THE UNIVERSITY OF OREGON BULLETIN

THE SUMMER SESSIONS

Portland: June 23—August 1
Eugene: June 23—August 1

CAMPUS POST SESSION
August 4—August 29

ANNOUNCEMENTS 1930

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THE FACULTY, 1930

ARNOLD BENNETT HALL, B.A., J.D., LL.D. ................................................................. President of the University
BUST BROWN BARKER, B.A., LL.B. .................................................................................. Vice President of the University
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EARL M. PALLETT, M.S. .......................................................................................................... Registrar of the University
M. H. DOUGLASS, M.A. ......................................................................................................... University Librarian
HAZEL M. PRUTSMAN, Ph.B. ............................................................................................... Acting Dean of Women
MARGARET JACKMAN, B.A. ............................................................................................... Secretary, Eugene Session
MARGARET M. SHARP ........................................................................................................... Secretary, Portland Session

THE CAMPUS SESSION


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, 1906-09; Post-Intelligencer, 1908-12; correspondent, eastern papers, 1905-12. Faculty, Oregon, from 1912; dean of the school of journalism from 1919.

VICTORIA AVAKIAN, B.A. ...................................................................................................... Instructor in Industrial Art Los Angeles Normal; California School of Arts and Crafts. Faculty, Tempe Normal, Arizona; B.A., Oregon, 1927. Faculty, Oregon, from 1920.

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DONALD BARNES, Ph.D. ........................................................................................................... Professor of History

ANNE LANDSBURY BECK, B.A. ............................................................................................. Professor of Music
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LESTER F. BECK, B.A. ............................................................................................................. Laboratory Assistant in Psychology
Senior assistant in psychology, 1922-20; B.A., Oregon, 1926.

ARTHUR BOARDMAN ............................................................................................................ Chairman of Voice Department
Student of Vittorio Trevisan, Chicago Civic Opera, and Franco Mannucci, Milan. In opera as principal tenor at Teatro Comunale, Modena, and at Teatro Regio, Turin.

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B.A., California, 1908; M.A. 1909; graduate student, Harvard, 1914-15; Ph.D., California, 1915. Faculty, Oregon, from 1908; present position from 1920.
RAY P. BOWEN, Ph.D. .................................................. Chairman of Department of Romance Languages

PRINCE CALLISON, B.B.A. ................................................. Freshman Football Coach

E. LENORE CASTORO, B.A. ......................................... Periodical Librarian

MARGARET D. CREECH, B.A. ........................................ Assistant Professor of Applied Sociology
School of Applied Social Science

ARTHUR C. COLE, Ph.D. ............................................. Professor of History, Ohio State University
B.A., Michigan, 1907; M.A., 1908; Ph.D., Pennsylvania, 1911. Faculty, University of Illinois, 1912-20; Ohio State University, from 1920. University of Michigan, summers, 1909, 1913, 1926; University of Pennsylvania, summer, 1916; University of Texas, summer, 1929; Robert Brookings Graduate School of Economics and Government, spring, 1925; University of Wisconsin, summer 1925, 1928-29. Author: Whig Party in the South, Era of the Civil War, articles and reviews in historical periodicals.

CHASE L. CONOVER, M.A. ........................................... Professor of Psychology and Education, Pacific College

FASSITT ALLEN COTTON ........................................... Formerly State Superintendent of Schools of Indiana

KARL M. DALLENBACH, Ph.D. ................................ Assistant Professor of Psychology, Cornell University

WILLIAM MORRIS DAVIS, Ph.D., Sc.D. ........ Emeritus Professor of Geology, Harvard University
B.S., Lawrence Scientific School (Harvard), 1889; M.E., 1897; Sc.D., University of Cape of Good Hope, 1902; Ph.D., University of California, 1911; D.S., University of Melbourne, 1914. Instructor, 1896-88; assistant professor, 1888-90; professor of physical geography, 1899-99; Sturgis-Asper professor of geology, 1900-12; professor emeritus, Harvard University from 1912. Author: Elementary Meteorology, Physical Geography, The Triassic Formation of Connecticut, Geographical Essays, Physiogeographic (with G. Braun); also numerous scientific essays. Associate editor of the American Journal of Science.

CHARLES DAWSON, B.A. ............................................... Chemistry Laboratory Assistant
B.A., University of Oregon, 1930.

B. W. DEBUSK, Ph.D. ............................................. Professor of Education
B.A., Indiana, 1904; fellow, Clark, 1909-10; 1914-15; Ph.D., 1916. Acting director of psychology laboratory, Indiana, 1908-09; faculty, Teachers’ College, Colorado, 1910-14; summer sessions, California; director, bureau of educational research, Portland public schools, 1925-27; Oregon, from 1915.

EDGAR E. DECOU, M.S. ............................................ Chairman of the Department of Mathematics
B.S., Wisconsin, 1894; M.S., Chicago, 1897; graduate student, Chicago, 1899-1900; graduate school, Ohio State College, 1900-01. Faculty, Bethel College, Kentucky, 1897-98, 1901-02; acting president, 1902; chairman of department of mathematics, Oregon, from 1902.

WILLIAM D. EARL, B.A. ............................................. Professor of Physical Education and Director of Athletics
THE SUMMER SESSIONS

CONAH MAE ELIJS, M.A.---------------------------------Adviser of Girls, North Central High School, Spokane, Washington
B.A., College of Emporia, Kansas, 1918; graduate student, University of Colorado, 1922, 1926; M.A., Teachers' College, Columbia University, 1926-28.

RUDOLF H. ERNST, Ph.D.---------------------------------Associate Professor of English
B.A., Northwestern College, Wisconsin, 1904; student, Theological Seminary, Wanstattoo, 1905-07; University of Rostock, Germany, 1908-09; University of Leipzig, 1909-10; Sorbonne, Paris, 1911; M.A., Harvard, 1912; Ph.D., 1916; Thayer fellowship, Harvard. Faculty, Northwestern College, 1904-05, 1907-08; Washington, 1912-23; Oregon, from 1923.

DAVID E. FAYVILLE, M.B.A.---------------------------------Dean of the School of Business Administration
B.A., Stanford, 1922; M.B.A., Harvard, 1925; research supervisor, Harvard Bureau Business Research, 1927; instructor in retailing, Harvard Graduate School of Business Administration, 1927-28; present position from 1928.

GRACE M. FERNALD, Ph.D.---------------------------------Associate Professor of Psychology,
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B.A., Mt. Holyoke, 1903; M.A., 1905; Ph.D., Chicago, 1907. Faculty, Bryn Mawr, 1907-08; Lake Erie College, 1908-09; psychologist, Juvenile Psychopathic Institute of Chicago, 1908-10; director, psychological laboratory, State Normal School, Los Angeles, 1911-18; faculty, California, from 1918. Author: Color Phenomena of Peripheral Vision, California State Normal Library; Home in Mental Classification; Mental Tests, Los Angeles Police Force; Remedial Work for non-readers.

ANDREW FISH, Ph.D.---------------------------------Assistant Professor of History
B.A., Oregon, 1920; M.A., 1921; Clark, 1921-22; Ph.D., 1923. Faculty, Oregon, from 1926.

LIZ FRIEDMAN, Ph.D.---------------------------------Assistant Professor of Chemistry
B.S., Maine, 1928; Ph.D., Wisconsin, 1928. Faculty, Oregon, 1928.

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, 1926-27. Present position from 1927.

MARGARET BANNARD GOADALL, B.A.------------------------Instructor in Education
B.A., Oregon, 1904. Present position, supervisor of English in University High School, since 1916.

CHARLES A. GOODWIN, B.S.---------------------------------Instructor in Physics

WILLIAM L. HAYWARD-----------------------------Professor of Physical Education and Coach of Track Athletics
Coach, Olympic Games, since 1912. Faculty, Oregon, from 1903.

ARTHUR CLARK HICKS, M.A.---------------------------------Instructor in English
B.A., Oregon, 1922; M.A., Oregon, 1927. Faculty, Oregon, 1928.

GEORGE F. HOPKINS, B.A.---------------------------------Professor of Music, Piano

CLARA E. HOWARD, B.A.---------------------------------Chairman of Library School, New Jersey College for Women
B.S., Illinois, 1901, University of Pittsburgh, 1926; graduate student, Columbia University, 1927-28; summer institute for instructora in library science, University of Chicago, 1926. Librarian, Wylie Avenue Branch, Carnegie Library, Pittsburgh, 1901-05; secretary to librarian, Carnegie Library, Pittsburgh, 1918-15; assistant, Carnegie Library, Pittsburgh, 1911-14; teacher librarian, Schenley High School, Pittsburgh, 1915-28; part-time instructor, Carnegie Library School, Pittsburgh, 1908-27; summer faculty, University of Michigan, 1922; Columbia University, 1929. Present position from 1928.

C. L. HUFFAKER, Ph.D.---------------------------------Professor of Education
B.S., Chicago, 1915; M.A., Iowa, 1922; Ph.D., 1929. Superintendent of schools, Iowa, 1915-22; research assistant, Iowa, 1922-23; faculty, Arizona, 1923-27; Oregon, from 1927.

Newly Appointed Professor of Chinese Studies, McGill University, Canada
Born of Mandarin family; holder of high Chinese degree through competitive examinations; professor, Peking Imperial University, Nanking Government University; lecturer, University of California. Author of books in Chinese and English.
RUTH KNEBELAND, M.A. .................................................. Formerly Principal, Bellevue School for Clinical Cases, Los Angeles

B.S., Oregon, 1924; M.A. Stanford, 1928; director of education (supervisor of ungraded work), Kenosha, Wisconsin, 1924-26; clinical psychologist and principal ofECHAND School, Los Angeles, 1926-28; principal of Bellevue School (used as training school for atypical children and for clinical psychology case work by University of California, Los Angeles), 1926-27.

E. R. KNOLLIN, M.A. .................................................. Associate Professor of Physical Education

B.A., Stanford, 1914; graduate student, 1914-17; summer, 1926-27; M.A., 1929. Coast Artillery, Port Scott, 1918. Instructor, Athletic Coaching School, University of Illinois, 1919-21; instructor, physical education and athletics, Stanford, 1915-17; acting director, 1917-18; head, physical education and athletics, Lowell High School, San Francisco, 1921-23; director, athletics and physical education, Fowler high school, California; chairman, athletic coaches' school and department of physical education, State College, San Jose, California, 1924-26.

JOHN J. LANDSBURY, Mus.B. ...........................................Dean of the School of Music, Piano

Mus.B., Simpson College, 1909; Mus.D., 1909; pupil of Max Bruch, Berlin; graduate student, University of Berlin. Faculty, Simpson College, Baker University; Oregon, 1914.

RALPH LEIGHTON, B.A. .................................................. Instructor in Education

B.A., College of Idaho, 1925. Faculty, College of Idaho, 1926-28; Oregon, 1928.

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B.A., Oregon, 1928; M.A., 1925; Ph.D., California, 1928. Faculty, Oregon, from 1928.

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PHILIP GEORGE NESTERUS, M.A. ...................................Department of Political Science,

University of New Hampshire

B.A., Washington; M.A., Harvard; Gilder Fellow in Public Law, Columbia, 1924-25; graduate student, Chicago, 1921-23; Columbia, 1923-26; Harvard, 1923-26. Faculty, Ohio State University, 1925-26; Louisiana Polytechnic Institute, 1926-28; New Hampshire, from 1928. Author of articles in social science publications.

PHILIP A. PARSONS, Ph.D., LL.D. ...................................Dean of the School of Applied Social Science

B.A., Christian University, Missouri, 1904; M.A., 1905; student, Union Theological Seminary, 1906-08; graduate student, Columbia, and research fellow, School of Philosophy, 1908-09; Ph.D., 1909; LL.D., Culver-Stockton College, 1927. Faculty, Syracuse, 1909-20; director of University Settlement, Syracuse; lecturer, Department of Immigrant Education, State of New York, 1912-18; director of Portland School of Social Work, 1918-20; present position from 1929.

EDITH BAKER PATTEN, M.A. .........................................Instructor in Education

B.A., Oregon, 1911; M.A., 1913. Supervisor of languages, University High School, from 1919.

LILLIAN RAYNER, B.S. .................................................. Teacher of Remedial English, Central Junior High School,

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GEORGE REECE, Ph.D., .................................................. Dean of the Graduate School and Professor of Philosophy

B.A., Michigan, 1891; student at Strausburg, 1899-94; Ph.D., Michigan, 1896; student in Florence, Italy, 1908-9. Faculty, Michigan, 1899-1909; Oregon, 1912-15; director, Portland Extension Center, 1918-25; professor of education, Reed College, 1920-21; head of department of philosophy and dean of Graduate School, Oregon, from 1920.

KURT F. REINHARDT, Ph.D. ..........................................Assistant Professor of German and Lecturer in Art

University of Munich, 1916-18; Heidelberg, 1919-20; Ph.D., Freiburg, 1922. Faculty, University Extension, Freiburg, 1922-24; University Extension, Zurich, Switzerland, 1925-26. Studies in History of Art, Munich, under Woelflin, 1916-17; stage director, Munich, 1918; editor in Freiburg; correspondent in Canada, 1917-20.

WILLIAM J. REHBIERT .................................................. Instructor in Physical Education and Coach of Basketball and Baseball

Oregon, three years. Present position, from 1923.
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B.A., Williams, 1899; M.A., Harvard, 1903. Faculty, United States Naval Academy, Indiana University. Author: College and the Future; Robert Louis Stevenson; studies in Wordsworth, Byron, Rousseau.

BLANCHE ROBERTS ................................................................. Instructor in Music
Student of the late Emil Liebling, Chicago, and of Herr Becker, Los Angeles.

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B.A., and Jefferson College, 1912; Columbia University, 1913. Director, summer school, National University of Mexico, 1923-24; chief clerk, Department of Education, 1924-25; under secretary of education, 1925-28; acting secretary of education, from 1928, Republic of Mexico. Author: Segundo Curso de Ingles; Las Cinco Maravillas; Some Mexican Problems (with H. I. Priestley); Escuelas Federales de la Sierra de Puebla; Escuelas Federales de San Luis Potosí; Resena de la Educacion en Mexico.

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B.A., Iowa, 1923; M.S., 1924; Ph.D., 1926. Faculty, Ohio State University, 1925-26; National Research Council fellow in biological sciences, Stanford University, 1926-28. Faculty, Oregon, from 1928.

OCTILIE T. SEYBOLT, M.A. ...................................................... Assistant Professor of English and Director of Dramatics
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HENRY D. SIMMONS, Ph.D. ...................................................... Dean of the School of Education
B.A., Stanford, 1896; M.A., 1897; Ph.D., 1900. Faculty, Leipzig, 1911-12; Faculty, Oregon, 1900-11; Pittsburgh, 1912-14; Oregon, from 1914; chairman, administrative committee of University, 1924-26.

EUGENE SHIELDS, B.S. ............................................................ Assistant Football Coach

F. L. 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, 1904-06; Oregon from 1907; acting head of department, 1918-22.

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DAVID S. NEDEN, Ph.D. ............................................................. Professor of Education, Columbia University
B.A., St. Vincent's College, 1889; B.A., Stanford, 1897; M.A., Columbia, 1901; Ph.D., 1907. Principal of schools, Santa Paula, California, 1892-96; superintendent of schools, Santa Monica, 1897-1900; faculty, Stanford, 1901-05; Columbia, 1906-09; state commissioner of education of Massachusetts, 1909-18; present position, from 1916. Author: Administration of Education for Juvenile Delinquents; School Reports and School Efficiency (Snedden and Allen); Educational Administration in the United States (Dutton and Snedden); Problems of Vocational Education; Problems of Educational Readjustment; Problems of Secondary Education; Vocational Education; Sociological Determination of Objectives in Education; Educational Sociology.

C. W. SPEARS, M.D. ............................................................... Head Football Coach

O. F. STAFFORD, M.A. ............................................................ Chairman of the Department of Chemistry
B.A., Kansas, 1900; M.A., 1902; graduate student, Nernst Laboratory, Berlin, 1906-08. Faculty, Oregon, from 1899; consulting work, 1912-22, in researches dealing with the utilization of waste wood. Author: Reports on Mineral Industries of Oregon; The Utilization of Hydroelectric Power for Electrochemical Industries in Oregon.

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B.A., Grinnell College, 1925; M.S., State University of Iowa, 1927; instructor in mathematics, Oklahoma University, 1929-30; director of band, University of Oklahoma, 1928-30; Oklahoma City Symphony, 1929-30; various bands in the Middle West for last six summer seasons.

P. L. STEWART, M.A. .............................................................. Professor of Education
REX UNDERWOOD ......................................................Professor of Music, Viola
Chicago Musical College, pupil of Joseph Olheiser, 1904-06; Leipzig Conservatory, pupil of Hans Becker, 1907-09; Royal Bavarian School of Music, Wurzburg, pupil of Walter Schulze-Pries, 1910; pupil of Michael Kreisler, Berlin, 1911; studied in London, 1912; with Leon Sametion and Eric Delamartre, Chicago, 1924; with Remy, Fountainbleau, 1925; violin virtuoso diploma, Fountainbleau, 1925. Concert violinist and teacher, 1913-19; faculty, Oregon, from 1919.

ANDREW VINCENT, Chicago Art Institute ..................................................Assistant Professor of Painting

IVAN R. WATERMAN, M.A ..................................................Assistant, Department of Educational Service, San Francisco Public Schools
B.A., University of Southern California, 1922; M.S., California, 1923; graduate student, California, 1926-30. High school teacher in public school systems of California, 1925-28. Present position from 1925.

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B.A., Harvard, 1914; B.D., Union Theological Seminary, New York, 1917; M.A., California, 1919; Ph.D., 1923; graduate student, Teachers' College, Columbia, 1915-17. Faculty, extension division, Columbia, 1916-17. Faculty, Pomona College, 1917-18, 1923-24; assistant to the president, 1921-23; principal, Colegio Internacional, Guadalajara, Mexico, 1918-21; graduate student, California, 1924-26; faculty, Oregon, from 1926. Author: Publications in Hispanic.

NOWLAND B. ZANE ..........................................................Associate Professor of Design
Drexel Institute, 1912-14; Art Institute of Chicago, 1914; Penn State College, 1915-19; Pennsylvania Academy of Fine Arts, 1916; art instructor, Portland public schools, and University Extension Center; present position from 1924.

SPECIAL LECTURERS

JAMES L. BARKER, Ph.D ..................................................President of American Mathematics Society
University of Utah

RAHMI EDWARD ISRAEL ..................................................Baltimore

THE PORTLAND SESSION

WALTER C. BARNES, B.A. (Oxon) ..................................................Professor of History
B.A., 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 1926.

ERNST SUTHERLAND BATES, Ph.D ..................................................Professor of English, Portland Center
B.A., Michigan, 1902; M.A., 1903; Ph.D., Columbia, 1908; instructor in philosophy, Oberlin, 1903-05; university fellow, Columbia, 1905-06. Instructor, Columbia, 1907-08; faculty, Arizona, 1908-18; faculty, Oregon, 1915-25; resident in France, 1925-28; Dictionary of American Biography, 1926-30; reviewing staff, Saturday Review of Literature. Faculty, Portland Center, University of Oregon, from 1930.

GEORGE VERNE BLUE, M.A ..................................................Assistant Professor of History
B.A., Oregon, 1922; M.A., California, 1923; teacher, assistant, Oregon, 1922-23, 1925-26. Faculty, University of Hawaii, 1923-25; traveling fellow, California; University of Paris, 1926-28; faculty, Oregon, from 1928.

WILLIAM H. BOYER ..................................................Supervisor of Music, Portland Public Schools
Student, Cincinnati College of Music. Private teacher of music, Cincinnati and Dayton, Ohio; Dallas, Texas: Portland, from 1890 to 1912. Choir leader, First Methodist and Trinity Episcopal churches. Director, Apollo and MacDowell Clubs. Present position from 1912. Author: Music Primer.
RUDOLF BROAD, M.A., J.D.Associate Professor of Social Science, Antioch College M.A., Harvard, 1927; J.D., University of Vienna, 1902; certificate d'Études Sociales, Paris, 1903; sociological research in Asia, Africa, and Australia, 1906. Professor, College Libre des Sciences Sociales, Paris, 1907-14; president, League for the Organization of Progress, from 1912; associate professor of social science, Antioch College, from 1927. Author: Natural History of Political Parties (French); Proletarian Psychology (German, French and Czech); Is Legal Fixation of Salaries Possible? (German and French); Minimum Wage Legislation in Various Countries (English); Social Legislation (English—in press). Editor: Records of Progress, International Review, 1907.

JOHN E. BRYAN, B.A.Superintendent of Schools, Bessemer, Alabama B.A., Hampden Sidney College, 1915; graduate student, Columbia, 1925; graduate student, Chicago, 1924-1927; faculty, Alabama Presbyterian College, 1915-1920; Central High School, Birmingham, 1916; principal, Cunningham Platoon School, Birmingham, 1918-21; summer faculty, Howard College, Birmingham, 1927; superintendent of schools, Bessemer, Alabama, from 1927. Member, Executive Committee, National Association for Study of Work-Study-Platoon Schools, 1928-29; vice president, National Education Association, 1929-30.


R. C. CLARK, Ph.D.Chairman of the Department of History B.A., Texas, 1902; M.S., 1910; scholar in history, Wisconsin, 1901-02; fellow, American Academy in Berlin, 1914-16; faculty, Oregon, from 1920; head of department, 1923-24; present position from 1928.

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SADDAS OH-DUNBARExecutive Secretary, Oregon Tuberculosis Association New York School of Social Work, 1916-21; secretary, National Conference of Tuberculosis Secretaries, 1923-24; president, Oregon Federation of Women's Clubs, 1928-29; chairman, Federation of Oregon Women's Clubs; chairman, Doernbecher Hospital Committee, Oregon Federation of Women's Clubs; director, General Federation of Women's Clubs; present position from 1918.

THOMAS H. GENTLEProfessor of Education Danville College, Indiana, 1888-89; Illinois State Normal University, 1889-93; University of Jena, Germany, 1894-97. Instructor in psychology, 1898-1908; director of training school, 1904-11, State Normal School, Platteville, Wisconsin. Director of training school, Oregon Normal School, 1911-28; present position from 1928.


FREDERICK W. GOOCHInstructor in Music, Portland Center King's College, London, and University of Durham. Organist director, St. Mary's Cathedral, Portland, from 1927; solo organist, Panama Pacific Exposition, San Francisco, 1915; chairman, music committee, Portland Public Libraries, 1924-27. Author: Cantus ad Processionale (J. Fisher); Select Chants, Solemn Vespers; Oregon Hymnal; Anthems, Arrangements, Transcriptions; Analytical Notes, Portland Symphony Programs.

CARL H. GRABO, Ph.B.Associate Professor of English, University of Chicago Ph.B., University of Chicago, 1903; graduate work, 1904. Assistant editor, The Chautauquan, 1904-1909. Faculty, University of Chicago, from 1907.

NATALIE DEGREGREProfessor of Art, Portland Center Graduate, Chicago Art Institute. Formerly supervisor of art, Kankakee, Illinois, and The Dalles, Oregon; assistant supervisor of art, Portland public schools.

RUTH E. HALVORSENInstructor in Art, Portland Center Graduate, Pratt Institute. Faculty, Adelphi College; art instructor, Washington and Lincoln high schools, Portland; faculty, Portland Center, from 1923.
FELIX IRA A. HAROLD ALFRED L. PHILIP RALPH R. ALEXANDER HULL, B.S., Columbia University, 1926. Director of physical education, Detroit public school, 1922-24; director, playground department, summer of 1926; director of Los Angeles Girl Scout summer and spring camps, 1923-25. Faculty, University of California at Los Angeles, from 1926.

RALPH R. HUBSTIS, Ph.D. Associate Professor of Genetics B.S.A., McGill, 1914; M.S., California, 1920; Ph.D., 1924; research assistant, Scripps Institution for Biological Research, 1920-24. Summer faculty, University of Southern California, 1929; faculty, Oregon, from 1924.


ROBERT KROHN, B.S. Supervisor of Physical Education, Portland Public Schools Certificate, North American Gymnastic Union, 1895. Director, children's activities, Rose Festival parades; annual grammar school track meets; May Festival field drills; physical director, Multnomah Amateur Athletic Club, 1898-1912. Instructor in physical education, Portland Center, 1912-19; presently a member of the staff, Portland Center, 1928.

OLE LARSSLER, Ph.D. Professor of Anatomy, School of Medicine B.S., McMinnville College, 1910; graduate student, Chicago; M.A., Northwestern, 1914; Ph.D., 1918. Faculty, McMinnville, 1910-15; Northwestern, 1915-18; Wisconsin, 1918-20; Oregon, from 1921.

FREX LEGRAND Instructor in Romance Languages Brevet d'Enseignement Primaire Supérieur, conferred by the Académie de Bordeaux (France), 1913; studied at St. Cricq (École Supérieure et Professionnelle); St. Ignatius Law School, California, 1928. Faculty, Oregon, from 1923.

WILLIAM LEVIN, Dr.P.H. Director of Laboratory, Oregon State Board of Health B.A., Harvard, 1912; M.S., Michigan, 1915; Dr.P.H., 1917. Assistant state chemist, Texas, 1911-14; faculty, University of Michigan Medical School, 1915-17; bacteriologist and serologist, U. S. Army, 1917-19; director, clinical laboratory, Parsons, Kansas, 1920; director, public health laboratory, Kansas State Board of Health, 1921-23; lecturer in hygiene, Washburn College, Topeka, 1921-23; instructor in bacteriology, University of Oregon Medical School; present position, from 1923.

ALFRED L. LOMAX, M.A. Professor of Business Administration B.B.A., Oregon, 1923; formerly with George Wills & Sons, Ltd. (export merchants) United States Shipping Board; McCarger, Bates & Lively, M.A., Pennsylvania, 1919. Faculty, Oregon, from 1919.

IRA A. MANVILLE, M.A., M.D. Associate in Physiology, School of Medicine B.A., Oregon, 1913; M.A., 1922; M.D., 1923. Faculty, Oregon, from 1911.

MARION K. MCKAY, Ph.D. Professor of Economics, University of Pittsburgh B.S., Ohio Northern University, 1907; B.A., Ohio State University, 1910; M.A., Harvard University, 1912; University Scholar, Harvard University, 1913-14; graduate assistant, Harvard University, 1914-15; Ph.D., Harvard University, 1927. Assistant professor, University of New Hampshire, 1918-20; professor, University of Pittsburgh, since 1920. Summer faculty, University of Texas, 1928; Harvard University, 1929.

FRANK R. MENNE, M.D. Professor of Pathology Assistant in pathology at Rush Medical College, Chicago, 1914-15; assistant attending pathologist at Presbyterian Hospital, Chicago, 1914-16; assistant to the coroner's physician of Cook County Hospital, 1914-15; assistant professor of pathology, University of Oregon Medical School, 1917-18; associate professor, 1918-22; professor, 1920. Formerly a physician at Multnomah County Hospital; associate professor of pathology, University of Oregon Medical School, 1917-18; associate professor, 1918-22; professor, 1920. Formerly a physician at Multnomah County Hospital; associate professor of pathology, University of Oregon Medical School, 1917-18; associate professor, 1918-22; professor, 1920.
THE SUMMER SESSIONS

FRED R. MESSING, D.P.E., Executive Secretary, Oregon Social Hygiene Society
Ph.B., Hiram College, Ohio, 1909; Medical School, Toronto University, 1902-04; summer schools, Geneva, Wisconsin, Silver Bay, New York; M.P.E., Springfield, Massachusetts, 1923; D.P.E., Y. M. C. A. Graduate School, 1926; director, physical education, 1906-17, North Tonawanda, New York, Toronto, Ontario, Rochester, New York, New York City; National War Council to 1919; medical director, physical department, Y. M. C. A., Poland, to 1923; director, department of physical education, Y. M. C. A. Graduate School and Vanderbilt University, Nashville, Tennessee, to 1923; summer school, Columbia University, New York City, 1925.

EDWIN E. OSGOOD, M.D., Assistant Professor of Medicine and Biochemistry, School of Medicine; Director of Clinical Laboratories, B.A., University of Oregon, 1923; M.A., M.D., 1924; post-graduate work for six months at Mayo Clinic; post-graduate work for one year in European clinics, including nine months at University of Vienna.


HENRY F. FRECK, Ph.D., Professor of Mathematics, Pacific University, B.A., Swarthmore College, 1912; Ph.D., 1915. Faculty, Pacific University, from 1908; instructor, Portland Center, from 1920; Portland summer session, 1923; Stanford summer session, 1929.

CHARLES N. REYNOLDS, Ph.D., Associate Professor of Sociology, Stanford University, B.A., Oregon, 1913; M.A., 1922; Ph.D., Stanford, 1927. Executive secretary, University of Oregon Medical School, 1922-25; instructor, University of Oregon, Portland Center, 1925-26; instructor, Stanford, 1925-27; acting instructor, California summer session, 1925; instructor, Stanford summer quarter, 1926; acting professor, Oregon summer session, 1927; professor of economics and head of department, University of Hawai, 1927-28; assistant professor, Stanford, 1928; associate professor, Stanford, 1929.

CHARLES EASTON ROTHERWILL, M.A. Instructor in Education, B.A., Reed College, 1924; M.A., Oregon, 1929. Faculty, University High School, Oregon, since 1927.

SANFORD M. SALTER, Ph.D., Professor of English, University of Oklahoma, B.A., Amherst, 1904; Ph.D., Harvard, 1921. Faculty, University of Georgia, 1907-15; University of Minnesota, 1916-17; University of Oklahoma, 1917-22. Professor of English, Duke University, 1924-27; University of Oklahoma, since 1927. Contributor to philological and literary journals.

FRIEDRICH GEORG G. SCHMIDT, Ph.D., Professor of German Language and Literature, Student, University of Erlangen, Bavaria, 1888-90; university scholar and fellow, Johns Hopkins, 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.

HARRY J. SEARS, Ph.D., Professor of Bacteriology, School of Medicine, B.A., Stanford, 1911; M.A., 1912; Ph.D., 1915; student, Chicago, 1914. Faculty, Stanford, 1911-12, 1913-15; city bacteriologist and chemist, Berkeley, 1917-18; faculty, Oregon, from 1918.


CHARLES GARRETT VANNESS, Ph.D., Professor of History and Education, Harris Teachers' College Ph.B., Chicago; M.A., Indiana; Ph.D., St. Louis University. Rural, grade and high school teacher; high school principal; city superintendent; county superintendent; faculty, Indiana University, University of Chicago, Peabody College, Evansville College, Indiana. Author: Lincoln the Hoosier; United States History for High Schools; Social Studies In the Grades, Books I and II; Proficiency Tests in United States History; Diagnostic Tests in European History; Workbooks in American History; Workbook in Ancient History; Workbook in Community Civics.

ALMON J. WHITE, M.S., Laboratory Assistant in Biology, Portland Center B.S., M.S., Idaho, 1926. Instructor in zoology, Idaho, 1927-28; student, University of Oregon Medical School, from 1923; staff, Portland Center, since 1928.

ESTHER W. WUEST, Chicago Art Institute, Supervisor of Art, Portland Public Schools Graduate, Chicago Art Institute; pupil of John Vanderpool and Lovado Taft; student, University of Chicago and Academie, Julien, Paris, France. Member, editorial staff, School Arts Magazine.
THE SUMMER SESSIONS

INTRODUCTION

The twenty-sixth annual summer sessions of the University of Oregon will be held simultaneously on the campus at Eugene and in the Portland center, beginning June 23 and continuing for six weeks until August 1.

Although there is necessarily a limited amount of duplication in the work offered, the two sessions are in the main complementary to each other. The assignment of work to each is determined by the special constituencies to be served and by the facilities available. Prospective students should examine carefully the respective announcements and should enroll in that session which is planned for the particular group to which they belong.

Work offered at each session is equivalent in method, character and credit value to similar work of the academic year.

REGISTRATION, FEES AND CREDIT

Registration for the sessions will take place in Eugene and Portland on Monday, June 23. The registration fee for the six weeks summer session is twenty dollars ($20.00) for residents of Oregon and regular extension students of the University. For others it is twenty-five dollars ($25.00). In most of the laboratory courses there is a moderate laboratory fee to help defray the cost of materials and upkeep of equipment. The fee for the post-session is ten dollars ($10.00).

A student may carry the amount of work necessary to earn nine term-hours of credit during a six weeks period at either session and six term-hours during the post session. A maximum of ten or eleven hours in either regular session and a maximum of seven hours in the post session, is occasionally permitted, provided, however, that the grades average 3 or better. Except in a very few departments such a schedule is impossible, since almost all the work is offered in three-hour units.

REQUIREMENTS FOR ADMISSION AND DEGREES

The only requirement for admission to the summer session is ability to do the work.

Admission to work for Degree—Students who wish to become candidates for a degree from the University must satisfy the regular university entrance requirements. Credentials consisting of the transcripts of the high school or preparatory work of such students should be filed with the registrar of the University as early as possible before the opening of the session.

Entrance Requirements—Beginning with the fall term, 1929, a student wishing to enter the University of Oregon must meet the requirements of one of the three plans listed below. These constitute the only entrance requirements to the University. They are as follows:

PLAN I

The entering student must present 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 one minor of 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.
THE SUMMER SESSIONS

PLAN II

The entering student must present 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 III

The entering student may present fifteen units from a four-year high school or twelve units from a senior high school if he has 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.

In addition to the above requirements, a student not a resident of the state of Oregon must be eligible for admission to the university of the state from which he comes.

Advanced Standing—Advanced standing will be given students coming from institutions of collegiate rank, who can satisfy the committee on advanced standing that the courses offered are equivalent to those given by the University. All applicants for advanced standing must present complete official transcripts covering both their high school and college records, and a letter of honorable dismissal. The committee will meet to consider petitions for advanced standing in the first week in July.

Residence Requirements for Degrees—Persons actively engaged in the teaching profession may fulfill the residence requirements of the University for a degree by completing work at the summer sessions, aggregating at least 45 term-hours. Further information concerning admission and graduation requirements may be obtained from the registrar of the University.

Advanced Degrees—Students seeking advanced degrees should file their credentials with the registrar of the University for the consideration of the graduate council at an early date, and should as soon as practicable draw up a tentative program of work leading to the degree for submission to the council.

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 56 to 65 per cent of the class.
V. Passing. Approximately from 15 to 20 per cent of the class.

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

Inc. Incomplete. Quality of work satisfactory, but unfinished for reasons acceptable to the instructor, and additional time granted.
Cond. Condition. Quality of work not satisfactory, but additional time granted.
F., Failure.
Dp., Dropped. Course discontinued without permission. Equivalent to F in nearly all respects.

GRADUATION EXERCISES

Previously, it has been necessary for those completing their academic work at the end of a summer session to wait until January of the following year to receive their degrees. This summer those who have satisfied all their requirements will be able to get their degrees at commencement exercises held in the Music Auditorium at 11:00 a.m., Friday, August 29, at the final assembly of the Post Session. All candidates for degrees at this time must fill out formal applications during the first week of the regular session, or during the first week of post session if only this session is attended. The diploma fee must be paid not later than August 23.
THE GRADUATE SCHOOL

For several years, special consideration has been given to the requirements of graduate students in planning the work of the campus summer session, which is the center of graduate study in the state. Many courses are offered each summer which are open to graduate students only and numerous other advanced courses are so arranged that they may be used for graduate credit. Library and laboratory facilities for graduate and research courses have been steadily expanded. In most departments the summer courses are arranged in two or three year sequences, thus enabling the student to meet the requirements for the master's degree by attendance at consecutive sessions, and the needs of faculty members of colleges and normal schools are definitely borne in mind in arranging the offerings. Many members of the regular staff who appear on the summer session faculty have distinguished themselves in research and productive scholarship, and the visiting members of the faculty are selected for the stimulus which they can bring to the graduate work.

Some advanced courses in the Portland session may, by special arrangement, be used for graduate credit.

All students contemplating graduate work in the summer sessions should see the regulations concerning matriculation in the graduate school, major and minor subjects and thesis, which are published in the bulletin of the graduate school (to be had upon application to the registrar).

THE SUMMER SUN

The Summer Sun, a four-page weekly newspaper devoted exclusively to summer school matters, is published every Tuesday morning by the journalism classes in both sessions and is distributed free to the faculty and students at Eugene and in Portland.

NATURAL ATTRACTIONS

At either end of the broad Willamette valley, lie Eugene and Portland, where are held the two summer sessions of the University of Oregon. The summer climate of western Oregon is ideal for study, with the tempering coolness of ocean breezes and with varied scenic spots perpetually in view and within easy reach.

The campus at Eugene, spreading in expansive lawn under the shadows of numerous firs and bordered by the historic mill race, offers an ever-present out-of-doors just outside the classroom or hall of residence. Nearby are hills, rivers and the pleasant summer gloom of forests; within week-end reach are the beaches, the snowy Cascades, cold lakes and fishing streams. Eugene, with a population of 18,000, ranks high among the beautiful cities of the Pacific coast, and offers unusual attractions as a place for summer residence.

The student wishing to spend the vacation weeks in the stimulating surroundings of a large city, will find in Portland, with its third of a million population, a metropolitan environment, with unsurpassed scenery stretching out in every direction—the Willamette, the Columbia, the coast and the Cascades. Lincoln high school, where the classes will be held, is centrally located, and is fronted with the lawn and trees of Park street that afford, in the midst of a busy city, something of the seclusion of a college campus. The multitude of opportunities for change and rest offered by Portland and by its surroundings of some of the greatest scenery in the Northwest, attract a congenial student body of ever-increasing size.
THE SUMMER SESSIONS

Faculty

The faculty of the summer sessions is composed of 117 instructors. Eighty-seven of these are outstanding members of the regular University staff, and thirty are visiting professors and teachers, all chosen, because of notable qualifications in their respective fields, from other universities and successful public school systems.

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.

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 4 to August 12, inclusive. A special train will leave Eugene at 7 a.m., August 13, arriving in Seattle at 5 p.m. the same day. The ship will sail from Seattle at 10 a.m., August 14, returning August 26.

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 25 to August 15, inclusive. The tentative course of study on board ship will consist of South Sea Literature, Geology and Geography, Journalism and Education. Except for two days, the University of Oregon students will be in Honolulu during the entire period of the University of Hawaii summer session. All their courses, with full credit, will therefore be available, consisting of 25 courses in art, botany, economics, education, English, geography, geology, history, Oriental studies, political science, psychology, and physical education. Special information will be sent upon request.

The cost of the cruise will be $365. This will include round trip by special train from Eugene to Vancouver, B. C.; summer session fees in the University of Oregon and the University of Hawaii; transportation, berth and meals on the S. S. Niagara; board and room for 38 days in Hawaii.
THE CAMPUS SESSION

BUILDINGS AND GROUNDS

The campus of the University contains about 100 acres of land in the east part of Eugene. Auto busses give access to the business sections and other parts of the city, while the Pacific highway passes through the campus, dividing it into two sections.

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

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

Buildings used in the summer session are centrally located on the campus and include Johnson hall, commerce building, Oregon building, Condon, Villard, Deady and McClure halls, while journalism, music, education, art and library use their special buildings.

CALENDAR

Registration for the campus session will be on Monday, June 23, beginning at 8 o'clock in the morning. Classes will begin Tuesday morning, June 24, according to the hours scheduled. Examinations will be held on Thursday and Friday, July 31 and August 1.

POST SESSION

Regularly organized classes will be conducted in several departments during a four weeks post-session, from August 5 to August 30, thus enabling students to secure a total of ten weeks of instruction. The post-session work is planned primarily for advanced and graduate students, although other properly qualified individuals may be admitted. Students of the Portland session will find it possible to work out a sequential schedule by conferring with their advisers at the time of making out their regular six weeks programs. Credit to the extent of six hours may be earned during the four weeks.

Post-session courses are listed along with the other offerings in the various schools and departments but for convenience of reference they are presented on pages 44 and 52.

REGISTRATION PROCEDURE

For greater convenience of students, complete registration details will be handled in the administration building (Johnson hall), where all students should report on June 23. Registration will begin at 8 o'clock in the morning and continue throughout the day. At the administration building, detailed instructions may be secured for the enrollment procedure which will be found simple and convenient. In each instance, the adviser for the major subject will be on hand to give assistance in determining the summer program. In the same building the graduate dean and his staff will be available for registration of students working towards advanced
degrees. After the study card has been filled out and approved by the
adviser, the student will complete his registration by paying the summer
session fee at the comptroller's office and filing the study card at the
registrar's office, both on the second floor of the building.

Students enrolling after the first day will report to the office of the
director of the summer session on the first floor of Johnson hall.

SUMMER COURSES

Instruction will be offered in 14 departments of the college of litera-
ture, science and the arts, and in seven professional schools. The well-
equipped, scientific laboratories and the University library of more than
one hundred and eighty thousand volumes, enable the faculty to offer to
students of real ability, thorough preparation, or especial interest, excel-
 lent facilities for research, experiment and intensive study.

GRADUATE STUDY

Practically all departments offering summer work provide graduate
courses as well as upper division courses which may be taken for graduate
credit. Many of the departments are prepared to give very close attention
to the needs of the individual student. Individual conferences, the superior
quality of instruction, and the excellent research facilities combine to
make the campus summer session of unusual attraction to the graduate
students.

THE PROFESSIONAL SCHOOLS

Seven professional schools of the University are offering work in the
campus session. These are Architecture and Allied Arts, Business Adminis-
tration, Education, Journalism, Music, Physical Education, and Sociology.
Courses in yearly sequences can usually be arranged so that substantial
professional preparation is available to the summer student ambitious to
work out a program to supplement his present training in any of those
fields for practical application in his occupation. The summer curriculum
in each instance is presented in detail under the classified descriptions of
courses.

ADDITIONAL MUSIC COURSES

In addition to the music courses scheduled as a part of the regular
summer session program, private instruction in voice, piano, pipe organ
and violin, band instruments and harmony will be available with members
of the faculty of the University school of music.

ATHLETIC COACHING SCHOOL

During the first two weeks of the campus session, from June 23 to
July 5, inclusive, a coaching school will be held in track, basketball, base-
ball and football. There will also be a class in boys' basketball for woman
teachers who find it necessary to coach boys' basketball in elementary
and junior high schools.

Dr. C. W. Spears, who early this year resigned as head football coach
at the University of Minnesota to accept the position as head football
coach at the University of Oregon, will give the instruction in football
in the summer athletic coaching school. Mr. Reinhart, coach of baseball
and basketball at the University, whose teams have twice in recent years
been at the top of the percentage column, will teach basketball and base-
ball. William L. Hayward, famous trainer of track men and four times
selected as trainer for Olympic teams, will give the instruction in track
and field events. Professor Virgil D. Earl, director of athletics, will have
supervision of the coaching school.
UNIVERSITY OF OREGON

APPOINTMENT BUREAU

The school of education maintains an appointment bureau primarily to assist its own graduates in securing suitable teaching positions. The services of this bureau are also extended to older teachers who have been connected with the University, including the students of the summer sessions. Every possible assistance is given in aiding teachers to secure positions, and in serving superintendents by bringing desirable candidates to their notice.

ASSEMBLY

The assembly hour at 11 o'clock on three days a week is a distinctive feature that provides a center for much of the organized life of the campus session. Musical programs under the direction of the school of music, readings by members of the departments of English and of drama, and addresses upon topics of general interest by local and visiting lecturers will be included during the 1930 session. Through the assembly lectures the students will be brought in touch with recognized authorities in education, philosophy, literature, natural science, sociology and political science.

RECREATION

It is hoped that everyone who enjoys the outdoors will come prepared to take part in the recreational program which the University will sponsor. Students are asked to feel perfectly free to do what they please and the University is only to assist in organizing the kind of program wanted.

There will be hikes and picnics on week-ends. Towards the end of the session there will be a trip to the Three Sisters' region and a climb of the Middle Sister. Those looking forward to this should come prepared with outing clothes and good stout hiking boots. Those not already in good trim will do well to take some of the week-end trips to get in training for the Middle Sister climb. It is suggested that tennis racquets and golf clubs be brought along, as there are splendid opportunities on the University campus and at the nearby links for enjoying these sports.

WEEK-END TRIPS

Week-end trips will be arranged in the Eugene session as desired by students. The director of recreation will be freely available every week-end to lead groups of twenty or more who may wish to utilize his services.

Following are only some of the opportunities from which the trips may be selected:

1. Trip to Crater Lake, the great mountain bowl of unbelievably blue water.

2. Climb of the Middle or South Sister, snow-capped peaks of the high Cascades.

3. Week-end on the beaches of the Pacific Ocean, easily reached at Newport, or Yachats, or Bandon.

4. A trip up the famous Columbia river highway and around the Mt. Hood loop, a motor journey nowhere paralleled.

5. A hike from the campus to the summit of Spencer's Butte.

6. A trip over the celebrated McKenzie highway to the Cascade lava beds and the pine forests of the eastern slopes.
7. The Oregon Caves, with magnificent intervening scenery and with underground explorations through marble chambers, grottoes and passages.

NOTE—Women of the Summer Session who are interested in interpretative dancing and who care to work three times a week without credit will find a group of others interested meeting at 3:00 P. M. Monday, Wednesday and Friday in the Woman's Gymnasium. The Summer Session Gymnasium Fee of $2.00 will be charged for towels, showers and equipment. See Elinor Fitch for enrollment at the Woman's Gymnasium between 2:30 and 3:00 P. M. Monday, Wednesday or Friday.

GYMNASIUM FACILITIES

The summer session will charge a gymnasium fee of $2.00 for which students will be supplied with lockers, towels, and soap, the use of the swimming tank, the handball courts and the tennis courts. In case a student does not bring his own gymnasium outfit, the school of physical education will be very glad to furnish a complete outfit except shoes. It will be necessary to make a deposit of $8.00, in the case of men, and $10.00, in the case of women. At the close of the summer session, on the return of these gymnasium outfits, the men will be refunded $6.75 and the women $7.50. The service that is included here means clean gymnasium clothes at all times, for whenever the suit becomes soiled it may be turned in to the supply department and a new one issued for it. It is not necessary, however, to take gymnasium suit outfits. Students are welcome to bring their own clothes, and those in charge at the gymnasium will be glad to take care of them for the $2.00 fee.

NOTE—As the tennis courts have been built on a partial payment plan, it is necessary that these bring in a certain amount of income. Students who do not hold a receipt for the $2.00 gymnasium fee will be charged ten cents (10c) per hour per player.

BOARD AND ROOM

New Dormitory. The new men's dormitory, separated into six different halls, will be available, with dining room and lodging, for both men and women, during the regular session and the post-session. Students living in the dormitory during the summer session must also board at the dormitory dining room. A room deposit of $10 will be required of all students residing in the dormitory and this deposit will be returned at the end of the session, less such deductions as it may be necessary to make for loss or breakage. Blankets, bed linens, towels and laundry of these items are furnished by the dormitory. Students are required to make their own beds.

Reservation for residence in the dormitory should be addressed to the Dean of Women or to the Dean of Men, University of Oregon, Eugene.

Rates in regular summer session—Dormitory room rent for the session will be $25.00 for single rooms and $21.00 each for more than one in a room. Board at the dormitory for resident students will be $40.00 for the session. Students not living in the dormitory will pay $8.00 per week for board or $40.00 per session if paid in advance. Prices for single meals will be: breakfast, 30c; luncheon, 40c; dinner, 50c; Sunday dinners alone, 75c.

Meals will not be served during the interim between the regular and post summer sessions.

Rates in post session—Rent for single dormitory room, $16.00; rent for more than one in a room, $12.00; board for resident student per session, $27.00; board for students not living in dormitory but paying by the session, $27.00; students paying by the week, per week, $8.00.
Private Houses—A number of excellent private boarding and rooming houses will also be open to students. Suites of rooms, flats and furnished cottages suitable for light housekeeping may also be secured, but should be arranged for well in advance, if possible. Write to Mrs. Charlotte Donnelly, Y. M. C. A. Hut, University of Oregon, Eugene.

Conference on Progressive Education

Friday afternoon and Saturday morning, June 27 and 28, there will be held at Eugene a conference on progressive education, emphasizing particularly the development of the child-centered school.

Description of Courses

In the following description of courses the general character of each course is indicated by its number.

- 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 (freshman and sophomore years) are numbered below 300.

All classes meet daily, and carry three hours of credit, except as otherwise explicitly stated. The hours noted after the course descriptions represent the term-hours of university credit which may be earned.

A small "e" following the course number indicates that the course is substantially the same as the course given in one of the regular terms of the academic year.

ART

Professor Wilcox, Dr. Kiang Kang-Hu, Dr. Ribbeck, Associate Professor Zang, Dr. Reinhardt, Associate Professor Bock, Assistant Professor Vincent, Assistant Professor Avakian

In the past, the summer sessions of the University have included art courses selected especially for the teachers of art in the public schools. This year, owing to a special grant of the Carnegie Corporation to the Education Committee of the American Institute of Architects, Oregon has been selected by the Corporation as their second center for summer work in art, the other being Harvard University. This grant is made to stimulate the appreciation of art and to remedy the prevalent lack of adequately prepared teachers in the field of Fine Arts. Therefore, the courses offered this year have been chosen to meet the needs of teachers of art in the colleges, normal schools and public schools, as well as those interested in the technique of drawing, painting and design. In addition, the greatly extended program will serve students who intend to enter the University to study architecture, painting, sculpture, design, and normal art.

The Murray Warner Memorial collection of Oriental Art, and other collections of original material, will supplement the work of the courses, and the studios of the school will be active in creative work to give a further background to the teaching.

As a nucleus, there will be eighteen specially selected students from as many colleges of the Northwest who will receive fellowships from the Carnegie grant.

It is expected that the collections of the Portland Art Museum and certain private collections will be visited during the session. Professor W. R. B. Wilcox, of the School of Architecture and Allied Arts, will be director of the Art Center.

Entrance examinations are not required for registration in the summer art courses. They are open to men and women. The tuition fee is $20
for Oregon residents; $25 for non-residents. The registration fee for all
students is $5. Certain courses carry a laboratory fee of $5 to cover
cost of materials and equipment.

For further information regarding housing, credits and other details
of the summer session, apply to Alfred Powers, director of summer ses­
sions; for information concerning the Carnegie Scholarship apply to
Dean Ellis F. Lawrence of the School of Architecture and Allied Arts,
who is acting as the coast representative of the committee of education
of the American Institute of Architects.

160s. Color. The theory of color will be discussed and demonstrated
by the making of color charts and discussion of examples of textiles,
fruits, etc. Avakian. Time to be arranged. 107 Arts. Laboratory
fee, $5.00.

162s. Freehand Drawing. Exercises in cast and life drawing in vari­
ous mediums. Laboratory fee, $5.00. Vincent. Daily at 8. 112 Architec­
ture.

172s. Composition. Study of the relation of elements within the pic­
ture space in line and value. Intended to encourage and guide the creative
faculty of the student. Laboratory fee, $5.00. Vincent. Time to be ar­
ranged. 112 Architecture.

174s. Lettering. Skill and taste in lettering will be the aim of this
course. Laboratory fee, $5.00. Zane. Daily at 9. 120 Architecture.

275. Modelling. Course will be given only if there is sufficient de­
mand. Modelling from casts and life and methods of casting. Labora­
tory fee, $5.00. Bock. 103 Arts. Time and hours to be arranged.

300. Aesthetics. (See 300, Philosophy). Rebec. Daily at 3. 109
Oregon.

317s. Art Appreciation. Methods of teaching art appreciation and
demonstration. Discussion of the universal principles of design. Zane.
Daily at 8. 107 Architecture.

337s. Painting. Painting in water and oil. Still life and landscape
out-door sketching. Laboratory fee, $5.00. Vincent. Daily at 1. 112
Architecture.

373s. Industrial Art. The relation of art and industry will be dis­
cussed and demonstrated. Laboratory fee, $5.00. Avakian. Two hours
daily, 1 to 3. 107 Arts.

376. Crafts. Methods and execution of problems in ceramics, linoleum
prints and batik. Laboratory fee, $5.00. Avakian. Two hours daily, 9
to 11. 107 Arts.

391s. Decorative Design. The objective of the course will be to develop
a critical skill in evaluation excellence in the decorative arts by applying
the principles of design to exercises in comparative; and in discussion of
function and of right use of material. Several lectures will be given on
interior decoration, prints, etc. Laboratory fee, $5.00. Zane. Daily at 3.
120 Architecture.
397. Civilization and Art Epochs. Lectures covering the history of archaeology and arts, emphasizing the influence of political, ecclesiastical and other human agencies upon the evolution of art. Reinhardt. Daily at 2. 107 Architecture. Three hours.


520. Seminar in Art and Life. The position of art in education, social service, religion, economics and civics will be discussed in the Socratic manner. Occasional lectures on city planning and various phases of architecture will be given. Willeox. 201 Architecture. Time and hours to be arranged.

BUSINESS ADMINISTRATION

Dean FAVILLE

463s. Investments. A study of the avenues of investment: stocks, bonds, insurance, savings accounts, building and loan associations, and real estate securities; the principles to be followed by an investor; and the analysis of individual securities. Designed to be of personal service to the student. Open to non-majors without pre-requisite. Daily at 9. 107 Commerce. Three hours.

475s. Merchandising. A study of retailing methods with particular attention to department store and specialty store, problems in buying, stock, and selling. Figuring of mark-up, layout and merchandise classification, style, pricing, purchasing, and planning stocks. The retail method of inventory, stock records, selling organization, and special sales events. Course conducted entirely by the case method, with practical problems taken from actual experiences. May be taken by business administration majors in place of Sales Management. Open to non-majors without prerequisite. Daily at 10. 107 Commerce. Three hours.

459s. Senior Thesis in Business Administration. 107 Commerce. Time and hours to be arranged.

CHEMISTRY

Professor STAFFORD, Dr. SHINN, Dr. FRIEDMAN, Mr. DAWSON

201abs. General Chemistry. This course will include substantially two-thirds of the regular year course in this subject. It is presented by methods differing from those ordinarily used, and, therefore, not only offers the full equivalent of training ordinarily to be expected in general chemistry courses, but also offers suggestions which should be of value to teachers. Nine hours of lecture work per week, together with nine hours of laboratory work. Stafford. Lectures 8-10, Monday, Tuesday, Wednesday and Thursday, 8-9 on Friday. Laboratory periods Monday, Tuesday, Wednesday, 1-4. 105 McClure. Eight hours.

210abs. Second Year Chemistry. This course will include nearly two-thirds of the regular year course in this subject. Second year chemistry is the normal continuation of the course in General Chemistry and is a prerequisite to all upper division courses in the department. The emphasis is placed upon quantitative relations; in the laboratory the student is introduced to the elementary principles of analytical chemistry, while the lectures are devoted to the general theories underlying these
principles along with much advanced general chemistry. Nine hours of lecture per week, with nine hours in the laboratory. Friedman. Lectures, 8 to 10, Monday, Tuesday, Wednesday, Thursday, 8 to 9 on Friday. Laboratory, 1 to 4, Monday, Tuesday, Wednesday. 206 McClure.

Eight hours.

405abs. Organic Chemistry. This course comprises substantially the first two-thirds of the regular year course in organic chemistry. Prerequisite, two years of college work in chemistry, corresponding to the work in general chemistry and the course in second year chemistry. In exceptional cases, students who have not completely met these prerequisites may be admitted. Nine hours of lecture per week, with nine hours in the laboratory. Shinn. Lectures, 9-11, Monday, Tuesday, Wednesday and Thursday, 9-10 on Friday. Laboratories, Wednesday, Thursday, Friday, 1-4. 103 McClure.

Eight hours.

POST-SESSION

201cs. General Chemistry. Continuation of course 201abs given in the regular session, together with which it represents the entire year of general chemistry. Stafford. Lecture hours as indicated for course 201abs. 105 McClure.

Four hours.

210cs. Second Year Chemistry. Continuation of course 210abs, given in the regular session, together with which it represents the entire year of second year chemistry. Friedman. Hours for both lecture and laboratory periods are as indicated for course 210abs. 206 McClure.

Four hours.

405cs. Organic Chemistry. Continuation of course 405abs given in the regular session, together with which it represents the full year of organic chemistry. Shinn. Hours for both lecture and laboratory periods are as indicated for course 405abs. 103 McClure.

Four hours.

DRAMA

Assistant Professor SEYBOLT

140s. Voice and Phonetics. A consideration of the principles of good vocalization and an introduction to phonetics as a basis for clear and effective utterance. A comparison of English sounds with those of other modern languages. Vocal drill and exercises in tone projection, support, easy and effective voice production. Laboratory fee, $3.00. Daily at 8. Friendly Hall.

Three hours.

242s. Interpretation and Personation. Practice in that analysis and interpretation of the printed page using a large variety of prose and verse forms: lyric, sonnet, narrative and descriptive verse, short, and drama. In the dramatic forms emphasis will be placed on character study and presentation. The choice of material will be correlated with that used by teachers in the classes in English and American Literature. Laboratory fee, $3.00. Daily at 9. Friendly Hall.

Three hours.

347s. Stagecraft and Play Production. Number corresponds to 342b. Theory and practice of play production for schools and community theatres. A consideration of the play from the director's standpoint, including play analysis, organization of producing staff, rehearsal, lighting, costumes and makeup and the design and construction of scenery. Special attention will be given to possible means for making effective production at minimum expense. Laboratory fee, $5.00. Daily at 10. Friendly Hall.

Three hours.
ECONOMICS

Dean Gilbert, Dr. Morris, Assistant Professor Schmidt

203s. Principles of Economics. A study of the principles underlying modern economic life, with special analysis of production, exchange and distribution. Practical problems like monetary and banking reform, business cycles, international trade, tariffs, labor movement and control of railways, will be considered. Morris. Daily at 8. 106 Commerce.

Three hours.

324s. Trusts and Industrial Combinations. With a view to understanding the present widespread merger and monopoly tendencies, the origins of the movement are studied. The legislation attempting to curb the movement as well as the court decisions based thereon. Recent plans for safeguarding the public interest as well as the probable trend in the calculable future are studied. Prerequisite: Principles of Economics. Schmidt. Daily at 9. 106 Commerce.

Three hours.

405s. Labor Problems. Studies the causes and processes of the struggle between capital and labor. Questions especially discussed are poverty and wages, hours and working conditions, unemployment, industrial hazards, women and children in industrial life, trade unions, and their policies, strikes, conciliation and arbitration, labor laws and their enforcement. Prerequisite: Principles of Economics or Beginning Sociology. Schmidt. Daily at 10. 106 Commerce.

Three hours.

413s. Banking Credit and Crises. This course will deal with the evolution of modern credit, forms of banking transaction and policy with reference to regulation. The modern stock exchange and the relation of the stock market to the money market will be examined in full. Gilbert. Daily at 9. 105 Commerce.

Three hours.

507s. Economics Seminar. Problems to be studied according to the student's interests. Economics staff. 106 Commerce.

Time and hours to be arranged.

POST-SESSION

441s. Economics of War. This course will consider economic causes and consequences of war. The effect on social classes, on financial policy and international trade relations. Morris. Daily at 9. 106 Commerce.

Two hours.

EDUCATION

Dr. Sheldon, Dr. Snedden, Mr. Bailey, Mr. Saenz, Dr. Cotton, Mr. Alderman, Dr. Vanneck, Professor Stetson, Dr. DeBusk, Dr. Hoffaker, Dr. Fernand, Miss Ellis, Mr. Waterman, Mrs. Goodall, Mrs. Pattes, Miss Kneeland, Miss Rayner, Mr. Lighton, Professor Conover, Assistant Professor Moore

GENERAL INTRODUCTORY CYCLE FOR UNDERGRADUATES

The following three courses are offered especially for undergraduates whose professional training has been irregular and who need the introductory cycle of courses before undertaking the observation of teaching and supervised teaching in the senior year. The courses are also open to any teachers of experience who are interested in the subjects. Courses 301s, Introduction to Education; 302s, Problems in Secondary Education; and 303s, Educational Psychology, are now specifically required for high school certificates; the second of these should be taken by normal graduates who are candidates for the bachelor's degree; the content of the other two courses is usually covered by equivalent courses in the normal school.
301s. *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. It will also include certain fundamental considerations as to the nature of education. Sheldon. Daily at 3. 3 Education. Three hours.

302s. *Problems in 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 the school routine, in supervision and in guidance. Professional and social relationships in school and community. Leighton. Daily at 2. 2 Education. Three hours.

303s. *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 two hours of psychology. Ellis. Daily at 1. 3 Education. Three hours.

**Courses for High School Teachers**

In addition to the five courses scheduled below, students interested in graduate credit and research in this field are directed to (morse 589 and 599, Research in Secondary Education and Thesis Writing).

308s. *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. Daily at 10. 1 University High School. Three hours.

309s. *Methods in Modern Foreign Languages.* 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. Daily at 8. 12 University High School. Three hours.

312s. *Work of Deans and Advisers of Girls.* A study of the nature and function of the office and how to organize it for effective service; the scope and variety of the work, its aims and general practices; how to know girls; the technique of personal and group guidance of girls in matters of health, education and morals; in questions of good taste in dress, manners, and conduct; in the solution of social, recreational, vocational and financial problems, as well as in solving the delicate problems
of personality, homelife, friendships and romance; the relation of a dean of girls to the social program of the school. Ellis. Daily at 3. 4 Education.

Three hours.

485s. Guidance in Junior and Senior High Schools. The nature of guidance and why it is necessary; kinds of guidance which may be given, with special attention to educational, vocational and personal adjustment types; analysis of procedures in each phase of this work; case record systems; equipment needed; organization of a guidance program for junior and senior high schools; the training and work of the counselor. Stetson. Daily at 9. 3 Education.

Three hours.

Clinical School and Problem Child

The great interest in this field has led to its rapid expansion in the summer session. Three experienced teachers who are specialized—Miss Grace Fernald, Miss Ruth Kneeland, and Miss Lillian Rayner—will devote their time to the work. Diagnostic examinations of the children will be given at the outset, regular provision for observation by visitors will be made 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.

Recitations will begin in the clinical school on Tuesday of the first week of the summer session in the University High School. Children are admitted by examination. This examination is designed to discover the specific needs of the child. The diagnosis is written out and definite remedial work is planned. Children entering the clinical school for the first time may have their examinations and diagnosis by appointment on any Thursday, Friday and Saturday before the opening of the school at the School of Education. Children desiring admission and who have not been examined should report at the School of Education for such examination and diagnosis on the three days above mentioned or on Monday of the opening week. Classes will include:

(A) A class for those children showing general disability or retardation and who have not been able to make progress in school. These children should have a mental age of six and should not be over sixteen years. The class will be limited to fifteen and will meet from one to three o'clock. (B) Classes for primary and intermediate children who have special disabilities in reading, spelling or arithmetic. While the previous practice of individual instruction will be followed to a large extent, children who have similar difficulties and need similar instruction will be grouped together so that class instruction can be used in part. (C) Class for upper grade and high school pupils who have special disabilities. This instruction will be largely individual and designed to meet the needs of the particular case.

All classes for remedial work will be under the immediate supervision of specialists trained for this type of work.

Demonstrations will be given from time to time before the classes in Psychology and the Teaching of Atypical Children. Definite periods for observation will be arranged for students in the regular classes of instruction, for problem children, and will be announced at the regular recitations. Visitors, whether students or otherwise, should receive permission from the secretary of the clinical school.
THE CAMPUS SESSION

440s. Psychology of Atypical Children. A study of the psychology of those children who do not respond to the usual methods of classroom instruction. This is a companion course to the Teaching of Backward Children, Introduction, by Dr. Fernald. The two must be taken together. DeBusk. Daily at 8. 4 Education. **Three hours.**

441s. The Teaching of Backward Children. Introduction. Actual methods and devices used in securing results with backward children. Will include technique which teachers and principals can use to advantage in handling this particular difficult group of children. Study of special disabilities in atypical children who are not mentally deficient. Special attention to reading, writing, spelling and arithmetic disabilities. This course is especially designed for teachers who are beginning work with backward children. Fernald. Daily at 9. 4 Education. **Three hours.**

442s. The Teaching of Backward Children. Advanced course. This course is a continuation of the introductory course and is intended for those who have had it or the equivalent. Fernald. Daily at 8. 2 Education. **Three hours.**

443s. Supervised Teaching. This course is open only to those who have had the introductory course in the Teaching of Atypical Children except by special arrangement. Frequent meetings will be held for the discussion of teaching problems which arise in the course of the work with the children. DeBusk. Fernald, Rayner, Kneeland. Time to be arranged. 8 Education. **Three hours.**

**ADMINISTRATION AND SUPERVISION**

The policy announced last year of alternating courses for those desiring to work consecutively through a number of summers has been followed in 1930. Certain fundamental subjects like statistics and tests and measurements are repeated; the other courses in this division were not offered last year. In addition to courses in education technique, there is an unusual opportunity to work out a comprehensive survey of the main problems of education now agitating the world. See also graduate courses.

464s. Tests and Measurements. Will cover the following topics: the detailed problems of administration and scoring of educational tests and scales, and with the simpler problems of interpretation. No previous experience in educational or mental measurements or statistical methods is presupposed. The first part of the course will deal with the theory and the last part of the course with tests for the elementary and secondary schools. Waterman. Daily at 8. 3 Education. **Three hours.**

473s. Business Administration of School Systems. A study of the organization and of the processes of managing the business affairs connected with the development, operation and maintenance of physical properties and with the financial accounting of school systems. Huffaker. Daily at 4. 2 Education. **Three hours.**

475s. Synthetic Course in Education: World Problems in Education. The following variety of subjects necessary for the understanding of the major problems in world education will be offered in the summer school of 1930. Students who register for credit in this course in addition to attending the lectures will review books in this field. The reviews and examination will be given by a regular member of the department.
UNIVERSITY OF OREGON

July 7-12. Moises Saenz, Acting Secretary of Education, Republic of Mexico. Aspects of Mexican Culture and Education.

Daily at 1. 105 Commerce.

476s. Synthetic Course in Education: Progress in Elementary Education. Current issues for the elementary teachers, a special course for teachers in service, to be given by the following distinguished lecturers: first week, Snedden; second week, Bailey; third week, Saenz; fourth week, Cotton; fifth week, Alderman; sixth week, Moore. Daily at 2. 105 Commerce.

477s. School Administration. The field to be covered in this study consists of the organization, management and supervision of the small school, with particular reference to the small school in Oregon. Illustrative topics: curriculum construction, course of study, building the daily program, classification of pupils, time allotments. Waterman. Daily at 10. 2 Education.

478s. Statistics. Technique of quantitative and experimental methods; application of statistical methods to problems; simple correlation, regression equation and determination of errors as employed in educational administration and research. For qualified seniors and graduates. Leighton. Daily at 9. 2 Education.

486s. The Secondary Schools of Oregon. A constructive study of current practices in organization, administration and supervision in the junior and senior high schools of the state. The teaching staff, salaries, tenure, programs of study, curriculums, daily schedules, teaching combinations, teachers load, duties of principals and teachers, extra-curricular activities, supervisory procedures; school equipment and instructional costs are representative topics. Emphasis will be placed upon principles and standards, and use will be made of recent investigations, descriptive literature, manuals, school reports, etc. Analysis of their local school problems by individual members of the class will be encouraged. Stetson. Daily at 10. 3 Education.

GRADUATE COURSES

All students who are candidates for advanced degrees in education must register for at least one course of the graduate division. It is recommended that this requirement be extended wherever possible to at least half the hours (including the thesis) for a master's degree.

558s. Advanced Principles of Education. From the point of view of sociology. Chapman & Counts "Principles of Education" will be used as the basis of class discussion. Other recent literature including books by Hart, Peters, Snedden, Dewey, Good, and others will be reviewed and evaluated. The relation of the fundamental points of view studied to recent educational experiments in Europe and America will be considered. Sheldon. Daily at 2. 3 Education.
576s. The School Survey. In this course a study is made of the most recent surveys with a view to discovering the best types of school administration for different kinds of schools. Particular attention will be paid to the study of single school systems and single problems within a school system by the survey technique. Studies in this field will be used to develop fact finding techniques and the methods whereby these may be applied directly to the solution of administrative problems. Huffaker. Daily at 3. 2 Education. Three hours.

589s. Research Course in Secondary Education. Students who desire to review the technical progress made in the teaching of particular high school subjects may attend the courses in methods and at the same time investigate one particular problem in detail. Such students should register for this course. Stetson and other members of staff offering courses in Secondary Education. Time to be arranged. 6 Education. Three hours.

599. Thesis Writing. A course treating of the technique of writing scientific papers in different fields of education. Open to graduate students who are writing theses or are ready to begin. Students will be expected to equip themselves with a copy of Good's "How to do Research in Education." Sheldon, Huffaker, Stetson, DeBusk. Time to be arranged. 14 Education. Three hours.

Post-Session

452s. History of American Education. To give students an intelligent understanding of the development of our democratic school system from colonial times to the present. Emphasis will be placed upon the factors which have influenced educational theory, practice and organization at every stage in the development of American education. Considerable attention will be given to the reorganization of education since 1890. A knowledge of American history will be an asset to students in this course. Vannest. Daily at 10. 3 Education. Two hours.

456ps. Educational Thinkers of 19th Century. The work of this course will consist largely of the discussion and mastery of the main ideas of two or three of the main educational thinkers of the nineteenth century. The thinkers will be chosen from the following list: Pestalozzi, Herbart, Froebel, Herbert Spencer, Dewey, Montesorri. Vannest. Daily at 11. 3 Education. Two hours.

461ps. Child Psychology. A study of child nature emphasizing those phases which throw light on methods of training, the child study movement, social development of the child. Child study in relation to child welfare. Conover. Daily at 8. 4 Education. Two hours.

476ps. School Surveys. Special Aspects. Open only to advanced students who have either completed education 576s during the first session or who have been engaged in survey activities in connection with their own system. Huffaker. Daily at 10. 2 Education. Two hours.

484ps. Junior High School. Causes leading to the development of the junior high school; special purposes and opportunities of this type of school; problems of organization and administration; curriculum building; provisions for individual differences; instruction; exploration and guidance; school activities. Conover. Daily at 9. 4 Education. Two hours.

571ps. Educational Research. Special problems. Open to students of experience who have had some preliminary training in the technique of
educational research. Students should not register for this course without first consulting the instructor in charge. Huffaker. Daily at 9.

2 Education.

ENGLISH

Dr. Rice, Dr. Ernst, Dr. Bates, Assistant Professor Moll, Mr. Hicks


202s. The Plays of Shakespeare's Middle Period. As You Like It, Twelfth Night, Julius Caesar, Hamlet, Lear, and Macbeth. This course is the equivalent of the second term of Shakespeare given during the regular year. Moll. Daily at 1. 103 Villard.

251s. Report Writing. (English B.). This course is the equivalent of the second term of Report Writing given during the regular session and may be taken without English 250 with the consent of the instructor. Hicks. Daily at 10. 101 Villard.


364s. Elements of Style. The course will consist of lectures on the theory of style, with class discussion of the outstanding works in the field. Study will be approached through a consideration of imagination, the myth-making activity, imagery, and the more important technical elements of writing. Students will be encouraged to do original creative work. Moll. Daily at 9. 103 Villard.

442s. The Early 19th Century Novel. Jane Austen, Scott, Dickens, Thackeray, and others. This course is the equivalent of the winter term of the English novel in the regular session. Ernst. Daily at 8. 107 Villard.


492s. Nineteenth Century Prose. Carlyle, Ruskin, Arnold, etc. Attention will be given both to the social background and the aesthetic quality of approach. Rice. Daily at 10. 108 Villard.

Courses for Graduates

500s. Seminar. Rice. Time and hours to be arranged. 108 Villard.

518s. Seminar. Romantic Tendencies in the 18th Century. This course will deal with the history of Neo-Platonic thought in 18th Century English literature. Ernst. Time and hours to be arranged. 107 Villard.
THE CAMPUS SESSION

POST-SESSION

300. Post-War American Poetry. A study of the shifting emphasis away from the social, ethical and humanitarian toward the individual, aesthetic and intellectual; re-emergence of traditional influences; new stylistic ideals; the earlier group—Robinson, Frost, Eliot, Pound, Leonard, Sandburg; later figures—Cummings, Millay, Wiley, Benet, Jeffers, MacLeish, Crane Bogan and others. Bates. Daily at 8. 107 Commerce.

Two hours.


Two hours.

GEOGRAPHY

Dr. Davis

385. Physiography: The Forms of the Lands. The cycle of erosion or the natural history of rivers; plains and plateaus of horizontal structure, their origin and modification; mountains of deformed structure, their growth and decay; volcanoes and lava flows; erosional and depositional forms produced by glaciers; the topography of deserts; coasts and their modification by wave action. Davis. Daily at 9. 101 Condon.

Three hours.

430. Geography of the United States. The chief physiographic divisions of the United States. The Atlantic slope and the Appalachians; the Ohio and upper Mississippi valleys; the Great Lakes; the Lower Mississippi; the Gulf coast; the Great basin; the Rocky Mountain system; the Plateau province; the Great plains; the Lava country of the Northwest; the Cascade Mountains and the Sierra Nevada; the Valleys and the Coast ranges. Davis. Daily at 10. 101 Condon.

Three hours.

GERMAN

Dr. Reinhardt

1s. Elementary German. For students who wish to acquire quickly a reading knowledge of the language for scientific purposes or in order to review the essentials. Reinhardt. Daily at 8. 107 Oregon.

Three hours.


Three hours.


Three hours.

*NOTE—Either 301s or 350s will be given but not both.

401s. German Seminar. For advanced students and those majoring in German. This course will be given only if there is sufficient demand. Reinhardt. 107 Oregon. Time and hours to be arranged.

HISTORY

Dr. Cole, Dr. Barnes, Dr. Fish, Assistant Professor Blue

342s. Nineteenth Century Europe. The emphasis will be placed on
the period from 1815 to 1870. Social, intellectual and economic as well as political changes will be considered. Fish. Daily at 10. 4 Commerce.

Three hours.

362s. England from 1660 to 1760. The emphasis in this century of English history will be placed on the evolution of political parties and cabinet government, on overseas expansion, on social life, and on the background of the Industrial Revolution. When combined with History 363s, which is offered in the post-session, it may be offered as a substitute for English History 207. Barnes. Daily at 8. 8 Commerce.

Three hours.

372s. Middle Period of American History, 1829-1865. The political, social, economic and intellectual movements that characterize the period will be studied as well as the influences that intensified sectionalism and brought on the Civil War. Cole. Daily at 9. Cole. 5 Commerce.

Three hours.

403s. Great Historians. The main attention will be given to the work of the British historians of the nineteenth century. A descriptive as well as a critical study of their writings will be made. Fish. Daily at 8. 4 Commerce.

Three hours.


Three hours.

473s. Reconstruction and the New South. (1863-1925). The aftermath of the slavery struggle as traced in the reconstruction of the southern states and in the readjustment of society and of the states to the new status of the negro, and in the economic forces of the last half century. Cole. Daily at 10. 5 Commerce.

Three hours.

566s. Reforms in Great Britain. (1815-1820). A seminar open only to graduate students. The work will consist of reports based on pamphlets, periodicals, Parliamentary debates, and printed letters and memoirs covering these years. Barnes. Time to be arranged. 8 Commerce.

Two or three hours.

570s. The South and Secession. Class reports and discussion. Cole. Tuesdays and Thursdays at 11. 5 Commerce.

Two hours.

POST-SESSION

363s. England from 1760 to 1793. A study of the loss of the American colonies and the beginnings of a second empire, of the struggle between George III and the Whigs, of the influence of overseas expansion on social life, and of the beginnings of the Industrial Revolution. Barnes. Daily at 8. 8 Commerce.

Two hours.

413s. The Roman Empire. A history of the Mediterranean world from the defeat of Carthage by Rome in the Second Punic War, to 395 A. D. Barnes. Daily at 9. 8 Commerce.

Two hours.

492s. History of Japan. Emphasis will be placed upon the development of Japanese civilization and institutions with some attention given to the results of contact with Western civilization during the past three quarters of a century. Blue. Daily at 10. 8 Commerce.

Two hours.
THE CAMPUS SESSION

JOURNALISM
Dean ALLEN

210s. Journalistic Writing. A practical course in writing combined with enough treatment of the established principles of journalism to serve as a foundation for the work of a beginner on a newspaper, a high school adviser of student publications, or for the teacher of a course in journalistic writing in an English department. Previous training not required, but students should be able to write good, standard English. Daily at 9. 104 Journalism.

Three hours.

400s. Article and Feature Writing and Editing. Advanced course for students with some previous contact with newspaper work or journalistic studies. Comprehensive interpretative and feature stories, interviews, character sketches. Some attention paid to editorial policy and editorial writing, copy-editing, proofreading, make-up, shop practices, analysis of public demand. Daily at 10. 104 Journalism.

Three hours.

LIBRARY METHODS
Miss HOWARD, Miss SISLER, Miss CASFORD

NOTE—The Board of Education for Librarianship of the American Library Association, in its "Standards and Curricula in School Librarianship," suggests as a curriculum in School Librarianship for colleges and universities one covering much the same courses as are here offered. This curriculum includes a total of sixteen semester or twenty-four term-hours. It is recommended by the Board of Education for Librarianship that a certificate be given to those satisfactorily completing the curriculum. In accordance with this recommendation, the University of Oregon will issue such a certificate.

322s. Elementary Reference Work. A study of the important reference books and tools as used in small libraries and in elementary and high schools. Instruction will be based on Hutchins, Johnson and Williams, "Guide to the Use of Libraries" (1925). Lectures supplemented by practical problems designed to give the student facility in the use of the more important reference tools. Casford. Daily at 2. 4 Library

Three hours.

341s. Books for High School Libraries. A course in the selection and use of books in school libraries, which includes the study and class discussion of bibliographies and reference books; and the reading and discussion of different types of books useful in junior and senior high schools. Howard. Daily at 8. 34 Library

Three hours.

342s. School Library Administration. A practical course in the organization, equipment, administration and objectives of modern school libraries. Howard. Daily at 9. 34 Library

Three hours.

351s. Cataloguing. The Study of the Card Catalogue. Instruction confined to dictionary cataloguing in simplified form, based on the Library of Congress cards. Instruction given in class will be followed by actual cataloguing of books selected in illustration of different problems. Other subjects included in the course are: Shelf listing on cards, rules for filing, ordering and adapting of Library of Congress cards. Sisler. Daily at 1. 30 Library

Three hours.

352s. Classification and Subject Headings. Instruction designed to cover the principles of book classification. Includes practice in classifying books according to the decimal system. Practice in selecting subject headings and subject references, based on the A. L. A. list, supplemented by the Library of Congress lists. Sisler. Daily at 10. 30 Library

Three hours.
361s. *Children's Literature.* A survey course intended to give an understanding and appreciation of the best literature for children of all ages. It will include the reading and examination of a few of the best books of the various classes and types with the purpose of establishing standards of selection which may be applied later. Class discussions, written reports. Casford. Daily at 9. 4 Library. *Three hours.*

362s. *Library Work with Children.* A study of the development of library work with children in this country, together with a consideration of the important problems involved in the administration of a children's library in the elementary school or in connection with the public library. Among the subjects treated, will be the aids in book selection, story-telling methods and source material, library instruction in the elementary school. Casford. Daily at 8. 4 Library. *Three hours.*

**MATHEMATICS**

*Professor DeCou*


*301s. Differential and Integral Calculus.* An introductory course, fundamental to the study of all science. Pre-requisite, analytical geometry or unified mathematics. Daily at 8. 208 Commerce. *Three hours.*


405s. *Analytical Trigonometry.* A more rigorous treatment of the topics of plane trigonometry, together with trigonometric series and other advanced topics. Daily at 10. 208 Commerce. *Three hours.*

*NOTE—Either 101s or 301s will be given, but not both.*

**MUSIC**

Dr. Landsbury, Mrs. Beck, Professor Underwood, Professor Hopkins, Professor Stein, Mrs. Roberts, Mr. Boardman

**Public School Music**

The offerings in 1930 include a consideration of those phases of music which are of special interest to public school music teachers. In addition to courses in methods, the following courses are available: The organization and direction of high school orchestras; the organization and direction of high school bands; the principles of group instruction in piano; private instruction in voice, piano, violin, orchestral and band instruments.

Class and private work is given in the beautifully equipped building of the School of Music. There are ample facilities for private practice at very reasonable rates.

All class work in this division is under the immediate supervision of Anne Landsbury Beck, chairman of the public school music department.

252. *Class Plan For Public School and Private Music Teachers.* The Group Method of instruction has become a recognized factor in music education. The following course has been designed to meet the needs of
the progressive teacher who wishes to employ the group plan with or without supplementary private instruction: Plans for systematic and effective instruction. The careful development of the fundamentals of good piano playing, including interpretation, touch and technic. The development of sound musicianship, including ready sight reading. The acquaintance with piano literature, and the presentation of material for both group and individual instruction. Four hours per week for four weeks. Roberts. §10. Time to be arranged. Music Building. One and one-half hours.

253. Organization and Direction of High School Orchestras. Class lessons in the playing of violin and other string instruments, with a theoretical survey of wind instruments. Some practical playing knowledge of violin is essential to every teacher in charge of an orchestra; consequently this will be emphasized. Transposition of wind instruments and baton technique will be covered as thoroughly as time permits. This short, intensive course is designed to cover the general needs for elementary orchestral work, but is not acceptable as a substitute for the course given in the regular session. Extra coaching in string instruments will be given to those having no previous knowledge. This will be done by capable assistants at a small extra fee. Four hours per week. Underwood. §15. Time to be arranged. Music Building. Two hours.

254. Band Organization. Designed to aid music supervisors and band directors in the public schools in forming and developing bands. The artistic side of band work will be discussed, but the chief emphasis will be on practical work, such as methods of teaching pupils to play band instruments, practical instrumentation, practical arranging, selection of music suitable for young bands; methods of presenting music to the band, and arranging programs. 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. Four hours per week. Stehn. §15. Time to be arranged. Music Building. Two hours.

313s. Public School Music. This course deals with methods, materials, and organization of the primary and elementary grades. It considers the child from the first day he enters school, through the sixth grade, in the field of music consistent with his mental development. Designed for teachers who are endeavoring to develop in their children a love for good music; a joy in performance within their abilities; and a desire to acquire necessary facts to make them more independent musically. The listening side—"appreciation"—will be carefully treated, grade by grade, and abundantly illustrated. A comparison of music texts as to quality, and appeal to children, will be given prominence. No prerequisites. Beck. Daily at 1. Music Building. Three hours.

329. Voice Fundamentals and Pedagogy. Primarily intended for teachers of public school music and of singing. It is particularly recommended for those dealing with the choral activities of their home communities. Fundamentals of Voice placement will be discussed and explained as well as demonstrated. The various schools of voice training will also be presented for criticism and analysis. The importance of teachers of public school music being thoroughly conversant with the best knowledge of voice development and culture cannot be too highly emphasized,
and the trend of the young voice will be discussed. This course will be available if there is sufficient demand. Boardman. $15. Tuesdays and Thursdays at 2. Music Building.

341. Elementary Harmony. A discussion of musical topics which a public school music teacher should know and apply: The background of musical structure, including a discussion of scales; chord vocabulary and chord associations; harmonizing of melodies, and other material generally included in elementary harmony. No prerequisites. Monday, Tuesday, Wednesday, Thursday at 9. Beck. Music Building. Two hours.

414s. Upper Division Public School Music and Seminar. Will include a consideration of current practices in public school music of the upper grades and high school: 1. A discussion of musical tests and measurements—their validity, reliability, problems of administering, difficulties of interpretation and musical values of conventional interpretive conclusions. 2. Group instruction—choral. 3. The high school voice as to its quality and use, including the “boybass.” 4. “Music appreciation” in the high school—thoroughly illustrated. 6. A display and discussion of music texts and materials. The course will be valuable for public school music teachers and for those interested in music from the cultural and academic standpoints. Beck. Daily at 8. Music Building. Three hours.

APPLIED MUSIC

113s. Group Instruction in Piano. During the past few years it has become increasingly evident that piano study in groups, supplemented by periods of individual instruction, is not only feasible, but is actually productive of superior results. Technique, interpretation and repertoire are of vital interest to all serious-minded piano students, and these notions may be properly presented by the ordinary classroom methods of lecture and recital. By these means, interest is enhanced, time conserved, and a tremendous saving in expense effected. Technique will be considered largely from the harmonic standpoint, useful practice fugues being derived from chords by rhythmic expansion. Interpretation will be based upon structural analysis, harmonic and melodic content and tradition. In general, the course will aim to show that technique and interpretation are not only mutually helpful, but that they are absolutely inseparable; and to provide the student with a musically motivated, technical equipment which will be continuously useful. Hopkins. Three one-hour class lessons per week. One supplementary 45-minute private lesson period per week. Fee $45.00. Time to be arranged. Music Building. Two hours.

PRIVATE INSTRUCTION

205. Voice. Two private half-hour lessons a week. Outside assignments. $60. Boardman. One hour.


208. Band Instruments. Two private half-hour lessons a week. Outside assignments. $24. Or students may enroll for one half-hour lesson a week, $12. Stehn. One-half or one hour.

Practice fee. Rent of piano, one hour per day for six weeks, $3.00.

For further information address John J. Landsbury, Dean of the School of Music, University of Oregon, Eugene, Oregon.

PHILOSOPHY
Dr. REBEc, Dr. KIANG KANG-HU


Three hours.

400. Ethics. The meaning of morals. Why recognize such a factor in life? Its relation to "freedom" and the rights of intellect. Duty: Free Will; the Good. Tribal versus personal morals. Present-day moral tendencies in thought and in action. The course will try to proceed by discussion and from the concrete to the abstract and general, rather than by formal exposition. Rebec. Daily at 3. 109 Oregon.

Three hours.


Three hours.

PHYSICAL EDUCATION

Dr. BOVARD, Associate Professor KNOllIN, Assistant Professor WOODRHUFF, Professor EARL, Dr. SPEARS, Mr. HAYWARD, Mr. REINHART, Mr. CALAssON, Mr. SHIELDS

LOWER DIVISION

113s. Coaching of Football. Science of football, planning the season, blocking, tackling, interference and use of hands, fundamentals of line play, fundamentals of backfield play, fundamentals of end play, and kicking game, passing game, pass defensive, offensive formations and plays, teams of defense, generalship, practical demonstration in so far as possible. Spears. June 23 to July 5, daily from 3 to 5:30 p. m. McArthur Court.

One hour.

114s. Coaching of Basketball. Demonstrations and lectures. The dribble, various types of pass, and of shooting, and all varieties of defense. Offense, using all pass styles, the long pass, the short pass, and the mixed pass game, with emphasis on the short pass and the pivot. Treating athletic injuries and training methods. Reinhart. June 23 to July 5, daily from 7:00 to 9:00 p. m. McArthur Court.

One hour.


One hour.

116s. Coaching of Track. Practical demonstration of proper forms and methods of training for all track events. Hayward. June 23 to July 5, daily from 1 to 3 p. m. McArthur Court.

One hour.
117s. Tennis. A practical course for women in the fundamentals of tennis play to be given on the courts. Each student provides herself with racket, tennis balls, and proper shoes. The pedagogy in teaching tennis is stressed as well as the perfection of play. As tennis is becoming more and more a high school sport, this course is planned to meet the needs of those expecting to coach this game. Woodruff. Daily at 10. Tennis Courts, 14th and Emerald Sts. One hour.

146s. Activities for High School Boys. This is a practical course for teachers in Junior High, High Schools and Colleges. Games, sports, stunts, pyramid building, gymnastics, tumbling, apparatus, suitable for the various ages will be taught. Conferences on special problems will be provided. Knollin. Daily at 2. Men's gymnasium. Two hours.

147s. Basketball for Junior High School Boys. Special courses for women teachers who find it necessary to assist in teaching basketball to boys in the grades and junior high schools. This will be given as a part of the activities work of course 146s., and will be given only during the period June 23 to July 5. Open only to women. Knollin. Daily at 2. Men's gymnasium. One hour.

206s. Elementary School Methods. Lectures and practical demonstrations in the making of programs for elementary grades. Primarily for teachers and prospective teachers who look forward to supervision of city systems or who may teach the work directly. Types of games, sports and activities suitable to age groups, and arranged to meet the educational principles involved. Discussion of literature and other helpful materials. Woodruff. Daily at 2. Women's Gymnasium. Two hours.

221bs. Anatomy and Physiology. Study of chief elements of human anatomy sufficient to understand elementary physiology. A course of lectures and demonstrations for students intending to be coaches and teachers of physical education. Presupposed no previous training in anatomy. Williams Textbook of Anatomy and Physiology will be used. References made to charts, models and demonstration material. Knollin. Daily at 10. 121 Gerlinger. Three hours.

303s. Physiology of Exercise. Lectures on the application of principles of physiology of problems of physical education and athletics. The limiting factors of speed, endurance, work; the effects of exercise on heat, nervous systems; the functions of the internal secretions; the explanation of sprains, charley horse, are some of the materials discussed. Course specially designed for teachers of physical education and coaches of athletics. Bovard. Daily at 8. 121 Gerlinger. Three hours.

305s. Secondary School Methods. Lectures and practical exercises in program making for girls in high school. A discussion of fundamental theory and value of various activities for women's work. Practical work with plays, games, sports, gymnastics, usable in making programs. The student will be acquainted with the books, manuals and other helpful material. For teachers and prospective teachers. Woodruff. Daily at 3. Women's Gymnasium. Two hours.

345s. Theory and Practice of Physical Education. Lectures on the aims and objectives of physical education for secondary schools. Primarily arranged to meet the needs of teachers or prospective teachers in high schools. Discussion of place of physical education in general scheme
of education, the organization and administration in secondary schools and practical materials given for use in program building. Course 305s nicely supplements because of activities taught. Knollin. Daily at 1. 121 Gerlinger. Three hours.

* 505s. Seminar. For graduate students. General topic for discussion will be Physiological Problems. Each student will be expected to select some special subject for investigation in addition to the general conference. Those writing master's theses or engaged in research in physical education are expected to enroll in this course. Bovard. Daily at 1. 207 Gerlinger. Three hours.

*NOTE—Graduate students wishing to continue their research during the post-session can do so after consultation with the director of summer sessions.

PHYSICS

Dr. McAlister, Mr. Goodwin

Students registering for courses 204as, 204bs, and 204cs are advised to register for one hour of General Physics Laboratory with each of these courses. Courses numbered in the 300's are especially valuable for high school teachers.

204as. General Physics. First Term of Regular Course without Laboratory. This course will be essentially the lectures, recitations and problem work of the first term of the course in general physics given in the regular academic year. It deals principally with the properties of matter, heat and the simpler parts of mechanics from the experimental standpoint. The work will be based on Caswell's *An Outline of Physics*. McAlister. First three weeks only. Daily at 8. 105 Deady. Three hours.


204 Lab. General Physics Laboratory. The usual laboratory work given as a part of the regular course in general physics. The laboratory is open every afternoon except Friday. Approximately ten afternoons, from 1 to 4, for one hour of credit. Laboratory fee, $4.00 per credit hour. Goodwin. 101 Deady. One to two hours.

300. Laboratory Arts. Administration of the physical laboratory, and construction, adjustment, repair and manipulation of physical apparatus. Approximately ten afternoons, from 1 to 4, for one hour of credit. Laboratory fee, $4.00 per credit hour. Goodwin. Any afternoon except Friday. 101 Deady. One to two hours.

300a. Laboratory Arts—Glass Blowing. Approximately ten afternoons, from 1 to 4. Laboratory fee, $4.00. McAlister. Afternoons to be arranged. 8 Deady. One hour.

316s-416s. Electrical Measurements—Radio. The more important Electrical quantities, with some reference to their practical applications. Fundamental measurements. Elementary theory of radio. Lectures, assigned readings and experimental demonstrations. Students desiring
graduate credit should register under number 416s. These students will be assigned special problems involving calculus. McAlister. Daily at 9. 3 Deady.

420. Advanced Laboratory. Recommended for high school teachers. The work is varied to suit the needs of the individual. Approximately thirty clock-hours are required for one hour credit. Laboratory fee $4.00 per credit hour. McAlister. 2 Deady. Three hours.

520. Research Laboratory. Qualified students will have all the facilities of the laboratory placed at their disposal and will receive the advice and assistance of the department. McAlister. Time and hours to be arranged. 2 Deady.

POST-SESSION

204cs. General Physics. Third Term of Regular Course without Laboratory. The third term’s lectures, recitations and problem work. Prerequisite courses 204as and 204bs. The work includes the study of wave motions and sound, electromagnetic waves, including light and X-rays, electromagnetic theory, interference and diffraction, spectra, atom models, and relativity. Textbook: Caswell’s An Outline of Physics. Goodwin. Daily at 8, and 9. 105 Deady. Three hours.

204 Lab. General Physics Laboratory. To accompany the third term of general physics (204cs). Goodwin. The laboratory is open Monday, Tuesday and Thursday from 1 to 4 p. m. 101 Deady. One hour.

304s. Sound. A course dealing with applications of the principles of sound, including auditorium acoustics, sound insulation, speech, music, hearing, and the reproduction of sound. Lectures, assigned readings and practical demonstrations. Goodwin. Daily at 10. 105 Deady. Two hours.

400-500. Advanced and Graduate Courses. Supervised reading, with occasional conferences for advanced and graduate students with suitable preparation. McAlister. Time and hours to be arranged. 3 Deady.

POLITICAL SCIENCE

Professor Nesserius

350. Contemporary Political Theory and Practice. An examination of recent and contemporary political theory and practice. The course will embody a study of the political philosophy of liberalism, internationalism, and pluralism, and an analysis of current theories of the relation of the state to property and labor, including the political programs of socialism, syndicalism and guild socialism. Daily at 9. 101 Oregon. Three hours.

408s. International Relations. A study of the problems involved in the foreign policies and international relations of the world, with particular emphasis on nationalism, imperialism, and of the forms of international organizations and the various attempts at the settlement of international difficulties. Daily at 10. 101 Oregon. Three hours.

505. Seminar in Political Science: Democracy in Central and North-East Europe. Democracy in Central and Northern-eastern Europe. A survey of the political and economic conditions amid which the new constitutions of Germany, Czechoslovakia, Poland, Finland, Estonia, Yugoslavia, Russia, Hungary, and the Baltic States came into being and the theories underlying particular constitutional arrangements actually at work. An examination of the relations between the central and local
governments, the electoral laws, the organization of political parties, direct legislation, the powers of upper chambers, the titular legislature, constitutional provisions for popular education, and the relations between the cabinet and the legislature. 101 Oregon. Time and hours to be arranged.

PSYCHOLOGY

Dr. Dallenbach, Dr. Seashore, Mr. Beck

201s. Beginner's Laboratory Course in Psychology. (Must accompany or follow a beginning lecture course in psychology.) Designed to afford practice in the principal experimental methods of psychology. Principal fields of investigation are (1) Learning, including development of muscular coordinations to ideational processes, transfer of training, reliability of observation, recall and recognition, forgetting; (2) Range and span of attention; (3) Characteristics of the sensory fields; (4) Objective verbal tests; and (5) Individual differences in motor skills. Seashore. Daily at 1 to 4. 302 Condon. Three hours.

202s. General Psychology. A consideration of the basic concepts of scientific psychology for beginning students. Primary aim—to enable students to read psychological literature with understanding and critical insight. Topics to be discussed: the functioning of the human organism, human abilities, learning, memory, heredity and environment, motivation of behavior, emotion, observation, thinking, personality. Some demonstration experiments will be performed and supplementary reading will be required. Textbook: Woodworth, Psychology. Revised edition of 1929. Seashore. Daily at 8. 105 Oregon. Three hours.

470s. Attention. The application of attention to advertising, to conjuring and sleight of hand, to hypnosis, to testimony, to efficiency, and to learning, will receive special emphasis. The application will, however, be made only after the student has been grounded in the elementary facts and laws of attention. The development, the conditions, the kinds, and the levels of attention will first be considered; then the experimental investigations will be reviewed; and thereafter the practical considerations will be taken up. Demonstrations and class experiments will be used frequently for illustration. No textbook will be prescribed, but the lectures will be supplemented by assigned readings in standard works. Dallenbach. Daily at 9. 301 Condon. Three hours.

471s. Memory and Learning. The chief topics to be treated in this course are: the general nature of memory; the curve of learning; the conditions of impression, association, recall, and recognition; the correlation among various memories and between memory and other mental functions; teaching and the presentation of materials; recitation and examination; "cramping" and efficient study; unusual memories and their conditions; the formation and breaking of habits; amnestic schemes and the "training" of memory. Demonstrations and class experiments will be made throughout the course. Readings will be assigned in standard texts and monographs to be found in the library. Dallenbach. Daily at 10. 301 Condon. Three hours.

530s. Seminar in Psychology. The method of introspection, its uses, results, and limitations, will be considered and contrasted with other psychological methods. Dallenbach. 324 Condon. Time and hours to be arranged.

POST-SESSION

335s. Applied Psychology. A survey of the applications of experi-
mental methods of psychology to practical situations, both vocational and
guidance, improvement of training methods, production methods, and
working conditions. Considers also some of the findings in the field of

**ROMANCE LANGUAGES**

**Dr. Bowen, Dr. Wright**

1s. *Elementary French.* Grammar, pronunciation, phonetics, and the
reading of a simple text. There will be very careful drill on pronuncia­
tion according to the latest and most accepted methods. The elements of
grammar will receive insistent attention so that the student at the end of
the course should be able to read simple French easily. Daily at 8. 6
Oregon. *Three hours.*

11s. *Elementary Spanish.* Grammar, pronunciation, and the reading
of a simple text. The course will be so conducted that the student should
have at the end a good pronunciation and a sufficient knowledge of
grammar to read simple Spanish easily. Wright. Daily at 9. 4 Oregon.

350s. *French Literature.* There will be a careful reading of several
French masterpieces in class as well as outside reading and written re­
ports. The course will be adapted to the needs of both second and third
year students. There will be some work in French phonetics. Bowen.
Daily at 1. 6 Oregon. *Three hours.*

370s. *Spanish Literature.* A good reading course, open to both second
and third year students, in which several Spanish masterpieces will be
taken up and discussed from a literary point of view. There will be out­
side reading and written reports. There will also be some conversation

450s. *Contemporary French Literature.* Some of the most interesting
contemporary French novels and poetry will be taken up. The work will
be adapted to graduate and advanced undergraduate students. There will
be outside reading, and classroom discussion of tendencies in modern

510s. *French Seminar.* Some French author will be thoroughly studied
from the point of view of content and style. Each student will present
a paper dealing with some particular phase of the author’s work which
will involve problems of research. Bowen. 3 p. m. Days to be arranged.
6 Oregon. *Hours to be arranged.*

519s. *Spanish Seminar.* Some Spanish author will be thoroughly studied
from the point of view of content and style. Each student will present
a paper dealing with some particular phase of the author’s work which
will involve problems of research. Wright. Daily at 10. 4 Oregon.

**NOTE**—Professor James L. Barker of the University of Utah, internationally
known as a phonetician, will lecture before the French classes and the classes in speech
some time during the first session of the summer school, on the exact position of lips and
tongue in the production of French and English sounds. A comparative study of the
method of articulation of the two languages will be made.

**POST-SESSION**

In case of sufficient demand any of the undergraduate courses in
French and Spanish will be continued.
SOCIOLOGY

Dr. Parsons, Miss Creech


Three hours.


Three hours.

*428. A Critical Analysis of Social Unrest. Unrest is here considered as deep-seated and widespread social disturbance including the very familiar political and economic forms and those which are less conspicuous which are just beginning to force themselves upon the attention of modern society, such as unrest in religion, the unrest of the individual, and unrest in the realm of higher culture in art, literature, music and the drama. Parsons. Daily at 9. 106 Oregon.

Three hours.

515. Social Problems Seminar. The students will select problems within the limits of some general field chosen by the group. Consideration will be given to the technique of collecting material, organizing bibliographies, preparing outlines, and writing a paper. Parsons. 106 Oregon.

Time and hours to be arranged.

NOTE—Either 427 or 428 will be given, but not both.

POST-SESSION

310. Development of Social Welfare. A survey of the efforts to improve social conditions, with special attention to England and America. The origin and development of social work; its scope and functions today. This will include community experiments, development of social legislation, application of insurance to social problems, forms of mutual aid, endowments and state and private movements in such activities as: child welfare, family welfare, housing reform, recreational group activities, mental hygiene, public health, employment and relief of dependency. Creech. Daily at 10. 208 Commerce.

Two hours.

429. Modern Social Problems. The extent and causes of the major social problems. This will include, among others, the dependent, defective and delinquent classes, mental and physical ill health, and unemployment. Discussion of measures taken for prevention and alleviation. Creech. Daily at 11. 208 Commerce.

Two hours.
POST-SESSION AT EUGENE

Through an increasing demand on the part of advanced and graduate students for longer opportunities for summer study, the campus post-session has been definitely organized, with selected offerings in a few departments. This, in effect, provides a summer quarter. The period in length will be the same as last year, including four weeks from August 4 to August 29. The registration fee is $10.00. Faculty and courses have been listed under the various departmental descriptions, but for convenience of reference, they are repeated here together. Professor W. G. Beattie, assistant director of the Eugene session, will be in administrative charge and will act as general adviser.

THE FACULTY

DONALD BARNES, Ph.D..............................Professor of History
ERNEST SUTHERLAND BATES, Ph.D. ..................Professor of English, Extension Division
GEORGE VERNE BLUE, M.A. ..................Assistant Professor of History
CHASE L. CONOVER, M.A..........................Professor of Education and Psychology, Pacific College
MARGARET D. CRAICH, B.A..........................Assistant Professor of Applied Sociology
LEO FRIEDMAN, Ph.D..........................Assistant Professor of Chemistry
CHARLES A. GOODWIN, B.S.......................Instructor in Physics
C. L. HUFFAKER, Ph.D..........................Professor of Education
E. D. McALISTER, Ph.D..........................Associate Professor of Physics
VICTOR F. MERRIS, Ph.D..........................Associate Professor of Economics
ROBERT HOLMIS SEASHORE, Ph.D..................Professor of Chemistry
F. L. SHINN, Ph.D..........................Professor of Chemistry
O. F. STAFFORD, M.A..........................Chairman of Department of Chemistry
CHARLES GARRETT VANNES, Ph.D..................Professor of History and Education,

List of Courses

For complete description of courses, see respective departments in the regular Eugene session.

CHEMISTRY

201cs. General Chemistry. Stafford. Four hours.
210cs. Second Year Chemistry. Friedman. Four hours.

ECONOMICS

441s. Economics of War. Morris. Two hours.

EDUCATION


ENGLISH

### POST-SESSION AT EUGENE

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Credit Hours</th>
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<tr>
<td>400</td>
<td>Biography</td>
<td>Bates</td>
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<tr>
<td>363s</td>
<td>England from 1760 to 1793</td>
<td>Barnes</td>
<td>Two hours</td>
</tr>
<tr>
<td>413s</td>
<td>The Roman Empire</td>
<td>Barnes</td>
<td>Two hours</td>
</tr>
<tr>
<td>492s</td>
<td>History of Japan</td>
<td>Blue</td>
<td>Two hours</td>
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</tbody>
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#### HISTORY

Graduate students wishing to continue their research during the post-session, may do so after consultation with the director of summer sessions.

#### PHYSICS

- **204es. General Physics.** Third Term of Regular Course without Laboratory. Goodwin. **Three hours.**
- **204 Lab. General Physics Laboratory.** Goodwin. **One hour.**
- **304s. Sound.** Goodwin. **Two hours.**
- **400-500. Advanced and Graduate Courses.** McAlister. **Time and hours to be arranged.**

#### PSYCHOLOGY

- **335. Applied Psychology.** Seashore. **Two hours.**

#### ROMANCE LANGUAGES

In case of sufficient demand any of the undergraduate courses in French and Spanish will be continued.

#### SOCIOLOGY

- **310. Development of Social Welfare.** Creech. **Two hours.**
- **429. Modern Social Problems.** Creech. **Two hours.**
## EUGENE SUMMER SESSION SCHEDULE OF COURSES AND ROOMS

### Eight o’Clock

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
<th>Course</th>
<th>Time</th>
<th>Room</th>
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<tbody>
<tr>
<td>162s.</td>
<td>Freehand Drawing</td>
<td>Vincent</td>
<td>112 Architecture</td>
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<tr>
<td>311s.</td>
<td>Art Appreciation</td>
<td>Zane</td>
<td>107 Architecture</td>
<td></td>
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<tr>
<td>201abs.</td>
<td>General Chemistry (class 8 to 10, M T W Th; 8 to 9 F)</td>
<td>Stafford</td>
<td>106 McClure</td>
<td></td>
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<tr>
<td>210abs.</td>
<td>Second Year Chemistry (class 8 to 10, M T W Th; 8 to 9 F)</td>
<td>Friedman</td>
<td>206 McClure</td>
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<tr>
<td>140s.</td>
<td>Voice and Phonetics</td>
<td>Seybolt</td>
<td>Friendly Hall</td>
<td></td>
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<tr>
<td>208s.</td>
<td>Principles of Economics</td>
<td>Morris</td>
<td>106 Commerce</td>
<td></td>
</tr>
<tr>
<td>309s.</td>
<td>Methods in Modern Foreign Languages</td>
<td>Pattee</td>
<td>12 Univ. High</td>
<td></td>
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<tr>
<td>442s.</td>
<td>The Teaching of Backward Children; Advanced</td>
<td>Fernald</td>
<td>3 Education</td>
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<td>464s.</td>
<td>Tests and Measurements</td>
<td>Waterman</td>
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<td>101s.</td>
<td>English Survey (first term)</td>
<td>Hicks</td>
<td>101 Villard</td>
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<td>331s.</td>
<td>Classical Poets</td>
<td>Moll</td>
<td>103 Villard</td>
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<td>442s.</td>
<td>The Early 19th Century Novel</td>
<td>Ernst</td>
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<td>1s.</td>
<td>Elementary German</td>
<td>Reinhardt</td>
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<td>362s.</td>
<td>England from 1660 to 1670</td>
<td>Barnes</td>
<td>8 Commerce</td>
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<td>408s.</td>
<td>Great Historians</td>
<td>Fish</td>
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<td>841s.</td>
<td>Books for High School Libraries</td>
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<td>362s.</td>
<td>Library Work With Children</td>
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<td>101s.</td>
<td>Unified Mathematics, or Differential and Integral Calculus</td>
<td>DeCou</td>
<td>208 Commerce</td>
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<td>414.</td>
<td>Upper Division Public School Music and Seminar</td>
<td>Beck</td>
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<td>308s.</td>
<td>Physiology of Exercise</td>
<td>Bovard</td>
<td>121 Gerlinger</td>
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<td>204s.</td>
<td>General Physics (first term of regular course without laboratory)</td>
<td>McAlister</td>
<td>105 Deady</td>
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<tr>
<td>302s.</td>
<td>General Psychology</td>
<td>Seashore</td>
<td>105 Oregon</td>
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<td>370s.</td>
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<td>1s.</td>
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<td>800.</td>
<td>Social Evolution</td>
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### Nine o’Clock

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<tr>
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<td>Lettering</td>
<td>Zane</td>
<td>120 Architecture</td>
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<td>376.</td>
<td>Crafts (class 9 to 11)</td>
<td>Avakian</td>
<td>107 Arts</td>
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<td>463s.</td>
<td>Investments</td>
<td>Faville</td>
<td>107 Commerce</td>
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CHEMISTRY
405sa. Organic Chemistry (9 to 11, M T W Th; 9 to 10, F) .................................................. Shinn .......................... 103 McClure

DRAMA
242s. Interpretation and Personation .................................................. Seybolt ......................... Friendly Hall

ECONOMICS
334a. Trusts and Industrial Combinations ................................................................. Schmidt .......................... 106 Commerce
412a. Banking Credit and Cries .......................................................... Gilbert ......................... 106 Commerce

EDUCATION
485a. Guidance in Junior and Senior High Schools .......................... Stetson .......................... 3 Education
441a. The Teaching of Backward Children (Introduction) ......... Fernald .......................... 4 Education
475s. Statistics .......................................................................................... Leighton .......................... 2 Education

ENGLISH
103a. English Survey (third term) .......................................................... Hicks ......................... 101 Villard
332s. Romantic Poets of the Nineteenth Century .......... Rice ......................... 108 Villard
354. Elements of Style ......................................................... Moll ......................... 103 Villard

EDUCATION
242s. School Library Administration .................................................. Howard .......................... 34 Library
361s. Children's Literature .......................................................... Casford .......................... 4 Library

MATHEMATICS
402s. Higher Algebra ........................................................................ DeCou ......................... 208 Commerce

MUSIC
541s. Elementary Harmony (daily except Friday) ................................ Beck ......................... Music Building

PHILOSOPHY

PHYSICS
315s-415s. Electrical Measurements-Radio ......................................... McAllister .......................... 3 Deady

POLITICAL SCIENCE
350. Contemporary Political Theory and Practice ................................ Neserius .......................... 101 Oregon

PSYCHOLOGY
470s. Attention .......................................................... Dallenbach .......................... 301 Condon

ROMANCE LANGUAGES
15s. Elementary Spanish .......................................................... Wright .......................... 4 Oregon

SOCIOLOGY

Ten o'Clock

ART
405. Oriental Art .......................................................... Kiang Kang-Hu .... 107 Arch

BUSINESS ADMINISTRATION
475s. Merchandising .......................................................... Faville .......................... 107 Commerce

DRAMA
547. Stage Craft and Play Production .................................................. Seybolt ......................... Friendly Hall

ECONOMICS
405s. Labor Problems ........................................................................ Schmidt .......................... 106 Commerce
### UNIVERSITY OF OREGON

#### EDUCATION
- 390s. Teaching of Literature in the Secondary Schools  
  - Goodall  
- 477s. School Administration  
  - Waterman  
- 486s. The Secondary Schools of Oregon  
  - Stetson

#### ENGLISH
- 261s. Report Writing (English B)  
  - Hicks  
- 436s. English Drama  
  - Ernst  
- 492s. Nineteenth Century Prose  
  - Rice

#### GEOGRAPHY
- 480s. Geography of the United States  
  - Davis

#### HISTORY
- 342s. Nineteenth Century Europe  
  - Fish  
- 478s. Reconstruction and the New South  
  - Cole

#### JOURNALISM
- 400s. Article and Feature Writing and Editing  
  - Allen

#### LIBRARY METHODS
- 352s. Classification and Subject Headings  
  - Sisler

#### MATHEMATICS
- 406s. Analytical Trigonometry  
  - DeCou

#### PHYSICAL EDUCATION
- 115s. Coaching of Baseball (10 to 12)  
  - Reinhardt  
- 117s. Tennis  
  - Woodruff  
- 221s. Anatomy and Physiology  
  - Knollin

#### PHYSICS
- 204bs. General Physics (second term)  
  - McAlister

#### POLITICAL SCIENCE
- 408s. International Relations  
  - Neserius

#### PSYCHOLOGY
- 471s. Memory and Learning  
  - Dallenbach

#### ROMANCE LANGUAGES
- 519s. Spanish Seminar  
  - Wright

#### ASSEMBLY
- Eleven o’Clock  
  - Villard Hall

#### HISTORY
- 570s. Seminar: The South & Secession (Tues & Thurs)  
  - Cole

#### ART
- 327s. Painting  
  - Vincent  
- 378s. Industrial Art (class 1 to 3)  
  - Avakian

#### CHEMISTRY
- 201abs. General Chemistry Laboratory (1 to 4)  
  - Stafford  
- 216abs. Second Year Chemistry Laboratory (1 to 4)  
  - Friedman  
- 405abs. Organic Chemistry Laboratory (1 to 4)  
  - Shinn

#### EDUCATION
- 308s. Educational Psychology  
  - Ellis

#### ENGLISH
- 202s. The Plays of Shakespeare’s Middle Period  
  - Moll

#### LIBRARY METHODS
- 351s. Cataloging, Study of Card Catalog  
  - Sisler

#### MUSIC
- 818s. Public School Music  
  - Beck

---

**Eleven o’Clock**

Monday, Wednesday, Friday  
Villard Hall

**One o’Clock**

327s. Painting  
Vincent  
112 Architecture

378s. Industrial Art (class 1 to 3)  
Avakian  
107 Arts

201abs. General Chemistry Laboratory (1 to 4)  
Stafford  
105 McClure

216abs. Second Year Chemistry Laboratory (1 to 4)  
Friedman  
206 McClure

405abs. Organic Chemistry Laboratory (1 to 4)  
Shinn  
103 McClure

308s. Educational Psychology  
Ellis  
8 Education

476s. Synthetic Course in Education: World Problems  
Snedden, Bailey, Saenz, Cotton, Alderman, Moore  
108 Commerce

202s. The Plays of Shakespeare’s Middle Period  
Moll  
103 Villard

351s. Cataloging, Study of Card Catalog  
Sisler  
30 Library

818s. Public School Music  
Beck  
Music Building
PHYSICAL EDUCATION
146s. Coaching of Track (1 to 3) ......................Hayward  McArthur Court
346s. Theory and Practice of Physical Education .......Knollin  121 Gerlinger
505s. Seminar ..............................................Bovard  207 Gerlinger

PHYSICS
204. General Physics Laboratory (1 to 4) ............Goodwin  101 Deady

PSYCHOLOGY
204a. Beginner's Laboratory Course in Psychology (1 to 4) ...........Seashore  302 Condon

ROMANCE LANGUAGES
105s. Seminar ..............................................Bovard  207 Gerlinger

PHYSICS
304. General Physics Laboratory (1 to 4) ............Goodwin  101 Deady

ART
397. Civilization and Art Epochs .......................Reinhardt  107 Architecture
397a. Industrial Art (1 to 3) ............................Avakian  107 Arts

EDUCATION
302a. Problems in Secondary Education ...............Leighton  2 Education
478a. Synthetic Course in Education: Progress in Elementary Education ................Snedden, Bailey, Saenz, Cotton, Alderman, Moore

588a. Advanced Principles of Education ..............Sheldon  3 Education

LIBRARY METHODS
322a. Elementary Reference Work .......................Casford  4 Library

MUSIC
329. Voice Fundamentals and Pedagogy (Tues & Thurs) Boardman  Music Building

PHILOSOPHY
300. Aesthetics ...........................................Rebec  109 Oregon

PHYSICAL EDUCATION
146s. Activities for High School Boys ................Knollin  Men's Gym
147s. Basketball for Junior High School Boys ........Knollin  Men's Gym
206s. Elementary School Methods ......................Woodruff  Women's Gym

ROMANCE LANGUAGES
4506. Contemporary French Literature ................Bowen  6 Oregon

ART
391s. Decorative Design ................................Zane  120 Architecture

EDUCATION
391s. Introduction to Education .......................Sheldon  3 Education
312a. Work of Deans and Advisors of Girls ........Ellis  4 Education
576a. The School Survey ................................Huffaker  2 Education

PHILOSOPHY
400. Ethics ................................................Rebec  109 Oregon

PHYSICAL EDUCATION
505s. Secondary School Methods ......................Woodruff  Women's Gym
113s. Coaching of Football (3 to 5:30) ...............Spears  McArthur Court

ROMANCE LANGUAGES
510a. French Seminar ....................................Bowen  6 Oregon

EDUCATION
473. Business Administration of School Systems ...Huffaker  2 Education

PHYSICAL EDUCATION
114s. Coaching of Basketball (7 p.m. to 9 p.m.) .......Reinhardt  McArthur Court
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**ART**

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<td>Modelling</td>
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<td>150s</td>
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<td>172s</td>
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**BUSINESS ADMINISTRATION**

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**ECONOMICS**

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**EDUCATION**

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<td>Supervised Teaching</td>
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<td>589s</td>
<td>Research Course in Secondary Education</td>
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**ENGLISH**

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<td>518s</td>
<td>Seminar, Romantic Tendencies in the Eighteenth Century</td>
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**GERMAN**

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**HISTORY**

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<td>566s</td>
<td>Seminar: Reforms in Great Britain (1815-1850)</td>
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**MUSIC**

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<td>Class Plan for Public School and Private Music Teachers</td>
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<td>253</td>
<td>Organization and Direction of High School Orchestras</td>
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<td>Band Organization</td>
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**PHYSICS**

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<td>204</td>
<td>General Physics (8 to 10)</td>
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<td>406</td>
<td>Organic Chemistry</td>
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**POLITICAL SCIENCE**

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<td>Seminar in Political Science: Democracy in Central and North-East Europe</td>
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**PSYCHOLOGY**

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**SOCIOLOGY**

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**Post Session**

**Eight o'Clock**

**CHEMISTRY**

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**EDUCATION**

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**ENGLISH**

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**HISTORY**

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<td>365s</td>
<td>England from 1750 to 1793</td>
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**PHYSICS**

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<tr>
<td>294</td>
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**Nine o'Clock**

**CHEMISTRY**

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<td>441a. Economics of War</td>
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<td>571A. Educational Research</td>
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<td>476pA. School Survey</td>
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<td>204. General Physics Laboratory (1 to 4)</td>
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<td>210C. Second Year Chemistry Laboratory (1 to 4)</td>
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<td>Creech</td>
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POST-SESSION TO ALASKA

The Steamer Rogers has been chartered for the second annual University of Oregon cruise to Alaska, as part of a special Post-Session program, separate from the regular Post-Session. It will be necessary for all credit students to spend the preliminary period, from August 4 to August 13, on the campus. Work in classes will start promptly on the morning of August 4. A special train will leave Eugene on August 13 and the ship will sail from Seattle on August 14, returning August 25 or 26.

A maximum academic load of six hours may be carried, or a program of three courses. Those interested should write to the Director of Summer Sessions for details of the cruise and information as to whether accommodations are still available.

THE FACULTY

W. G. BEATTIE, B.A. .............................................. Director
M. H. DOUGLASS, M.A. ........................................... Librarian of the University
CHARLES N. RHEYNOLDS, Ph.D. .................. Associate Professor of Sociology, Stanford University
ALBERT R. SWEETSER, M.A. .................. Professor of Botany
NOWLAND B. ZANE.............................................. Associate Professor of Design

Instructors in geology, journalism and literature will be announced later.

List of Courses

ART

121. Art of the Alaska Indians. Zane.  Two hours.
166. Landscape Sketching in Water Colors and Pastels. Zane.  Two hours.

BOTANY

207. Field Botany. Sweetser.  Two hours.

EDUCATION


ENGLISH

312. American Literature of the Pacific Northwest.  Two hours.

GEOLOGY

305. Geography and Geology of Alaska.  Two hours.

JOURNALISM

262. Journalistic Writing.  Two hours.

SOCIOLOGY

350as. Anthropology. Reynolds.  Two hours.
SUMMER SESSION TO HAWAII

The students of the University of Oregon Summer Session to Hawaii will leave Portland on a special train the night of June 23, arriving in Vancouver, B. C., on June 24. They will leave Vancouver on June 25, on the Steamship Niagara of the Canadian-Pacific line, returning to Vancouver on August 15. The time from July 2 to August 8, or 38 days, will be spent in Hawaii, where attractive accommodations have been reserved in the dormitories of Punahou College. As the stay in Honolulu will cover the whole six weeks period of the summer session of the University of Hawaii, excepting the first two days, all the courses in that university will be available for the students of the cruise.

A limited number of courses will be given on board ship going and coming. These, of course, will be continued during the entire Hawaiian stay. The courses of the University of Hawaii will count as regular resident credit in the University of Oregon. The courses of the University of Oregon, continued through the period from June 25 to August 15, will each carry four term hours of credit; those given by the University of Hawaii for the six-weeks period will each carry three term hours of credit. It is recommended that one course, and not more than two, be taken on the boat, and the program be filled out with courses in the University of Hawaii.

Those interested should write the Director of Summer Sessions, Eugene, for detailed information.

THE FACULTY

UNIVERSITY OF OREGON

KARL W. ONTHANK, M.A. Director
WARREN D. SMITH, Ph.D. Professor of Geology
RALPH D. CASEY, Ph.D. Professor of Geology
NELSON L. BOSSING, Ph.D. Professor of Education
MABLE HOLMES PARSONS, M.A. Professor of English

UNIVERSITY OF HAWAII

THAYNE M. LIVESAY, M.A. Director of the Summer Session and Professor of Education and Psychology
PAUL S. BACHMAN, Ph.D. Assistant Professor of History and Political Science
FREDERICK E. BOLTON, Ph.D. Dean Emeritus and Professor of Education, University of Washington
MERTON K. CAMERON, Ph.D. Professor of Economics
MILES E. CARY, B.A. Principal, McKinley High School, Honolulu
JOHN W. COULTER, Ph.D. Professor of Geology
ALBERT L. GUSBAND, Agrégé d’Anglais (Paris) Professor of General Literature, University of Hawaii

TASUKU HARADA, D.D., LL.D. Professor of Japanese Language and History
MARY WOOD HINMAN... Director of the Hinman School of Dancing, New York City
THOMAS A. JAGGER, Ph.D. Chief of Section of Volcanology for U. S. Geological Survey
SHAO CHANG LE, M.A. Professor of Chinese Language and History
RICHARD E. MYERS, M.A. Supervising Principal, East Maui, Hawaii
STANLEY D. PORTUS... Professor of Clinical Psychology and Director of the Psychological Clinic
HENRY H. REMPFL, B.E. Instructor in Art
ROBERT R. SPENCER, B.A. Principal, Washington Junior High School, Honolulu
GARLAND H. STUART, Ph.D. Professor of Political Science, Stanford University
THEODORE C. ZECHORKE, M.P. Extension Forester

List of Courses

UNIVERSITY OF OREGON

262. Journalistic and Feature Writing. Casey. Four hours.
306. Geology and Geography of the Pacific. Smith. Four hours.
313. *South Sea Literature.* 
In addition, one and not more than two of the following will be offered, as a four-hour course: International Relations, Art, History, or Sociology. The course given will depend upon the demand.

**UNIVERSITY OF HAWAII**

**ART**
  Three hours.
  Three hours.

**BOTANY**
  One and one-half hours.

**ECONOMICS**
  Three hours.

**EDUCATION**
  Three hours.
  Three hours.
  Three hours.
  Three hours.
  Three hours.
  Three hours.

**ENGLISH**
  Three hours.
  Three hours.

**GEOGRAPHY**
  Three hours.

**GEOLOGY**
  Three hours.

**HISTORY**
  Three hours.
  Three hours.

**ORIENTAL STUDIES**
  Three hours.
  Three hours.

**PHYSICAL EDUCATION**
- S201. *Clogging and Dancing.* Hinman. 
  Three hours.

**POLITICAL SCIENCE**
  Three hours.
- S266. *Recent Relations of the United States and Latin America.* Stuart. 
  Three hours.

**PSYCHOLOGY**
- S250. *Educational Psychology.* Livesay. 
  Three hours.
  Three hours.
- S257. *Advanced Educational Psychology.* Bolton. 
  Three hours.
  Three hours.
THE PORTLAND SESSION
LINCOLN HIGH SCHOOL

THE FACULTY, 1930

ARNOLD BENNETT HALL, B.A., J.D., LL.D..........................President of the University
BURL BROWN BARNES, B.A., LL.B.................................Vice President of the University
ALFRED POWERS, B.A....................................................Director
GEORGE RESEK, Ph.D....................................................Dean of the Graduate School
EARL M. PEALETT, M.S...............................................Registrar of the University
MARGARET M. SHARP....................................................Secretary
HILDA LANCERFIELD, B.A............................................Librarian

WALTER C. BARNES, B.A. (Oxion)..................Professor of History
ERNEST SUTHERLAND BASH, Ph.D..........................Professor of English and Philosophy, Portland Center
GEORGE VERNE BLUE, M.A.................................Assistant Professor of History
WILLIAM H. BOYD..................................................Professor of Music, Portland Public Schools
RUDOLPH BRODA, M.A., J.D...........................Associate Professor of Social Science, Antioch College
JOHN E. BRYAN, B.A...................................Supercintendent of Schools, Bessemer, Alabama
AGNES D. CAMPBELL, B.A....................Chairman of the Department of Fine Arts, Holmby College
R. C. CLARK, B.D...........................................Chairman of the Department of History
HAROLD R. CROSSLAND, Ph.D............................Associate Professor of Psychology
SAIDIE ORE-DUNBAR........................................Executive Secretary, Oregon Tuberculosis Association
THOMAS H. GENTLE, B.A..............................Professor of Education
ALEXANDER GOLDENWEISER, Ph.D..............Lecturer and Anthropologist, Washington, D. C.
FREDERICK W. GOODRICH..........................................Instructor in Music, Portland Center
CARL H. GRABO, Ph.B....................................Associate Professor of English, University of Chicago
NATHALIE DEATRICH GREG.......Professor of Art, Portland Center
RUTH E. HALVOREN..........................................Instructor in Art, Portland Center
ANSEL F. HEMENWAY, Ph.D..........................Professor of Botany, University of Arizona
EVELYN M. HOGUE, Ph.B....................................Laboratory Assistant in Botany, Portland Center
C. R. HOLLOWAY, Ph.B............................Assistant Superintendent of Schools, Portland Oregon
BENNIE HOUGER, B.S ..................Associate in Physical Education, University of California at Los Angeles
RALPH R. HUEBSCH, Ph.D.................................Associate Professor of Genetics
ALEXANDER HULL..................................................Novelist and Short Story Writer, Newberg, Oregon
HAROLD HUNTER, B.A..............................Dramatic Director, Oregon Daily Journal, Portland, Oregon
PHILIP W. JANNEY, B.A., C.P.A..........................Assistant Professor of Business Administration
ROBERT KROHN...............................................................Instructor in Music, Portland Center
OLOF LARSSON, Ph.D.................................Professor of Anatomy, School of Medicine
FELIX LEGRAND..................................................Instructor in Romance Languages
WILLIAM LEVET, M.F.H..........................................Director of Laboratory, Oregon State Board of Health
ALFRED L. LOMAX, M.A..........................Professor of Business Administration
IRA A. MARVILLE, M.A., M.D..................Associate in Physiology, School of Medicine
MARION K. MCKAY, Ph.D..........................Professor of Economics, University of Pittsburgh
FRANK R. MENE, M.D..............................Professor of Pathology, School of Medicine
FRID E. MESSING, D.P.E..........................Executive Secretary, Oregon Social Hygiene Society
EDWIN E. OSGOOD, M.D..................Assistant Professor of Medicine and Biochemistry, Oregon State Medical College
NORMA LEE PECK, B.A.......................In Charge of the Rural Service, Library Association of Portland
HENRY T. PRICE, Ph.D..................................Professor of Mathematics, Pacific University
CHARLES N. REYNOLDS, Ph.D..........................Associate Professor of Sociology, Stanford University
CHARLES EASTON BROTHERS, M.A..............Instructor in Education
SANFORD M. SALTZ, Ph.D..........................Professor of English, University of Oklahoma
HARRY J. SHERS, Ph.D..............................Professor of Bacteriology, School of Medicine
FREDERICK GEORGE G. SCHMITZ, Ph.D..Professor of German Language and Literature
S. STEPHENSON SMITH, B.Litt. (Oxon)............Associate Professor of English
CHARLES GARRETT VANNESS, Ph.D..................Professor of History and Education, Harris Teachers' College

ALMON J. WHITE, M.S..............................Laboratory Assistant in Biology, Portland Center
ESTHER W. WUETZ, Chicago Art Institute...........Supervisor of Art, Portland Public Schools

GENERAL INFORMATION

The Portland office of the University is located at 814 Oregon building, Fifth and Oak streets; telephone number, Atwater 2919. All executive details of the classes of the Portland session are handled from this office. Office hours are from 9 a. m. to 5 p. m., with the exception of Saturday, when the office closes at 1 p. m.
REGISTRATION

All classes will be held at Lincoln high school, Park and Market streets, and, with few exceptions, will meet daily between 8 a.m. and noon. Classes begin Monday, June 23, as scheduled on page 5. Students, whether so far registered or not, should report for classes the first day of the session, and register between periods or in the afternoon. Registration takes place at Lincoln high school until noon; at 814 Oregon building, from noon until 5 p.m., during each day of the period of registration which closes Saturday, June 28, at 1 p.m. Students living in Portland or arriving in advance will find it convenient to enroll beforehand. The administrative staff and members of the faculty will serve as advisers and will be available throughout the registration period for conference in regard to selection of suitable courses, requirements, credits and other details of the summer program and its relationship to the general academic program of the student.

REGISTRATION OF GRADUATE STUDENTS

Graduate students should record themselves as such not only in their classes and with their instructors, but should complete at once at the University office the registration procedure required by the Registrar of the University and by the Graduate Council before graduate work will be given. All necessary blanks and records may be conveniently filled out at 814 Oregon building. The dean of the graduate school, or his representative, will be glad to confer with students desiring to work for advanced degrees. Appointments may be made by calling the University office, Atwater 2919.

UNIVERSITY CREDIT

Nine term-hours of regular university credit may be earned during the summer term. Students wishing to matriculate with the University in order to work toward degrees, should file all their credentials with the registrar at Eugene. Credit for work done in the Portland summer session counts as resident credit in the University of Oregon.

PROVISIONAL CREDIT

Credit earned before entrance is cleared and a card of admission to the University is secured from the Registrar, is provisional credit only. This may become regular credit upon the formal admission of the student to the University.

GRADUATE CREDIT

Graduate credit in the Portland summer session is given in the courses numbered 400 or above and in these courses only. In the 1930 session these consist of one course in biology, one course in economics, three courses in education, three courses in English, one course in geography, two courses in German, three courses in history, one course in mathematics, one course in philosophy, one course in physical education, one course in political science, one course in psychology, and two courses in sociology. Students unable to work out from these offerings satisfactory programs toward their majors and minors should attend the campus session at Eugene, where a much wider range of graduate courses is available.

CREDIT OF VISITING STUDENTS

Filing of credentials is not required of teachers, and undergraduate and graduate students of good standing in other standard institutions who wish to transfer credits earned in the Portland summer session to other universities, colleges and normal schools. Students debarred from,
or on probation at, other institutions because of low scholarship may not take the courses in the Portland summer session with or without credit.

Credit for Reading Circle

The second plan in "Reading Circle Requirements" issued by the state superintendent of public instruction, reads: "Completion of a three term-hour course, whether by correspondence or in residence, at a standard normal school or a standard college or university. Under this plan it is not necessary to secure a Reading Circle certificate. A certificate of credit or other documentary evidence of the completion of the work, issued from the institution in which this work has been done, will be accepted by county school superintendents in lieu of a Reading Circle certificate." Satisfactory completion of three hours work, in other departments as well as in education, in the Portland summer session, will satisfy the reading circle requirement.

New Entrance Requirements

The new entrance requirements printed in this catalog are not retroactive for students who have done resident work and earned provisional credit in the extension division or the summer sessions. These must clear their entrance under the old requirement.

Library

The Portland Library, with 492,000 volumes, is made freely available to the students of the Portland summer session. For additional convenience, reference books covering assignments in all courses will be placed in the Lincoln high school library, which is open daily, except Saturday and Sunday, from 8 a.m. to 4 p.m. Miss Hilda Lancefield, of the library staff, has been assigned to Lincoln high school as special summer session librarian.

Text Books

Text books are not listed in this catalog but will be announced by the instructors at the first meeting of classes, Monday, June 23, and may be obtained from the J. K. Gill Company, Fifth and Stark streets.

Expenses

The registration fee of the summer session is $20 for residents of Oregon and for all regular extension students of the University. For others it is $25. In the laboratory courses there are moderate laboratory fees to help defray the cost of materials. All fees are to be paid during the first week, June 23 to June 28. Students whose fees are not paid before June 28, at noon, and who are not enrolled in classes prior to that time, may petition for permission to earn credit, but such petitions are usually denied, or granted with proportionate credit only.

Room and Board

One of the delightful features of the location of the Portland summer session is the wide range of satisfactory living accommodations. Room and board, together or separately, in private houses, boarding establishments or residential hotels may be secured at varying prices in accordance with the wishes and demands of the students, or arrangements for housekeeping can be conveniently and inexpensively made through the availability of many desirable apartments at low summer rates.

Special Activities and Recreation

A number of recreational features will be arranged for students in the Portland summer term. There will be excursions and picnics to picturesque
points of interest, and various scientific field trips under the leadership of different members of the faculty. During one week-end a steamer will be chartered for a cruise down the Willamette river and up the Columbia. Special public lectures will be given by the faculty and distinguished visitors.

ASSEMBLY

Three mornings a week from 10:50 to 11:10 students will meet in the auditorium for assembly, affording an opportunity to make the acquaintance of fellow students, and including 20-minute addresses, musical programs, brief dramatizations of class projects, readings and other features by students, faculty and distinguished summer visitors to Portland.

POST-SESSION

As an increasing number of Portland session students go to the campus for an additional month’s work in the post-session, the offerings make possible a proper sequence in such fields as education, psychology, English history, economics, physics and chemistry. Students intending to continue in the post-session should let the adviser know at the time of making out the six weeks course, so that a suitable ten-weeks program may be selected.

EXTENSION CLASSES

The extension division maintains centers in Portland, Salem, and Eugene and gives extension courses in several other Oregon cities, with classes held in the evening. These provide an opportunity for summer students to continue their academic work.

CORRESPONDENCE-STUDY

Summer courses in several departments may also be continued by means of correspondence-study. This work is handled from the Eugene office of the extension division, but in the Portland office is available a catalog describing the 108 courses offered. A maximum of sixty term-hours may be earned in correspondence courses and counted toward graduation. Fees for correspondence courses carrying University credit are, with a few exceptions, at the rate of two dollars ($2.00) for each term-hour of university credit, with a minimum fee of four dollars ($4.00).

PLATOON DEMONSTRATION SCHOOL

For the past four summers the platoon plan of school administration has been emphasized 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. There will be opportunity for observation and practice in this school. Those interested should write for the special detailed announcement of the demonstration school.

COURSE FOR LABORATORY TECHNICIANS

A ten weeks intensive course from June 16 to August 22, inclusive, will be offered for the training of laboratory technicians. The work will be given in the laboratories of the University of Oregon medical school by the Portland summer session in cooperation with the medical school and the Oregon state board of health. The cost will be $150. A special leaflet will be sent upon request.
Description of Courses

In the following description of courses the general character of each course is indicated by its number.

Graduate courses are numbered 500 and above. Upper division courses (junior and senior years), which are numbered from 300 to 999, may not be taken for graduate credit, but upper division courses numbered from 400 to 499 may carry graduate credit. Lower division courses (freshman and sophomore years) are numbered below 300.

All classes meet daily, and carry three hours of credit, except as otherwise explicitly stated. The hours noted after the course descriptions represent the term-hours of university credit which may be earned.

A small "s" following the course number indicates that the course is substantially the same as the course given in one of the regular terms of the academic year.

ACCOUNTING
Assistant Professor Janney

111. Principles of Accounting. An introduction to the field of accounting. The principal aim is to teach accounting principles, giving reasons for their existence, and the application of those principles to practical accounting propositions and to actual work. Sufficient attention is devoted to the fundamental principles of accounting to give students without previous accounting experience a knowledge of accounting from the constructive standpoint. The Walton Course is used as a text. Daily at 8. Room 116. Three hours.

ANTHROPOLOGY
Dr. Goldenweiser

350s. Introduction to Anthropology. The races of man, their distribution; physical and psychological characteristics; primitive cultures; economic life; industry and property; art and symbolism; religion, myth and ritual; society and politics; Culture, primitive and modern; parallels and contrasts in industry, art, religion, morals and social organization. Daily at 10. Room 110. Three hours.

490. The History of Anthropological Theories. (See also Sociology). Before evolution; the classical evolutionists; the diffusionists; Franz Boas and the American School of Ethnology; recent tendencies. For graduates and advanced undergraduates. The class will meet for a two-hour period twice a week, from 2 to 4, Tuesdays and Fridays. Room C, Central Library. Two hours.

ART
Miss Wuest, Miss Campbell, Miss Halvorsen, Mrs. Grey


192. Creative Design. Consideration of the subject of design from the modern viewpoint. The creation of pattern for the various needs of art expression. Consideration of the great art periods as related to our modern movements. Problems adapted to the needs of students and to include the basic principles of design and color and the technique of the various materials. Halvorsen. Daily at 10. Room 304. Three hours.
194. *Freehand Drawing.* A practical course for all teachers of art presenting the principles of general drawing as used in the modern school program. Demonstrations of creative expression in the various subjects and steps in the development of a graphic vocabulary. Methods of using the different black and white and color mediums. Practical problems developing the essentials of good drawing and the elements of composition. Halvorsen. Daily at 11. Room 304. *Three hours.*

198. *Decorative Design.* Discussion and study of the different types of decoration in relation to materials and elements used to create pattern. Basic principles involved in the adaptation of design motifs to the various handicrafts. Modern interpretation of pattern and color for craft work. Practical problems which may be used for decorative purposes. Grey. Daily at 10. Room 301. *Three hours.*


**BIOLOGY**

*Dr. Larsell, Dr. Huestis, Mr. White*


101as Lab. *Elementary Biology Laboratory.* Regular laboratory work given as a related part of the course in elementary biology. Laboratory fee, $5.00. White. Tuesday and Thursday, from 1 to 3:30. Room 316. *One hour.*

257. *Field Study of Western Birds.* Will consist largely of observation and field identification of birds in their natural surroundings near Portland, where a number of different kinds of bird habitats are readily available to the student. Field work will be supplemented with lectures and assigned reading upon general ornithology. Good museum material will be available for study. Huestis. Daily at 10. Room 309. *Three hours.*

404s. *Genetics.* Will consist of lectures upon the laws of heredity and deal particularly with the results of the most recent research in this field. Students will be given an opportunity to conduct experimental breeding work of their own. Some practice will be given in statistical analysis. Huestis. Daily at 11. Room 309. *Three hours.*
BOTANY
Dr. Hemenway, Miss Hogue


101bcs. Lab. Elementary Plant Biology Laboratory. Regular laboratory work given as a related part of the course in elementary plant biology. Laboratory fee, $5.00. Hogue. Daily from 9 to 11. Room 316. Two hours.

NOTE—Students may satisfy the group requirement of nine hours of laboratory science by taking Biology 110abc and 101as Lab. and Botany 101bcs and 101bcs Lab. This, however, would constitute a full program in the Portland Summer Session.

206s. Systematic Botany. The structure and classification of flowering and non-flowering plants of Oregon. The work will be adapted to the needs of the individual. Lecture daily at 9. Room 313. Laboratory daily at 11. Room 316. Laboratory fee, $3.00. Hemenway and Hogue. Three hours.

320. Climate and Environment in Plant Life. (See also geography). A course in ecology, with emphasis on geographic ecology or plant geography, and with particular reference to the vegetation of Western United States and to the plant associations and formations of Oregon. Hemenway. Daily at 10. Room 313. Three hours.

ECONOMICS
Dr. McKay

203s. Principles of Economics. A study of the principles underlying the forces and activities of modern economic life; production, exchange, and distribution of wealth. Many practical problems, such as prices, business cycles, banking, taxes, foreign trade and the labor movement, are considered. Daily at 10. Room 116. Three hours.

415s. Modern Economic Problems. A study of some of the more important present day economic problems, such as unemployment; the agricultural situation, including relief measures; industrial and railroad consolidation; the Tariff Act of 1930; the allied debts, the Young Settlement; and the relation of government to business. Text: Patterson and Scholz, Economic Problems of Modern Life. Current publications will also be used. Daily at 11. Room 116. Three hours.

EDUCATION
Dr. Vannest, Professor Gentle, Superintendent Bryan, Assistant Superintendent Holloway, Mr. Rothwell, Dr. Reynolds, Miss Wuest


302. Problems in 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 class room, in the school routine, in supervision and in guidance. Professional and social relationships in school and community. Rothwell. Daily at 8. Room 108.

Three hours.

305. Psychology of the Common Branches of Study. The objective in this course is adaptation of the principles of elementary instruction to the special kinds of subject matter appearing in the elementary curriculum. The work will be attended by frequent classroom demonstrations and observation of similar work in the Platoon Demonstration School. Gentle. Daily at 8. Room 107.

Three hours.

309s. Teaching of Social Science. 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, 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. Daily at 9. Room 108.

Three hours.


Three hours.

316. Correlation of Subject Matter in Platoon Schools. Courses in the various grades and the whole subject matter of a platoon school will be concretely considered, showing how correlation may be realized. Teachers of art, geography, language, history, civics, nature study and library will be included and illustrated by means of the work in the Platoon Demonstration School. Bryan. Daily at 8. Room 110.

Three hours.


Three hours.

350. Administration of Platoon Schools. Will cover briefly the study of conditions which have led to the Work-Study-Play type of elementary school organization, together with a discussion of curriculum changes that have developed. Typical platoon programs, based on the programs used in the Portland public schools, will be prepared. This course will be carried over for conference and demonstration into the Platoon Demonstration School. Holloway. Daily at 9. Room 107.

Three hours.

401. Classroom Organization and Management. This course deals with the scientific management of classroom procedure. Topics: principles of scientific management, technique of teaching and testing, the individual system, plans of promotion, differentiation of courses, supervised study, size of class groups, schedule of recitations, new types of examination, assignment of marks, management of physical condition and material supplies. Vannest. Daily at 11. Room 108.

Three hours.

440. Educational Sociology. Considers the relation of education to social needs, social principles underlying school organization and instruc-
tion, and the function of the school in creating both conscious self-control in social groups and conscious responsibility of the individual in relationship to the group. Reynolds. Daily at 10. Room 107. Three hours.

451s. History of Education in the United States. Origin and development of American educational institutions, 1607-1920; the European background and modifications made to meet the needs of the colonists; evolution of state systems of public instruction; the influence of social, religious, economic, and political conditions on education; types of educational institutions established, their administration, support, curriculum, practices, methods, and ideals. Primarily for advanced and graduate students. Vannest. Daily at 10. Room 108. Three hours.

ENGLISH

Professor Grabo, Dr. Salyer, Dr. Bates, Associate Professor Smith, Mr. Hull


260. The Short Story. The contemporary short story will be analyzed from the creative viewpoint. A thorough study of short story elements, including thematic material, conflict, plot, characterization and suspense, will culminate in the actual production of short stories by the student. A practical discussion of magazine requirements will be included. Hull. Daily at 11. Room 105. Three hours.

316. Tennyson and Browning. Interpretation and class discussion of selected poems. A study of their relation to their age. Representative longer poems will be assigned for outside reading. Salyer. Daily at 8. Room 105. Three hours.


351. Criticism: Book and Play Reviewing. This course deals with the technique of book and play reviewing including a study of such backgrounds of contemporary literature and critical theory as will be needed by the working reviewer. It is chiefly a writing course and the student will be encouraged to express himself. The readings set will be those necessary for an intending critic. Smith. Daily at 11. Room 104. Three hours.

365. Magazine Writing. This course will be devoted to the study of short prose forms, excluding the story. The character sketch, the essay, the article, the editorial and the critical review will be discussed, and will be written by the student, with a view to the development of style and originality. Hull. Daily at 10. Room 105. Three hours.

417. History of the English Language. This course traces the development of the English vocabulary and grammatical usages. Special attention is given to the Anglo-Saxon and Middle English periods. Representative selections will be studied in class, and reports on special investigations will be given by students. Salyer. Daily at 9. Room 105. Three hours.
440. Development and Technique of the Novel. A discussion of technical principles and the study of six representative novels: Maria Chapdelaine (Hemon); Lavengro (Borrow); Fathers and Sons (Turgenev); The Way of All Flesh (Butler); Tono Bungay (H. G. Wells); Moby Dick (Melville). Grabo. Daily at 11. Room 114. Three hours.

444. Eighteenth Century Prose. English letters, memoirs and non-fictional prose, 1700-1784, in rapid review with the aim of forming a coherent and vivid picture of the relations of literature and society in 18th century England. Lady Mary Wortley, Montagu, Chesterfield, Walpole, Gibbon, Burke and Johnson will be studied as they appear in their letters and in their table talk. The chief concern will be with literature as it made its debut in society in the coffee houses, the taverns, the clubs and the salon. Smith. Daily at 10. Room 104. Three hours.

GEOGRAPHY
Professor LOMAX, Dr. HEMENWAY


350. Industrial Geography of the Pacific Northwest. A study of the area of which Oregon, Washington and Idaho comprise the major part, from the viewpoint of its industrial and commercial possibilities. This will be accomplished by analyzing such elements as raw materials, transportation, foreign commerce, labor, power and fuel and other industrial factors. Outstanding national industries such as iron and steel, cement, rubber tires, and rayon, will then be studied as to their economic possibilities in the development of Oregon. Lomax. Daily at 10. Room 205. Three hours.

429s. Geography of North America. By making a detailed analysis of the physiographic provinces constituting the North American continent, with particular emphasis placed upon the United States, the student is able to obtain a vivid picture of these together with the various “human use” regions which overlay them. Since geographical environment influences human life, each area will be studied separately in order to determine its fitness to support existing expanding population, commerce and industry. Typical of the areas to be studied are the following: North Atlantic Coastal Plain; Piedmont Plateau; The Cotton Belt; Puget Sound-Willamette Valley; Mexico; Canada and Alaska. Lomax. Daily at 11. Room 205. Three hours.

GERMAN
Dr. SCHMIDT

1s. Elementary German. For students who wish to acquire a reading knowledge of the language for scientific purposes or to review the essentials. Daily at 8. Room 203. Three hours.

308. German Stories and Conversation. Reading of easy prose and poetry. Applicants should have studied German about a year, but more advanced students can take the course with profit, as special attention will be given to their needs. Daily at 9. Room 203. Three hours.

322. Teaching of Modern Languages. Lectures and discussions of methods of teaching German, French and Spanish in cooperation with other instructors of modern languages. (This course will be offered in English, and may count towards satisfaction of the state requirement of 22 term-hours in education, as part of the six-hour allowance in teaching methods. Daily at 10. Room 203. Three hours.
408. The Historical and Intellectual Background of the Chief Epochs in German Literature. The plan provides for lectures on German writers, philosophers, and civilization; reading of representative works in literature, history, philosophy and art, and reports on assigned topics. This course is given in English. No knowledge of the German language is required, since the works discussed and assigned for reading are available in English. Graduate credit will be granted, if additional work in German is done. Daily at 11. Room 203. Three hours.

410. German Seminar in German Literature and Philology. Advanced and graduate students have an opportunity to pursue under personal direction special lines of investigation. The amount of credit is determined by the character and success of the work in each individual case. Daily at 11. Room 203. Three hours.

*NOTE—Either 408 or 410 will be given, but not both.

HISTORY

Dr. Clark, Professor Barnes, Assistant Professor Blue

351s. Europe 1870-1914. A study of the political, social, economic and intellectual development of the great states of continental Europe, their colonial expansion and their diplomatic relations leading to the War of 1914. Walter Barnes. Daily at 10. Room 111. Three hours.

370s. Colonial America. The period of exploration and discovery of the American continent and its occupation by Spanish, English, French and other European peoples, will be covered. In addition, the whole colonial period for both the Americas, North and South, will be surveyed. Blue. Daily at 11. Room 112. Three hours.

371s. Early American History, 1763-1829. The origin of the movement for independence, the American Revolution, the formation of the Constitution, will be treated. Social, intellectual, economic, and political changes since 1789 will be stressed. Clark. Daily at 8. Room 111. Three hours.


491s. History of China. This course will deal in the main with a study of the development of Chinese civilization and a description of its leading characteristics. Some attention will be given to the history of modern China and the results of contact with western civilization. Blue. Daily at 10. Room 112. Three hours.

JOURNALISM

Mr. Hunt

111s. Journalistic Writing. A course designed to aid those desiring to learn the elements of good newspaper practice and including general and specialized reporting, interviewing, writing and handling of publicity and newspaper correspondence, with actual practice in gathering and preparing material for use in the Summer Sun. Daily at 10. Room 106. Three hours.
MATHEMATICS

Dr. Price

*93s. Advanced Algebra. A brief review of fundamental topics, after which quadratics, progressions, logarithms, series and other selected topics will be studied. Prerequisite, three semesters of high school algebra. Daily at 8. Room 206.

Three hours.

*94s. Plane Trigonometry. An introductory course for students who have had algebra through quadratic equations. Daily at 8. Room 206.

Three hours.

*NOTE—Either 93s or 94s will be given, but not both.


Three hours.


Three hours.

*NOTE—Either 102s or 116s will be given, but not both.

*303s. College Geometry. A study of certain important theorems in Euclidian geometry and their relations to each other. An introduction to the more recent geometry of the triangle and circle. This course is of interest and value to teachers of geometry as well as to other students of mathematics. Daily at 10. Room 206.

Three hours.


Three hours.

*NOTE—Either 303s or 401s will be given, but not both.

MUSIC

Mr. Boyer, Mr. Goodrich

104. History and Appreciation of Music. The master works of musical literature. A non-technical course designed to develop a clear understanding of and a keen esthetic attitude towards the symphonies, operas, oratorios, tone poems and other music of the great composers. The course will be very fully illustrated. Goodrich. Daily at 8. Room 103.

Three hours.

118. Song Interpretation and Choral Directing. Covers much the same ground as the usual sight singing course. The method of treatment is different in that syllables are not used and melody is considered in relation to its supporting harmonic structure. It is essentially an elementary course and is intended for those desiring participation in larger choral efforts. Boyer. Daily at 10. Room 103.

Three hours.

313s. Methods in Teaching Public School Music. The purpose of the course is to show how musical knowledge is adapted to the needs of the public school. Ways of arousing and holding interest. Songs for the unification of voices. Development of the sense of pitch and rhythm through rote singing. Phrasing and interrelation. The various systems of music books and manuals used as texts. Staff notation. Boyer. Daily at 11. Room 103.

Three hours.
375. *Applied Harmony and Theory.* A practical course on music symbols, terminology, intervals, key signatures, rhythms, elementary chord structure and a thorough knowledge of major and minor scales. The chord structures will begin with the recognition and construction of simple triads and continue through cadences and sequences up to the dominant 7th chord. Goodrich. Daily at 9. Room 103. *Three hours.*

**PHILOSOPHY**

**Dr. Bates**

430. *Philosophy in Modern Life.* (1) Historical: the influence of Hegel, Croce and Gentile, Spencer, Bergson, James, Dewey, Russell, Whitehead. (2) Constructive: the basis of authority; intuition and reason; art, and logic; the nature of words; the individual and society; ideals of education; democracy, communism and fascism; changing morals; interpretations of science and religion. Daily at 9. Room 104. *Three hours.*

**PHYSICAL EDUCATION**

**Dr. Manville, Mr. Krohn, Miss Hooper**

303s. *Sports and Women’s Coaching.* The program will include organized and unorganized games for schoolground and gymnasium. Athletics on track; swimming and diving; tennis. Bathing suits and towels must be provided by swimmers. Krohn. Daily at 12. Gymnasium. *One and one-half hours.*

309. *Graded Exercises for Rural and City Schools.* Exercises divided into several grades of difficulty will be arranged, including: (a) setting up drills, exercise with dumbbells, wands and Indian clubs; (b) school room and fancy marching; (c) light apparatus work for playgrounds and gymnasiums; (d) practice teaching in schoolroom; (e) practice teaching in gymnasium. Regulation gymnasium suit required. Krohn. Daily at 1. Gymnasium. *One and one-half hours.*

321. *First Aid.* Covers emergency treatment to be given before the arrival of a doctor in cases of accident or physical injury. Special emphasis on practical side of work with intention of fitting student to attend to cases of severe hemorrhage, drowning, electrocution, suffocation, broken bones, as well as minor injuries. Part of class period devoted to demonstration and practice bandaging, transportation and artificial respiration. A. R. C. abridged textbook on First Aid, third edition. Reference reading will consist of technical publications to be announced by instructor. Given through the cooperation of the Portland chapter and the Pacific branch of the American Red Cross. In order to get the maximum value from this course, it is recommended that students register also in Physiology 302. Manville. Daily at 8. Room 106. *Three hours.*


351. *Play and Playground Programs for Elementary Schools.* This course will present methods and material for teaching play and games in the elementary grades, suitable for playground. The organization and problems of the playground program will be considered. Hooper. Daily at 10. Gymnasium. *Three hours.*
432s. Advanced Rhythemics. This is a continuation of the Elementary Dancing and Rhythmic course. The work will be more advanced. Students should have at least one semester's work in rhythmical dancing to enroll in the course. Hooper. Daily at 11. Gymnasium. *Three hours.*

**PHYSIOLOGY**

*Dr. Manville*

302. Physiology. A series of lectures including such subjects as the mechanism of the alimentary tract, its activities and the manner in which foods reach and are utilized by the tissues; the glands of internal secretion; the nervous system and special senses; blood circulation and respiration. Manville. Daily at 9. Room 106. *Three hours.*

**PLATOON LIBRARY**

*Miss Peck*


**POLITICAL SCIENCE**

*Dr. Broda*


PSYCHOLOGY

Dr. Crosland

302. Fact and Fable in Psychology. An attempt to dissipate many popular and naive notions about psychology and the human nature with which psychology deals. Such topics as telepathy and mind-reading; phrenology and character-analysis; rule-of-thumb classifications of human beings; super-salesmanship, advertising; showmanship and human nature, with special reference to attention, suggestion, emotions, and illusions of the senses; rationalization, its chief forms and its sources of origin; maladjustments and methods of treatment. Assigned readings, lectures, and discussion. Daily at 8. Room 113.

Three hours.

409. Advanced Psychology from an Objective Point of View. For upper division and graduate students. While it approaches a study of human nature from a practical, objective standpoint, it will examine critically the various objective methods and techniques of appraising human capabilities and of predicting human behavior. Such topics as classifying, measuring, and predicting human emotions; character and personality ratings; pseudo-scientific analyses of human traits by various physiognomy traits; memory and imagery-types tests; fallacies of reasoning; human error, particularly in memory, interpretation, and sensory experiences. Assigned readings, demonstrations and discussions. Daily at 9. Room 113.

Three hours.

ROMANCE LANGUAGES

Mr. Legrand

1as. First Course in French. First term. The rudiments of the French language. Pronunciation and the fundamental rules of syntax will be taught by means of oral drill and written exercises. The reading of a simple text will furnish the basis of conversation. Equivalent to first term of the 12-hour first-year course in French. Daily at 10. Room 115.

Three hours.


Three hours.

2as. Second Course in French. First term. A rapid review of grammar, advanced work in syntax, writing of short essays, and reading of typical works by modern authors. Conversational exercises will be based upon easy French narrative prose. The work will be conducted as far as possible in French. Equivalent to first term of the 12-hour second-year course in French. Daily at 9. Room 115.

Three hours.


Three hours.

SOCIOLOGY

Dr. Goldenweiser, Dr. Reynolds, Mrs. Dunbar, Dr. Messing

300s. Principles of Sociology. Treats of nature and man, the character of our social heritage, its origin and growth. Contributions of the various approaches to the field of sociology will be analyzed and the nature of the social order, social institutions and social control will be developed. Reynolds. Daily at 11. Room 107.

Three hours.

314. Community Organization. A study of the theories and methods of organization now used by national, state and local association; of constructive and destructive factors existing in community life; of the background of community movements. Students will make outline studies
of organizations functioning in local communities and will discuss such topics as the inter-relationships of organizations, the fundamental institutions of the community and the functions and inter-relations of national, state and local organizations. Dunbar. Daily at 11. Room 106.


Three hours.

351. Biology and Social Adjustments. A social hygiene course for students, teachers and social workers, with special reference to the program in Oregon. Consideration of the problems involved in adjusting the individual to a sex-social environment, with emphasis upon education in home and school for the solution of the problems discussed. Special lectures by authoritative speakers in the field of social hygiene. There will be available to students all of the Oregon social hygiene library, which is perhaps one of the largest libraries of its kind on the coast. Studies will be made of the literature available for sex education and recommendations made as to the best pamphlets and books for the various age groups and purposes for which the literature is to be used. About ten reels of motion pictures will be used in connection with the course. Messing. Daily at 8. Room 112.

Three hours.

352. Institute for Health Workers. To give health workers, teachers, public health nurses, volunteer workers and executive secretaries a working knowledge of the growth and development of health agencies, program methods and technique as applied to national, state and local organizations and programs. Visits to open air school, clinics and dispensary, and hospitals. Presentation of topics by experts and round-table discussions prepared and directed by the conductor. Will be held for a period of two weeks, from June 23 to July 3. Credit available only for those able to give full academic time to the institute for the two weeks period. Dunbar. Daily at 9, room 204. Daily at 2, 310 Fitzpatrick building, West Park and Oak streets.

Two hours.


Three hours.


Three hours.

490. The History of Anthropological Theories. (See Anthropology). Before evolution; the classical evolutionists; Franz Boas and the American School of Ethnology; recent tendencies. Goldenweiser. Tuesdays and Fridays, 2 to 4. Room C, Central Library.

Two hours.

COURSE FOR LABORATORY TECHNICIANS

Intended to give the student familiarity with the technique for the performance of the diagnostic tests that are routinely carried out in physicians' and hospital laboratories and in the laboratories of state and municipal health departments. It will include a fairly detailed study of the chief disease-producing bacteria, with special emphasis upon the characteristics necessary for the identification of specific organisms.
Some training in the preparation of culture mediums will be given and also in the production of diagnostic immune serums and vaccines. The technic of serological tests, including the Widal and Wassermann and Kahn reactions, will be given special attention and brief study will be made of the important animal parasites of man, especially with respect to their demonstration in pathological material.

The routine sanitary analysis of water, sewage and milk will be taught and exercise will be given in the routine examination of throat cultures, tuberculosis sputums and pus smears.

The chemical and microscopic methods of examination of the blood, urine, feces, stomach contents, etc., will be given as well as the more important functional tests. Methods of taking specimens such as blood and stomach contents will be included.

A ten-weeks full-time intensive course given in the laboratories of the University of Oregon medical school, from June 16 to August 22. Fee, $150. Special leaflet sent upon request.


111. Special Course in the Kahn Test. Two weeks, from June 16 to June 28. Fee, $30. Levin. Medical School. Three hours.


150. Serology and Immunology. Levin. Medical School. Three hours.

205. Bacteriology. Will consist of 48 hours of lectures and quizzes and 132 hours of laboratory work. Of this, 6 hours of lectures and 17 hours of laboratory work will be on Public Health Bacteriology and 6 hours of lectures and 16 hours of laboratory work on Parasitology. Sears. Medical School. Six hours.

PORTLAND SUMMER SESSION SCHEDULE OF COURSES AND ROOMS

8 a.m.

103 History and Appreciation of Music ................................................................. Goodrich
104 The Plays of Shakespeare's Middle Period ....................................................... Bates
105 Tennyson and Browning .................................................................................. Salyer
106 First Aid .......................................................................................................... Manville
107 Psychology of the Common Branches .............................................................. Gentle
108 Principles of Secondary Education .................................................................... Rothwell
110 Correlation of Subject Matter in Platoon Schools ......................................... Bryan
111 Early American History ................................................................................. Clark
112 Biology and Social Adjustments ...................................................................... Messing
113 Fact and Fable in Psychology ......................................................................... Crosland
115 Second Year French (third term) ..................................................................... LeGrand
116 Principles of Accounting .................................................................................. Janney
203 Elementary German ........................................................................................ Schmidt
206 Advanced Algebra ........................................................................................... Price
301 Drawing and Painting ...................................................................................... Campbell
309 Art as a Factor in the Modern Curriculum ..................................................... West
817 Elementary Plant Biology ............................................................................... Hemenway

9 a.m.

103 Applied Harmony and Theory ........................................................................ Goodrich
104 Philosophy of Modern Life ............................................................................... Bates
105 History of the English Language ....................................................................... Salyer
106 Physiology ........................................................................................................ Manville
107 Administration of Platoon Schools .................................................................. Holloway
108 Teaching of Social Science .............................................................................. Rothwell
110 Auditorium Activities in Platoon Schools ....................................................... Bryan
111 Oregon History ............................................................................................... Clark
112 Children's Literature ....................................................................................... Peck
118 Advanced Psychology from an Objective Point of View ................................... Crosland
Gym
C History
116 Second Year French (first term) ........................................... LeGrand
116 Principles of Economics ....................................................... McKay
203 German Stories and Conversation ..................................... Schmidt
204 Institute for Health Workers .............................................. Dunbar
206 Mathematics of Finance .................................................... Price
301 Landscape Sketching .......................................................... Campbell
309 Educational Values in Pictures ......................................... Wuest
312 Systematic Botany .............................................................. Hemenway & Hogue
318 Elementary Plant Biology Laboratory ............................... Hogue
Gym Elementary Dancing and Rhythms ................................. Hooper

10 a. m.
103 Song Interpretation and Choral Directing ............................ Bover
104 Eighteenth Century Prose .................................................... Smith
106 Magazine Writing .............................................................. Hull
106 Journalistic Writing ......................................................... Hunt
107 Educational Sociology ....................................................... Reynolds
108 History of Education in the United States ......................... Vennest
110 An Introduction to Anthropology ........................................ Goldenweiser
111 Europe 1870-1914 ............................................................. Barnes
112 History of China ................................................................... Blue
114 The Romantic Movement .................................................... Broda
115 Elementary French (first term) .......................................... LeGrand
116 Modern Economic Problems .............................................. McKay
209 Teaching of Modern Languages ....................................... Schmidt
206 Industrial Geography of Oregon ........................................ Lomax
206 College Geometry ........................................................... Price
301 Decorative Design .......................................................... Grey
304 Creative Design ............................................................... Hoverson
309 Field Study of Western Birds ............................................. Huestis
313 Climate and Environment in Plant Life .............................. Hemenway & Hogue
318 Elementary Plant Biology Laboratory ............................... Hogue
Gym Play and Playground Programs for Elementary Schools ... Hooper

11 a. m.
103 Methods of Teaching Public School Music ........................... Bover
104 Criticism, Book and Play Reviewing .................................. Smith
106 Short Story .......................................................................... Hull
106 Community Organization .................................................. Dunbar
107 Principles of Sociology ..................................................... Reynolds
108 Classroom Organization and Management ......................... Vennest
110 Theories of Evolution and Progress ................................... Goldenweiser
111 French Revolution ............................................................ Barnes
112 Colonial America .............................................................. Blue
113 Comparative Government ................................................... Broda
114 Development and Technique of the Novel ........................... Grabo
116 Elementary French (third term) ....................................... LeGrand
116 Modern Economic Problems ............................................. McKay
209 German Seminar in German Literature and Philology ...... Schmidt
206 Geography of North America .......................................... Lomax
206 Observation in Flatoon School ........................................... Gentle
304 Freehand Drawing ............................................................ Hoverson
309 Genetics ............................................................................... Hestis
316 Systematic Botany Laboratory .......................................... Hemenway & Hogue
317 Elementary Biology .......................................................... Larsell
Gym Advanced Rhythms ......................................................... Hooper

12 m.

Gym Sports and Women's Coaching ........................................ Krohn

1 p. m.
Gym Graded Exercises for Rural and City Schools ................... Krohn

Tuesday and Thursday
1 to 3:30 p. m.
316 Elementary Plant Biology Laboratory .................................. White

Central Library
Tuesday and Friday
2 to 4 p. m.
C History of Anthropological Theories .................................. Goldenweiser
How to Register (Undergraduates)

Undergraduates qualified to carry work may enter the summer session without submitting entrance credentials, but in order to become a candidate for a degree, all entrance requirements must be fulfilled.

**Step 1.** Secure an "Information Card" from the table in the lobby of Johnson hall (Administration building) and fill it out in ink. All women must present their Information Cards to the Dean of Women for her approval.

**Step 2.** Select as your adviser, from the list on page 2, the person who represents your major department or the department in which you expect to carry the most work. He will be stationed on the first floor. Go to him, show him your information card. He will give you a "Study Program" and assist you in filling it out, signing it as your adviser. He will also give you a "Cashier's Fee Card," which you should fill out to correspond with your study program.

**Step 3.** Take your study program, fee card and information card to the cashier on the second floor (windows 1, 2 and 3) and pay your fees. Leave the fee card with the cashier.

**Step 4.** Take your information card, your study program and your fee receipt to windows 8 and 9 and file the cards with the Registrar. NOW YOU ARE REGISTERED.

(After registration day, Monday, June 23, registrants call first at the office of the Director, 109 Commerce.)

How to Register (Graduates)

**Step 1.** Secure an "Information Card" from the table in the lobby of Johnson hall (Administration building) and fill it out in ink.

**Step 2.** Go to Registrar's office on the second floor (window 10). If you do not have a Card of Admission to the Graduate School, secure one from the Registrar's office. Secure also a blank study program.

**Step 3.** Go to the office of the dean of the Graduate School on the first floor (room 107) for preliminary conference.

**Step 4.** Select as your adviser, from the list on page 2, the person who represents your major department or the department in which you expect to carry the most work. He will be stationed on the first floor. Go to him, show him your information card. He will assist you in filling out your study program. He will also give you a "Cashier's Fee Card," which you should fill out to correspond with your study program.

**Step 5.** Return to the dean of the Graduate School who will sign your study program.

**Step 6.** Take your study program, fee card and information card to the cashier on the second floor (windows 1, 2 and 3) and pay your fees. Leave the fee card with the cashier.

**Step 7.** Take your information card, your study program and your fee receipt to windows 8 and 9 and file the cards with the Registrar. NOW YOU ARE REGISTERED.

(After registration day, Monday, June 23, registrants call first at the office of the Director, 109 Commerce.)
Summer Session Advisers

During the first day, Monday, June 23, students holding Art Center (Carnegie) scholarships report for registration directly to their adviser, Mr. Willcox, at 112 Architecture. All others will go to Johnson Hall (Administration Building) where they will find advisers as listed below. Registration hours are from 8 to 12 and from 1 to 4:30. After the first day these advisers will keep office hours in their own offices as shown on the next page.

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<td>Chemistry</td>
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<td>Physics</td>
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<td>Dean of Graduate School</td>
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<td>Dean of Women</td>
<td>Mrs. Schwering</td>
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Candidates for Degrees

All candidates for degrees to be granted at the summer session commencement exercises to be held at 11 o'clock on Friday, August 29, must observe the following requirements:

1. Formal application must be made to the Registrar during the first week of the regular session or during the first week of the post session if only this session is attended.

2. The diploma fee must be paid not later than August 23.
Offices of the Faculty

Members of the faculty other than advisers will be in their offices on Monday, June 23, from 8:30 to 12 and from 1:30 to 4:30; other days at office hours or by appointment.

L. B. Alderman (July 21-26) ................................................................. 103 Commerce
Eric W. Allen .................................................................................... 1 Journalism
Victoria Avakian .............................................................................. 106 Art
C. W. Bailey (June 30-July 5) ............................................................ 103 Commerce
Donald Barnes .................................................................................... 2 Commerce
W. G. Beadle ..................................................................................... 108 Commerce
Anne Landsbury Beck ....................................................................... Music Building
Lester F. Beck ................................................................................... 308 Condon
Arthur Boardman ........................................................................... Music Building
Richard W. Beck ................................................................................ 90 Science
John F. Bovard .................................................................................. 1229 East 14th
Ray P. Bowen .................................................................................... 3 Oregon
Prince Callison ................................................................................. McArthur Court
E. Lenore Chadford ............................................................................ Library
Arthur C. Cole ................................................................................... 2 Commerce
F. A. Cotton (July 14-19) ................................................................. 108 Commerce
Kari M. Dallenbach ........................................................................... 306 Condon
W. M. Davis ...................................................................................... 207 McClure
Charles Dawson ................................................................................ 17 University High School
B. W. DeBusk .................................................................................... 101 Johnson
E. E. DeLeon ..................................................................................... 5 Library
M. H. Douglass .................................................................................. 201 Villard
Virgil D. Enri .................................................................................... McArthur Court
Conah Mac Eills ................................................................................ 11 Education
Rudolf G. Ernst ................................................................................ 205 Commerce
David E. Fawley ............................................................................... 17 University High School
Grace M. Farland ............................................................................ 3 Commerce
Andrew Fish ...................................................................................... 101 Johnson
Leo Friedman ..................................................................................... 1 University High School
J. H. Gilbert ..................................................................................... 4 Deady
Margaret B. Goodall ........................................................................ 1 University High School
Charles A. Goodwin ........................................................................ 103 Commerce
W. R. Little ........................................................................................ 90 Science
Arthur C. Hicks ................................................................................ 201 Villard
George P. Hopkins .......................................................................... Music Building
Clare E. Howard ............................................................................... 205 McClure
C. L. Huffaker .................................................................................. 12 Education
Margaret Jackman ............................................................................ 109 Commerce
Kiang Kang-Hu ................................................................................ 202 Architecture
Ruth K. Knapp .................................................................................. 17 University High School
E. R. Knollin ..................................................................................... Men’s Gymnasium
John J. Landsbury ........................................................................... Music Building
Ralph Leighton .................................................................................. 10 Education
E. D. Malster ..................................................................................... 12 University High School
Frances Pierce McKnight .................................................................. Music Building
Ernest G. Moll ................................................................................... 205 Villard
Ralph U. Moore ................................................................................ 108 Commerce
Victor M. Morris ............................................................................. 104 McClure
Philip G. Nerseth ............................................................................. 108 Commerce
Philip A. Parsons ............................................................................. 12 Johnson
Edith Baker Pattee ........................................................................... 12 University High School
Lillian Raynor .................................................................................. 107 Johnson
George Rebec ................................................................................... 107 Oregon
Kurt F. Reinhardt ............................................................................. McArthur Court
William J. Reinhart ........................................................................ McArthur Court
Richard A. Rice ................................................................................ 201 Villard
Blanche Roberts .............................................................................. Music Building
Molae Sænæs (July 7-12) ................................................................. 103 Commerce
Emerson P. Schmidt ......................................................................... 108 Commerce
Hazel Frutman Schwering ............................................................... 109 Johnson
Robert H. Seashore ........................................................................ 304 Condon
Ottile T. Seybolt ................................................................................ 106 Johnson
Henry D. Sheldon ............................................................................ 14 Education
Eugene Shields ................................................................................ 205 McClure
F. L. Shinn ...................................................................................... 31 Library
Della J. Sisler (June 24-28) .............................................................. 31 Library
David Snedden (July 24-28) ............................................................. 1 McClure
G. W. Spears .................................................................................... McArthur Court
O. F. Stafford ................................................................................... 1 McClure
John H. Stehn .................................................................................. Music Building
F. L. Stone ........................................................................................ 4 Education
Rex Underwood ................................................................................ Music Building
Andrew Vincent ................................................................................ 117 Architecture
Ivan R. Waterman ............................................................................ 7 Education
W. R. Wilcox .................................................................................... 201 Architecture
Janet G. Woodruff ........................................................................... Women’s Gymnasium
Leavitt O. Wright ............................................................................. 102 Oregon
Nowland B. Zane ............................................................................. Studio, Art Annex
FEES

Regular Registration Fee ........................................ $20.00
Non-resident Registration Fee ................................. 25.00
Fee for One Course Only ..................................... 3.00 per credit hour
Auditors Fee ..................................................... $5.00 per course
Post Session Fee .................................................. 10.00
Auditors Fee for Post Session ............................... 2.50 per course

There are laboratory fees for certain courses

CAMPUS CLASS SCHEDULE

Nearly all classes meet daily except Saturday, and carry three hours
of credit. Variations from this rule are indicated in the catalogue.
Nine term hours is normally the maximum that can be earned in the
regular session. See the director for exceptions.

EUGENE SUMMER SESSION SCHEDULE OF COURSES
AND ROOMS

Eight o’Clock

ART
162a. Freehand Drawing ......................................... Vincent 112 Architecture
317a. Art Appreciation ........................................... Zane 107 Architecture

CHEMISTRY
201ab. General Chemistry (class 8 to 10, M T W
Th; 8 to 9 F) ..................................................... Stafford 106 McClure
210ab. Second Year Chemistry (class 8 to 10, M T
W Th; 8 to 9 F) ................................................... Friedman 305 McClure

DRAMA
143a. Voice and Phonetics ....................................... Seybold Friendly Hall

ECONOMICS
203a. Principles of Economics .................................. Morris 106 Commerce

EDUCATION
300a. Methods in Modern Foreign Languages ............... Pattee 12 Univ. High
440a. Psychology of Atypical Children .................. DeBusk 4 Education
442a. The Teaching of Backward Children, Advanced .Fernald 2 Education
464a. Tests and Measurements ................................ Waterman 3 Education

ENGLISH
101a. English Survey (first term) ......................... Hicks 101 Villard
351a. Classical Poets ......................................... Moll 108 Villard
442a. The Early 19th Century Novel ......................... Ernst 107 Villard

GEOGRAPHY
385a. Physiography: The Forms of the Lands .............. Davis 101 Condon

GERMAN
1a. Elementary German ........................................ Reinhardt 107 Oregon

HISTORY
362a. England from 1860 to 1870 ......................... Barnes 8 Commerce
469a. Great Historians ......................................... Fish 4 Commerce

LIBRARY METHODS
341a. Books for High School Libraries ................. Howard 34 Library
362a. Library Work With Children ......................... Casford 4 Library

MATHEMATICS
101a. Unified Mathematics, or
801a. Differential and Integral Calculus ................ DeCou 208 Commerce

MUSIC

PHYSICAL EDUCATION
300a. Physiology of Exercise ................................ Bovard 121 Gerlinger

PHYSICS
204a. General Physics (first term of regular course
without laboratory) ........................................... McAlister 105 Deady

PSYCHOLOGY
202a. General Psychology ....................................... Seashore 106 Oregon

ROMANCE LANGUAGES
270a. Spanish Literature ........................................ Wright 4 Oregon

1a. Elementary French ........................................ 6 Oregon

SOCIOLGY
309. Social Evolution ........................................... Parsons 106 Oregon
## Nine o'Clock

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<tr>
<th>ART</th>
<th>174a. Lettering</th>
<th>Zane</th>
<th>120 Architecture</th>
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<tr>
<td></td>
<td>378b. Crafts (class 9 to 11)</td>
<td>Avakian</td>
<td>107 Art</td>
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<td>BUSINESS ADMINISTRATION</td>
<td>456a. Investments</td>
<td>Faville</td>
<td>107 Commerce</td>
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<td>CHEMISTRY</td>
<td>405ab. Organic Chemistry (9 to 11, M T W Th; 9 to 10, F)</td>
<td>Shinn</td>
<td>108 McClure</td>
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<td>DRAMA</td>
<td>242a. Interpretation and Personation</td>
<td>Seybolt</td>
<td>Friendly Hall</td>
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<td>ECONOMICS</td>
<td>324a. Trusts and Industrial Combinations</td>
<td>Schmidt</td>
<td>106 Commerce</td>
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<td>413a. Banking Credit and Crises</td>
<td>Gilbert</td>
<td>105 Commerce</td>
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<td>EDUCATION</td>
<td>485a. Guidance in Junior and Senior High Schools</td>
<td>Stetson</td>
<td>3 Education</td>
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<td></td>
<td>441b. The Teaching of Backward Children (Introduction)</td>
<td>Fernald</td>
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<td>ENGLISH</td>
<td>103a. English Survey (third term)</td>
<td>Hicks</td>
<td>101 Villard</td>
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<td>389a. Romantic Poets of the Nineteenth Century</td>
<td>Rice</td>
<td>108 Villard</td>
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<td></td>
<td>394. Elements of Style</td>
<td>Moll</td>
<td>108 Villard</td>
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<tr>
<td>GERMAN</td>
<td>301a. German Literature, or</td>
<td>Reinhardt</td>
<td>107 Oregon</td>
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<td>356. German Culture and Civilization</td>
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<td>HISTORY</td>
<td>579a. Middle Period of American History, 1829 to 1905</td>
<td>Cole</td>
<td>5 Commerce</td>
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<td>412a. Greek History</td>
<td>Barnes</td>
<td>8 Commerce</td>
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<td>JOURNALISM</td>
<td>210a. Journalistic Writing</td>
<td>Allen</td>
<td>104 Journalism</td>
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<td>LIBRARY METHODS</td>
<td>342a. School Library Administration</td>
<td>Howard</td>
<td>24 Library</td>
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<td>361a. Children's Literature</td>
<td>Casford</td>
<td>4 Library</td>
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<td>MATHEMATICS</td>
<td>402a. Higher Algebra</td>
<td>DeCou</td>
<td>208 Commerce</td>
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<tr>
<td>MUSIC</td>
<td>341a. Elementary Harmony (daily except Friday)</td>
<td>Beck</td>
<td>Music Building</td>
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<td>PHYSICS</td>
<td>316a-418a. Electrical Measurements—Radio</td>
<td>McAlister</td>
<td>8 Deady</td>
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<td>POLITICAL SCIENCE</td>
<td>350. Contemporary Political Theory and Practice</td>
<td>Nesseius</td>
<td>101 Oregon</td>
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<td>PSYCHOLOGY</td>
<td>479a. Attention</td>
<td>Dallenbach</td>
<td>301 Condon</td>
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<td>ROMANCE LANGUAGES</td>
<td>11a. Elementary Spanish</td>
<td>Wright</td>
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<td>SOCIOLGY</td>
<td>427. Problems of Social Institutions, or</td>
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<td></td>
<td>428. A Critical Analysis of Social Unrest</td>
<td>Parsons</td>
<td>106 Oregon</td>
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## Ten o'Clock

<table>
<thead>
<tr>
<th>ART</th>
<th>405. Oriental Art</th>
<th>Kiang Kang-Hu</th>
<th>107 Arch</th>
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<td>BUSINESS ADMINISTRATION</td>
<td>475a. Merchandising</td>
<td>Faville</td>
<td>107 Commerce</td>
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<tr>
<td>DRAMA</td>
<td>347. Stage Craft and Play Production</td>
<td>Seybolt</td>
<td>Friendly Hall</td>
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<td>ECONOMICS</td>
<td>405a. Labor Problems</td>
<td>Schmidt</td>
<td>106 Commerce</td>
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<td>EDUCATION</td>
<td>308a. Teaching of Literature in the Secondary Schools</td>
<td>Goodall</td>
<td>1 Univ. High</td>
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<td>477a. School Administration</td>
<td>Waterman</td>
<td>2 Education</td>
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<td>496a. The Secondary Schools of Oregon</td>
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<td>3 Education</td>
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<td>ENGLISH</td>
<td>251a. Report Writing (English B)</td>
<td>Hicks</td>
<td>101 Villard</td>
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<td>436a. English Drama</td>
<td>Ernst</td>
<td>107 Villard</td>
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<td>492a. Nineteenth Century Prose</td>
<td>Rice</td>
<td>108 Villard</td>
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<td>GEOGRAPHY</td>
<td>430. Geography of the United States</td>
<td>Davis</td>
<td>101 Condon</td>
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<td>HISTORY</td>
<td>342a. Nineteenth Century Europe</td>
<td>Fish</td>
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<td></td>
<td>473a. Reconstruction and the New South</td>
<td>Cole</td>
<td>5 Commerce</td>
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### ASSEMBLY

First week: Wednesday, Thursday, Friday  
After first week: Monday, Wednesday, Friday  

**HISTORY**

**MUSIC**

**PSYCHOLOGY**

**POLITICAL SCIENCE**

**PHYSICS**

**ROMANCE LANGUAGES**

**ART**

**CHEMISTRY**

**EDUCATION**

**PHYSICAL EDUCATION**

**LIBRARY METHODS**

**MATHEMATICS**

**PHILOSOPHY**

**PHYSICS**

**ENGLISH**

**EDUCATION**

**PHYSICAL EDUCATION**

**LIBRARY METHODS**

**ART**

**CHEMISTRY**

**PHYSICS**

**ENGLISH**

**EDUCATION**

**PHYSICAL EDUCATION**

**LIBRARY METHODS**

**ART**

**CHEMISTRY**

**PHYSICS**

**ENGLISH**

**EDUCATION**

---

**JOURNALISM**

400a. Article and Feature Writing and Editing  

**LIBRARY METHODS**

352a. Classification and Subject Headings  

**MATHEMATICS**

404a. Analytical Trigonometry  

**PHYSICAL EDUCATION**

115a. Coaching of Baseball (10 to 12)  

**POLITICAL SCIENCE**

408a. International Relations  

**PSYCHOLOGY**

471a. Memory and Learning  

**ROMANCE LANGUAGES**

519a. Spanish Seminar  

**ART**

327a. Painting  

**CHEMISTRY**

201ab. General Chemistry Laboratory (1 to 4)  

**EDUCATION**

335a. Educational Psychology  

**ENGLISH**

202a. The Plays of Shakespeare's Middle Period  

**LIBRARY METHODS**

351a. Cataloging, Study of Card Catalog  

**MUSIC**

313a. Public School Music  

**PHYSICAL EDUCATION**

116a. Coaching of Track (1 to 3)  

**PHYSICS**

204a. General Physics Laboratory (1 to 4)  

**LIBRARY METHODS**

322a. Elementary Reference Work  

**ART**

397. Civilization and Art Epochs  

**EDUCATION**

302a. Problems in Secondary Education  

**PHILOSOPHY**

300. Aesthetics  

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**Eleven o'Clock**

Music Building  
Villard Hall  

**One o'Clock**

**Two o'Clock**
PHYSICAL EDUCATION
146s. Activities for High School Boys.............Knollin........Men's Gym
147s. Basketball for Junior High School Boys......Knollin........Men's Gym
208s. Elementary School Methods................Woodruff........Women's Gym

PHYSICAL EDUCATION
306s. Contemporary French Literature............Bowen........6 Oregon

Three o'Clock

EDUCATION
391s. Decorative Design............................Zane........120 Architecture

PHILOSOPHY
406. Ethics..........................................Rebec........109 Oregon

PHYSICAL EDUCATION
306s. Secondary School Methods................Woodruff........Women's Gym
118s. Coaching of Football (3 to 5:30)........Spears........McArthur Court

Four o'Clock

EDUCATION
478. Business Administration of School Systems...Huffaker........2 Education

PHYSICAL EDUCATION
114s. Coaching of Basketball (7 p.m. to 9 p.m.)...Reinhart........McArthur Court

Seven o'Clock

BUSINESS ADMINISTRATION
468s. Senior Thesis................................Faville........107 Commerce

Time to Be Arranged

ART
528. Seminar in Art and Life......................Willcox........301 Architecture
275. Modelling.....................................Bock..............103 Art
160s. Color..........................................Ayaskan........107 Art
172s. Composition..................................Vincent........113 Architecture

BUSINESS ADMINISTRATION
468s. Senior Thesis................................Faville........107 Commerce

ECONOMICS
507s. Economics Seminar.........................Economics staff........106 Commerce

EDUCATION
445s. Supervised Teaching......................DeBusk, Fernald, Rayner
Kneeland........Education

ENGLISH
508s. Seminar......................................Rice........108 Villard
518s. Seminar, Romantic Tendencies in the Eighteenth Century...Rice........107 Villard

GERMAN
401s. German Seminar............................Reinhardt........107 Oregon

HISTORY
566s. Seminar: Reforms in Great Britain (1815-1850)....Barnes........8 Commerce

MUSIC
252. Class Plan for Public School and Private
Music Teachers................................Roberts........Music Building
253. Organization and Direction of High School
Orchestras........................................Underwood........Music Building
254. Band Organization..........................Stehn........Music Building
118s. Group Instruction in Piano................Hopkins........Music Building
318s. Pipe Organ..................................McKnight........Music Building

PHYSICS
390s. Laboratory Arts............................Goodwin........101 Deady
300a. Laboratory Arts—Glassblowing........Mcallister........8 Deady
420-520. Advanced and Graduate Courses.........Mcallister........2 Deady

POLITICAL SCIENCE
210s. Seminar in Political Science: Democracy in Central and North-East Europe...Neserius........101 Oregon

PSYCHOLOGY
530s. Seminar in Psychology....................Dallenbach........824 Condon

SOCIOLOGY
615. Social Problems Seminar...................Parsons........106 Oregon
# POST SESSION

## Eight o'Clock

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<th>Subject</th>
<th>Course Code</th>
<th>Description</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>CHEMISTRY</td>
<td>201cs</td>
<td>General Chemistry (8 to 10)</td>
<td>Stafford</td>
<td>105 McClure</td>
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<td>210cs</td>
<td>Second Year Chemistry (8 to 10)</td>
<td>Friedman</td>
<td>206 McClure</td>
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<td>EDUCATION</td>
<td>461ps</td>
<td>Child Psychology</td>
<td>Conover</td>
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<td>ENGLISH</td>
<td>300</td>
<td>Post-War American Poetry</td>
<td>Bates</td>
<td>107 Commerce</td>
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<td>HISTORY</td>
<td>363s</td>
<td>England from 1760 to 1798</td>
<td>Barnes</td>
<td>8 Commerce</td>
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<tr>
<td>PHYSICS</td>
<td>204cs</td>
<td>General Physics (8 to 10)</td>
<td>Goodwin</td>
<td>105 Deady</td>
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<tr>
<td>ROMANCE LANGUAGES</td>
<td>251s or 351s</td>
<td>French Literature (Three or six hours)</td>
<td>Oregon</td>
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## Nine o'Clock

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<th>Course Code</th>
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<tr>
<td>CHEMISTRY</td>
<td>400ca</td>
<td>Organic Chemistry</td>
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<td>ECONOMICS</td>
<td>441s</td>
<td>Economics of War</td>
<td>Morris</td>
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<td>Junior High School</td>
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<td>Biography</td>
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<td>HISTORY</td>
<td>413s</td>
<td>The Roman Empire</td>
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<td>Vannest</td>
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<td>476ps</td>
<td>School Survey</td>
<td>Huffaker</td>
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<td>HISTORY</td>
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<td>History of Japan</td>
<td>Blue</td>
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<td>504s</td>
<td>Sound</td>
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<td>302 Condon</td>
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<td>SOCIOLOGY</td>
<td>310</td>
<td>Development of Social Welfare</td>
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<td>210cs</td>
<td>Second Year Chemistry Laboratory (1 to 4)</td>
<td>Friedman</td>
<td>206 McClure</td>
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<td>405s</td>
<td>Organic Chemistry Laboratory (1 to 4)</td>
<td>Shinn</td>
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