modern Methods of Teaching in the Upper Grades and High School.</i> | <i>Three term-hours.</i> |
| 2. <i>Moral Training.</i> | <i>Three term-hours.</i> |
| 3. <i>History of Modern Education.</i> | <i>Three term hours.</i> |
| 4. <i>Problems of the Classroom.</i> | <i>Two term-hours.</i> |
| 5. <i>Child Study.</i> | <i>Three term-hours.</i> |
| 6. <i>The Supervision of Instruction.</i> | <i>Three term-hours.</i> |
| 7. <i>Educational Sociology.</i> | <i>Three term-hours.</i> |
| 8. <i>The Child and His Learning.</i> | <i>Three term-hours.</i> |

ENGLISH AND LITERATURE

WRITTEN ENGLISH

- | | |
|---|-------------------------|
| 1. <i>Exposition, Narration and Argument.</i> | <i>Six term-hours.</i> |
| 2. <i>Advanced Writing.</i> | <i>Nine term-hours.</i> |

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| 3. <i>Introduction to Short Story Writing.</i> | <i>Three term-hours.</i> |
| 4. <i>Short Story Writing.</i> | <i>Three term-hours.</i> |
| 5. <i>Advanced Short Story Writing.</i> | <i>Three term-hours.</i> |
| 6. <i>Prose Manuscript.</i> | <i>Three term-hours.</i> |
| 7. <i>Versification.</i> | <i>Three term-hours.</i> |
| 8. <i>Book and Play Reviewing.</i> | <i>Six term-hours.</i> |
| 9. <i>Commercial English.</i> | <i>Three term-hours.</i> |
| 10. <i>Methods in Grammar School English.</i> | <i>Three term-hours.</i> |
| 11. <i>English for High School Teachers.</i> | <i>Four and one-half term-hours.</i> |
| 12. <i>Review Course in English Grammar.</i> | <i>No University Credit.</i> |

LITERATURE

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|---|--------------------------|
| 1. <i>Early American Literature.</i> | <i>Three term-hours.</i> |
| 2. <i>Recent American Literature.</i> | <i>Three term-hours.</i> |
| 3. <i>Nineteenth Century American Novel.</i> | <i>Three term-hours.</i> |
| 4. <i>Contemporary American Novel.</i> | <i>Three term-hours.</i> |
| 5. <i>Twentieth Century Literature—The Novel in England.</i> | <i>Four term-hours.</i> |
| 6. <i>Twentieth Century Literature—American Imaginative Literature.</i> | <i>Four term-hours.</i> |
| 7. <i>English and American Poetry.</i> | <i>Six term-hours.</i> |
| 8. <i>Contemporary English Novelists.</i> | <i>Three term-hours.</i> |
| 9. <i>Shakespeare.</i> | <i>Nine term-hours.</i> |
| 10. <i>Socially Significant Literature.</i> | <i>Nine term-hours.</i> |
| 11. <i>English Novel of the Nineteenth Century.</i> | <i>Nine term-hours.</i> |
| 12. <i>Survey of American Literature.</i> | <i>Three term-hours.</i> |

GEOLOGY AND GEOGRAPHY

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|-------------------------------|-------------------------------------|
| 1. <i>Geology.</i> | <i>Three term-hours.</i> |
| 2. <i>Historical Geology.</i> | <i>One and one-half term-hours.</i> |
| 3. <i>General Geography.</i> | <i>Nine term-hours.</i> |
| 4. <i>Physical Geography.</i> | <i>No University Credit.</i> |

HEALTH EDUCATION

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|-----------------------------|-------------------------|
| 1. <i>Health Education.</i> | <i>Four term-hours.</i> |
|-----------------------------|-------------------------|

HISTORY

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|-------------------------------------|------------------------------|
| 1. <i>History of Oregon.</i> | <i>Three term-hours.</i> |
| 2. <i>English History.</i> | <i>Six term-hours.</i> |
| 3. <i>Twentieth Century Europe.</i> | <i>No University Credit.</i> |

JOURNALISM

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|--|--------------------------|
| 1. <i>Elementary News Writing.</i> | <i>Three term-hours.</i> |
| 2. <i>News Writing for Publicity Chairmen.</i> | <i>No credit.</i> |

LATIN

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|---------------------------------------|---------------------------|
| 1. <i>Beginning Latin and Caesar.</i> | <i>Twelve term-hours.</i> |
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MATHEMATICS

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|--|------------------------------|
| 1. <i>College Algebra.</i> | <i>Four term-hours.</i> |
| 2. <i>Plane Trigonometry.</i> | <i>Four term-hours.</i> |
| 3. <i>Analytic Geometry.</i> | <i>Four term-hours.</i> |
| 4. <i>Unified Mathematics.</i> | <i>Twelve term-hours.</i> |
| 5. <i>Differential Calculus.</i> | <i>Seven term-hours.</i> |
| 6. <i>Integral Calculus.</i> | <i>Five term-hours.</i> |
| 7. <i>Differential and Integral Calculus (Short course).</i> | <i>Eight term-hours.</i> |
| 8. <i>Teaching of High School Mathematics.</i> | <i>Three term-hours.</i> |
| 9. <i>The Mathematics of Investment.</i> | <i>Three term-hours.</i> |
| 10. <i>Review Course in Arithmetic.</i> | <i>No University Credit.</i> |

MODERN LANGUAGES

FRENCH

- | | |
|-------------------------------------|-------------------------|
| 1. <i>First year, first term.</i> | <i>Four term-hours.</i> |
| 2. <i>First year, second term.</i> | <i>Four term-hours.</i> |
| 3. <i>First year, third term.</i> | <i>Four term-hours.</i> |
| 4. <i>Second year, first term.</i> | <i>Four term-hours.</i> |
| 5. <i>Second year, second term.</i> | <i>Four term-hours.</i> |
| 6. <i>Second year, third term.</i> | <i>Four term-hours.</i> |

GERMAN

- | | |
|-------------------------------------|-------------------------|
| 1. <i>First year, first term.</i> | <i>Four term-hours.</i> |
| 2. <i>First year, second term.</i> | <i>Four term-hours.</i> |
| 3. <i>First year, third term.</i> | <i>Four term-hours.</i> |
| 4. <i>Second year, first term.</i> | <i>Four term-hours.</i> |
| 5. <i>Second year, second term.</i> | <i>Four term-hours.</i> |
| 6. <i>Second year, third term.</i> | <i>Four term-hours.</i> |

SPANISH

- | | |
|-------------------------------------|-------------------------|
| 1. <i>First year, first term.</i> | <i>Four term-hours.</i> |
| 2. <i>First year, second term.</i> | <i>Four term-hours.</i> |
| 3. <i>First year, third term.</i> | <i>Four term-hours.</i> |
| 4. <i>Second year, first term.</i> | <i>Four term-hours.</i> |
| 5. <i>Second year, second term.</i> | <i>Four term-hours.</i> |
| 6. <i>Second year, third term.</i> | <i>Four term-hours.</i> |

PHYSICS

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|--|--------------------------|
| 1. <i>College Physics.</i> | <i>Nine term-hours.</i> |
| 2. <i>History and Teaching of Physics.</i> | <i>Three term-hours.</i> |
| 3. <i>Meteorology.</i> | <i>Three term-hours.</i> |

PHYSIOLOGY

- | | |
|----------------------------------|--------------------------|
| 1. <i>Elementary Physiology.</i> | <i>Three term-hours.</i> |
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PSYCHOLOGY

- | | |
|---|--------------------------|
| 1. <i>Beginner's Psychology.</i> | <i>Nine term-hours.</i> |
| 2. <i>Elementary General Psychology.</i> | <i>Six term-hours.</i> |
| 3. <i>Abnormal and Borderline Psychology.</i> | <i>Four term-hours.</i> |
| 4. <i>Applied Psychology.</i> | <i>Three term-hours.</i> |

SOCIOLOGY

- | | |
|---|--------------------------|
| 1. <i>Introduction to Sociology.</i> | <i>Nine term-hours.</i> |
| 2. <i>Introduction to Modern Social Problems.</i> | <i>Six term-hours.</i> |
| 3. <i>Criminology.</i> | <i>Three term-hours.</i> |

COURSES FOR ENTRANCE CREDIT

ENGLISH

English and Literature. The following courses in English and literature cover the four years of work in high school English, so arranged that a student may take a half-year course or may complete the entire four-year course.

- | | |
|---|----------------------------------|
| 1. <i>Entrance English I.</i> | <i>One-half entrance unit.</i> |
| 2. <i>Entrance English II.</i> | <i>One-half entrance unit.</i> |
| 3. <i>Entrance English III.</i> | <i>One-half entrance unit.</i> |
| 4. <i>Entrance English IV.</i> | <i>One-half entrance unit.</i> |
| 5. <i>Entrance English V.</i> | <i>One-half entrance unit.</i> |
| 6. <i>Entrance English VI.</i> | <i>One-half entrance unit.</i> |
| 7. <i>Entrance English VII.</i> | <i>One-half entrance unit.</i> |
| 8. <i>Entrance English VIII.</i> | <i>One-half entrance unit.</i> |
| 9. <i>Entrance English Composition.</i> | <i>One entrance unit.</i> |
| 10. <i>English Grammar and Usage.</i> | <i>One-fourth entrance unit.</i> |

HISTORY AND CIVICS

- | | |
|-----------------------------|--------------------------------|
| 1. <i>Civics I.</i> | <i>One-half entrance unit.</i> |
| 2. <i>Civics II.</i> | <i>One-half entrance unit.</i> |
| 3. <i>American History.</i> | <i>One entrance unit.</i> |
| 4. <i>World History.</i> | <i>One entrance unit.</i> |

LATIN

- | | |
|---|--------------------------------|
| <i>Entrance Latin, first year, first semester</i> | <i>One-half entrance unit.</i> |
|---|--------------------------------|

MATHEMATICS

- | | |
|--|--------------------------------|
| 1. <i>Elementary Algebra, Course A1.</i> | <i>One-half entrance unit.</i> |
| 2. <i>Elementary Algebra, Course A2.</i> | <i>One-half entrance unit.</i> |
| 3. <i>Elementary Algebra, Course A3.</i> | <i>One-half entrance unit.</i> |
| 4. <i>Plane Geometry, Course G1.</i> | <i>One-half entrance unit.</i> |
| 5. <i>Plane Geometry, Course G2.</i> | <i>One-half entrance unit.</i> |
| 6. <i>Solid Geometry, Course G3.</i> | <i>One-half entrance unit.</i> |

PHYSICS

- | | |
|-------------------------------|---------------------------|
| 1. <i>Elementary Physics.</i> | <i>One entrance unit.</i> |
|-------------------------------|---------------------------|

DEGREES CONFERRED DURING YEAR 1929-30

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Martha T. Swafford, B.A., Portland

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Ione Wedemeyer, Portland

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MASTER OF BUSINESS ADMINISTRATION

Raymond Wilbert Breshears, B.A., Oregon, 1928.

Thesis: An accounting system and a financial plan for campus living organizations.

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Myron Madison Campbell, B.S., Rosalia, Wash.
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Howard Phelps Lewis, B.S., Portland
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Wasily Vilhelm Muller, B.A., Portland
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John Finlay Ramsay, B.S., Portland
Thomas Duncan Robertson, B.A., Portland
Irvin Schatz, B.S., Portland
Herman Zeidman Semenov, M.A., Portland
Robert Hajime Shiomi, B.A., Portland
Richard DeWeese Simonton, B.A., Portland
George Robert Suckow, M.S., Portland
Frank Edward Trotman, B.S., Portland
Lynn Seeley VanGorder, B.S., Seattle, Wash.
Harry Carpenter Watkins, B.S., Portland
Harvey Anderson Woods, B.A., Ashland

Military Science

The following students have completed work in the departments of Military Science in the School of Medicine and on the campus qualifying them for commissions in the Officers Reserve Corps, United States Army:

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William Francis Beck
Loris Julian Benney
Joyle Dahl
Roland David Eby
Alfred B. Geyer
Herbert Cushing Henton

Fordyce A. H. Johnson
Alfred Gurney Kimberley
Raphael Christopher McDonough
David Nathaniel McInturff, Jr.
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Eric Dolph Pearson
Lynn Seeley VanGorder

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Warren C. Powell
James H. Raley, Jr.
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Clarence R. Veal
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Conferred Upon

SAMUEL COLCORD

In recognition of his scholarly and constructive work in the field of international diplomacy and his far reaching influence in promoting international concord.

MASTER OF ARTS IN PUBLIC SERVICE

Conferred Upon

SAMUEL CHRISTOPHER LANCASTER

In recognition of his outstanding contributions to the development of great highway systems and his influence in the upbuilding of the commonwealth of Oregon.

DOCTOR OF PHILOSOPHY

Alice Matilda Bahrs, M.A., California.

Major, Physiology. Minors, General Biology, Biochemistry.

Thesis: The normal growth-promoting power, for planarian worms, of certain regions of the digestive mucosa of the rabbit, and the modification of this power under variations in diet, fasting and age.

Rolland J. Main, B.S., Rutgers.

Major, Physiology. Minors, Chemistry, Zoology.

Thesis: Stereotropism and geotropism of the salamander (*Triturus Torosus*).

MASTER OF ARTS

Farrell F. Barnes, B.A., Oregon.

Major, Geology. Minor, Chemistry.

Thesis: The structure and stratigraphy of the Columbia River Gorge and Cascade Mountains in the vicinity of Mt. Hood.

Written in collaboration with John Weston Butler, Jr.

Lewis Beeson, B.A., Oregon.

Major, History.

Thesis: English opinion and the 'Forty-Five.

George William Black, B.A., Oregon.

Major, French. Minor, English.

Thesis: The life and works of Georges Eekhoud.

Lawrence J. Boyle, B.A., Oregon.

Major, Education. Minor, History.

Thesis: A study of the elementary one-room schools of the state of Oregon.

Elizabeth M. Bradway, B.A., Oregon.

Major, Chemistry. Minor, Animal Biology.

Thesis: The concentration of Wildiers' bios.

Harold L. Buhlman, B.A., Upper Iowa University.

Major, Education. Minor, History.

Thesis: The holding power of Oregon high schools.

John Weston Butler, Jr., B.A., Oregon.

Major, Geology. Minor, Chemistry.

Thesis: The structure and stratigraphy of the Columbia River Gorge and Cascade Mountains in the vicinity of Mt. Hood.

Written in collaboration with Farrell F. Barnes.

Malcolm Campbell, B.A., Reed College.

Major, Psychology. Minor, Education.

Thesis: Individual differences in the speed of serial reaction of large-muscle groups.

Nola Evelyn Coad, B.A., Oregon.

Major, History. Minor, English.

Thesis: A history of Dallas college.

Helen Garber Crozier, B.S., Montana State College.

Major, Mathematics. Minor, Education.

Thesis: A nominal geometry corresponding to the hyperbolic non-euclidean geometry of the plane.

- Martin Elmer Erickson, B.A., Oregon.
Major, Spanish.
Thesis: The prose works of Amado Nervo.
- Donald N. Evans, B.A., Linfield College.
Major, Chemistry. Minor, Physics.
Thesis: The emulsifying properties of gelatin systems.
- Clarence Eugene Ferguson, B.A., Oregon.
Major, Education. Minor, Sociology.
Thesis: The effect of environmental influences upon language usage of school children.
- Henry Martin Gunn, B.S., Oregon.
Major, Education.
Thesis: A history test for the Portland public schools.
- Mildred Vera Hayden, B.A., Oregon.
Major, History. Minor, Education.
Thesis: History of the salmon industry in Oregon.
- Clara Louise Jasper, B.A., Willamette.
Major, Sociology. Minor, Psychology.
Thesis: The problem of training in creative social thinking.
- Gerald LeRoy Jensen, B.A., Utah.
Major, Education.
Thesis: The construction and evaluation of an objective test covering certain problems in secondary education.
- Peter L. Jensen, B.S., Oregon.
Major, Education. Minor, Architecture.
Thesis: The adaptation of the small elementary school building to a modern educational program.
- Antonio Jimenez y Tombo, B.S.E., University of the Philippines.
Major, History. Minor, Education.
Thesis: History of the trade relations between the United States and the Philippines from 1891 to 1929.
- W. Mitchell Jones, A.B., West Texas State Teachers College.
Major, Education.
Thesis: The status of the history of education in teacher training courses in the United States.
- Elisabeth Karpenstein, B.A., Oregon.
Major, German. Minor, Education.
Thesis: A study of Gottfried Keller and women.
- Frederick S. Knight, A.B., Pacific University.
Major, Education. Minor, Journalism.
Thesis: Cost accounting in Hood River public schools, Hood River, Oregon.
- Jacques M. J. La Forge, A.B., Indiana State Teachers College.
Major, French.
Thesis: Study of Balzac's principles of his *avant-propos* applied to his good characters.
- Carl Landerholm, B.A., Harvard.
Major, History. Minor, Education.
Thesis: Jefferson's interest in western exploration.
- H. Clarence Landru, B.A., Oregon.
Major, History. Minor, Political Science.
Thesis: Controversies arising over the formation and interpretation of the Alaska boundary, 1825-1903.
- Elsie A. McDewall, B.A., Montana.
Major, English.
Thesis: Fatalism in the novels of Thomas Hardy?
- Aline Buster Maxwell, B.A., California.
Major, Animal Biology. Minor, Education.
Thesis: A eugenic study of the families from which Oregon students come.
- Edward Colton Meek, B.A., Oregon.
Major, Education.
Thesis: The effectiveness of study habits in a city high school.
- Paul Anthony Menegat, B.A., Pacific.
Major, Education.
Thesis: State and city procedure for character education in public schools.

- Martha Frances Montague, B.A., Albany College.
Major, History. Minor, English.
Thesis: The woman suffrage movement in Oregon.
- William Clymer Painter, A.B., Kansas University.
Major, Education. Minor, History.
Thesis: The improvement in reading of fourth grade pupils in the Joseph Lane school.
- Frank J. Palmer, B.A., Oregon.
Major, English. Minor, History.
Thesis: Nathaniel Lee. A critical study of the heroic tradition in his plays.
- Henry Curtis Patey, B.A., Linfield College.
Major, Education. Minor, Psychology.
Thesis: The need for a teacher retirement fund in Oregon.
- Lillian Bramhall Patterson, B.A., Oregon.
Major, Animal Biology. Minor, Chemistry.
Thesis: The development of the thyroid gland in the deer mouse *peromyscus maniculatus*.
- Eda Louise Priest, B.A., Washington State College.
Major, Psychology.
Thesis: Characteristics of the psychoneurotics as shown by eye-hand coordination, intelligence test scores and maze learning.
- Josephine May Roche, B.A., Oregon.
Major, English. Minor, Education.
Thesis: The ideal of personality in Shakespeare's courtiers.
- Richard Robert Roehm, B.S., Oregon.
Major, Chemistry. Minor, Physics.
Thesis: The concentration of a yeast nitrilite utilizing the Janzen and Donath procedure for isolating the antineuritic vitamin.
- Frank Joseph Roubal, B.A., Oberlin College.
Major, Education. Minor, Sociology.
Thesis: The teaching costs in the high schools of Idaho.
- Charlotte Schwichtenberg, B.A., Reed College.
Major, Physiology. Minor, Education.
Thesis: Studies on the secretion and enzyme action in closed loops of jejunum and ileum.
- Hazel M. Seeley, B.A., Oregon.
Major, English. Minor, Philosophy.
Thesis: Henry James, experimentalist.
- Herman Semenov, B.A., Oregon.
Major, Pathology. Minor, Anatomy.
Thesis: Studies in chronic paranasal sinusitis.
VI. Observations on the normal histology of the mucous membrane lining the various paranasal sinuses of man.
- Vera Florence Smith, A.B., Reed College.
Major, Bacteriology.
Thesis: A study of the bacterial flora of isolated intestinal segments.
- Benjamin K. Swartz, B.S., Oregon.
Major, Psychology. Minor, History.
Thesis: An investigation to determine the effect of arrangement of significant words upon reaction time in an association test.
- Ralph Ferdinand Troge, B.S., South Dakota Teachers College.
Major, Education. Minor, Physical Education.
Thesis: A study of school records and reports and the construction of a set of pupil record forms for junior high school.
- Hilbert John Unger, B.A., Reed College.
Major, Physics. Minors, Chemistry, Mathematics.
Thesis: Automatic recording of the near infrared spectrum.
- Jan van der Vate, B.A., Whitman College.
Major, History. Minor, Philology.
Thesis: English forbidden books under Henry VIII.
- Lyle Veazie, B.A., Oregon.
Major, Bacteriology. Minor, Biochemistry.
Thesis: The incidence of brucella agglutinins in the serums of one thousand dispensary and hospital admissions.

- Mathilde Veit, B.A., Oregon.
Major, Education. Minor, German.
Thesis: The Oregon State Board of Higher Curricula—A sequence of its actions relating to the University of Oregon and the Oregon Agricultural College.
- Robert Yule Walker, B.A., Oregon.
Major, Psychology. Minor, Physiology.
Thesis: The validity of serial motor tests for predicting typewriting proficiency.
- Burford Wilkerson, B.A., Pacific University.
Major, Education.
Thesis: A history of the Eugene public schools, 1897-1915.
- Wayne Woodmansee, B.A., Reed College.
Major, History.
Thesis: Some phases of Mexican American diplomatic history 1910-1914.
- F. Lyle Wynd, B.S., Oregon.
Major, Plant Biology. Minor, Chemistry.
Thesis: Life zones with special reference to the botanical features of those of Crater Lake National Park.

MASTER OF SCIENCE

- Lee M. Brown, B.S., Oregon.
Major, Sociology.
Thesis: A study of the interpretative social thought of certain business and professional citizens.
- Lena M. Burcham, B.S., Oregon.
Major, Education. Minor, History.
Thesis: A study of the student activities, discipline and social life of the students at the Salem Indian school from the point of view of adjustment to American life.
- Cora Turnidge Clarke, B.S., Oregon.
Major, Education.
Thesis: The psychology and pedagogy of spelling.
- Charles Arthur Goodwin, B.S., Oregon State Agricultural College.
Major, Physics. Minors, Chemistry, Mathematics.
Thesis: The design and construction of apparatus for acoustic measurements in an auditorium.
- Phyllis Candace Gove, B.S., Utah.
Major, Physical Education. Minor, Education.
Thesis: The determination of physical age.
- Oren W. Hays, B.S., Oregon.
Major, Education. Minor, Sociology.
Thesis: A study of a comparison of the quality of the work done in three types of school organization.
- Harold J. Hendrickson, B.S., Minnesota.
Major, Education.
Thesis: School transportation in Oregon.
- Irving Allen Mather, B.S., Oregon State College.
Major, Education. Minor, Economics.
Thesis: Validity of the Sones-Harry high school achievement test—form "A" for use in Oregon.
- John Rollo Patterson, B.S., Oregon.
Major, Plant Biology. Minor, Animal Biology.
Thesis: An annotated catalogue of the vascular plants of Lane County, Oregon.
- Ellsworth Harvey Plank, B.S., Oregon.
Major, Political Science. Minor, Economics.
Thesis: National military preparedness as a sanction of national security, and a new type of sanction; the attainment of national security by joint or multi-lateral action.
- John C. Queen, B.A., Southwestern College.
Major, Biology. Minor, Chemistry.
Thesis: Marine decapod crustacea of the Coos Bay, Oregon district.
- Ruth Elizabeth Schaefer, B.A., Willamette.
Major, History. Minor, Education.
Thesis: The influence of Methodism on early Oregon history.

George Robert Suckow, B.A., Oregon.

Major, Physiology. Minor, Pathology.

Thesis: The relationship of the red, white, and differential blood cell counts and hemoglobin estimations in dogs with closed jejunal loops to the clinical condition of the animal and the pressure and volume of the loop content.

MASTER OF FINE ARTS

Grace Ione Ash, B.A., Oregon.

Major, Architecture and Allied Arts.

Thesis: A decorative panel in cement tile.

Nellie Geraldine Best, B.A., Oregon.

Major, Architecture and Allied Arts.

Thesis: A painting: Factory Girls.

Mary Kirkwood, B.A., Montana.

Major, Architecture and Allied Arts.

Thesis: A decorative painting: The Expulsion.

Malcolm Paul Medler, B.A., Willamette; B.M., Oregon.

Major, Music.

Thesis: Principles in the interpretation of music.

Allan Scovell, Ph.B., Shurtleff College.

Major, Music.

Thesis: The rules of harmony as influenced by musical and physical considerations.

MASTER OF SCIENCE IN JOURNALISM

Lawrence Hugh Mitchelmore, B.S., Oregon.

Major, Journalism.

Thesis: Protestant Journalism in the United States of America.

At the second annual Summer Session Commencement, held August twenty-ninth, nineteen thirty, the following one hundred and eight degrees were conferred on those completing their work by the end of the summer term.

Bachelor of Arts	30
Bachelor of Science	45
Bachelor of Science in Education	2
Bachelor of Business Administration	4
Bachelor of Music	1
Master of Arts	21
Master of Science	5

STATISTICAL SUMMARY

ENROLLMENT FOR THE YEAR, 1929-30

THE UNIVERSITY AT EUGENE:			
	Men	Women	Total
Graduate School	96	80	176
Law School	87	3	90
Seniors	237	266	503
Juniors	223	225	448
Sophomores	573	392	965
Freshmen	579	453	1,032
Specials	28	21	49
Eugene Bible University Students	12	2	14
Total	1,835	1,442	3,277
THE MEDICAL SCHOOL AT PORTLAND			
	213	22	235
Total Enrollment for Academic Year of			
Full-time Students	2,048	1,464	3,512
THE SUMMER SESSIONS OF 1930:			
Portland Session	146	656	802
Eugene, Regular Session	271	416	687
Eugene, Post Session	129	97	226
Alaska Cruise	7	106	113
Hawaii Cruise	0	75	75
Total Summer Enrollment	553	1,350	1,903
*Duplicates	116	86	202
Net Total Enrollment	437	1,264	1,701
EXTENSION DIVISION:			
Albany	4	37	41
Astoria	1	38	39
Baker	6	24	30
Coquille	2	20	22
Eugene	61	140	201
Grants Pass	2	25	27
Junction City	3	14	17
Klamath Falls	3	32	35
Marshfield	1	36	37
Medford	6	39	45
Pendleton	2	17	19
Portland	957	1,716	2,673
Salem	20	82	102
Silverton	1	41	42
The Dalles	8	17	25
Correspondence-Study	913	2,195	3,108
Total Extension Students	1,990	4,473	6,463

†TOTAL ENROLLMENT IN ALL DIVISIONS, 1929-30..4,475 7,201 11,676

* Excluding duplicates between post sessions and other summer sessions.

† This total does not eliminate duplications between the regular session of the academic year and the summer sessions and the Extension Division.

ENROLLMENT FOR FALL AND WINTER TERMS OF 1930-31

THE EUGENE CAMPUS:			
	Men	Women	Total
Graduate School	117	83	200
Law School	91	2	93
Seniors	208	222	430
Juniors	193	182	375
Sophomores	605	416	1,021
Freshmen	605	481	1,086
Specials	24	18	42
Eugene Bible University Students	9	2	11
Auditors	4	13	17
Total	1,856	1,419	3,275
THE MEDICAL SCHOOL AT PORTLAND			
	230	20	250
Total Enrollment for First Two Terms of			
Full-time Students	2,086	1,439	3,525

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APPLICATION FOR DORMITORY RESIDENCE

..... HALL

NAME DATE

(Last) (First)

HOME ADDRESS

PREPARATORY SCHOOL

CLASS IN UNIVERSITY AGE

NATIONALITY RACE

NAME AND ADDRESS OF PARENTS OR GUARDIAN

.....

NOTE: Fill out this card and send it to the office of the director of dormitories with a \$10 room deposit. Reservations must be cancelled at least two weeks prior to the opening date of registration or the deposit will be forfeited.

The above card, accompanied by a ten dollar (\$10.00) application deposit, should be filled out and sent to the director of dormitories. The deposit will be returned if there is no space available or if the student cancels his reservation at least two weeks prior to the opening date of registration. Upon entrance into the dormitories this application becomes a breakage deposit and a certain percentage is returnable at the end of the school year after deductions are made for damages to the University property.

Rooms are engaged by upper division men students for the period of one term; by lower division men students for the academic year. Rooms are engaged by women students for the academic year.

Checks should be made payable to the University Comptroller.

