

# 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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O R E G O N



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## TABLE OF CONTENTS

FACULTY .....	3
REGISTRATION, FEES AND CREDIT .....	12
ADMISSION AND DEGREES .....	12
GRADUATE SCHOOL .....	14
CAMPUS SESSION .....	16
Calendar .....	16
Post-Session .....	16
Registration Procedure .....	16
Athletic Coaching School .....	17
Appointment Bureau .....	18
Recreation .....	18
Board and Room .....	19
COURSES, CAMPUS SESSION .....	20
Art .....	20
Business Administration .....	22
Chemistry .....	22
Drama .....	23
Economics .....	24
Education .....	24
English .....	30
Geography .....	31
German .....	31
History .....	32
Journalism .....	33
Library Methods .....	33
Mathematics .....	34
Music .....	34
Philosophy .....	37
Physical Education .....	37
Physics .....	39
Political Science .....	40
Psychology .....	41
Romance Languages .....	42
Sociology .....	43
Post-Session .....	44
SCHEDULE OF COURSES AND ROOMS, EUGENE .....	46
POST-SESSION TO ALASKA .....	52
SUMMER SESSION TO HAWAII .....	53
PORTLAND SESSION .....	55
Registration .....	56
Graduate Credit .....	56
Expenses .....	57
Platoon Demonstration School .....	58
COURSES, PORTLAND SESSION .....	59
Art .....	59
Biology .....	60
Botany .....	61
Economics .....	61
Education .....	61
English .....	63
Geography .....	64
German .....	64
History .....	65
Journalism .....	65
Mathematics .....	66
Music .....	66
Philosophy .....	67
Physical Education .....	67
Physiology .....	68
Platoon Library .....	68
Political Science .....	68
Psychology .....	69
Romance Languages .....	69
Sociology .....	69
Institute for Health Workers .....	70
SCHEDULE OF COURSES AND ROOMS, PORTLAND .....	71

# THE SUMMER SESSIONS

## THE FACULTY, 1930

ARNOLD BENNETT HALL, B.A., J.D., LL.D.....	<i>President of the University</i>
BURT BROWN BARKER, B.A., LL.B.....	<i>Vice President of the University</i>
ALFRED POWERS, B.A.....	<i>Director of the Summer Sessions</i>
W. G. BRATTIE, B.A.....	<i>Assistant Director, Eugene Session and Post Session</i>
GEORGE REBEC, Ph.D.....	<i>Dean of the Graduate School</i>
EARL M. PALLETT, M.S.....	<i>Registrar of the University</i>
M. H. DOUGLASS, M.A.....	<i>University Librarian</i>
HAZEL M. PRUTSMAN, Ph.B.....	<i>Acting Dean of Women</i>
MARGARET JACKMAN, B.A.....	<i>Secretary, Eugene Session</i>
MARGARET M. SHARP.....	<i>Secretary, Portland Session</i>

## THE CAMPUS SESSION

- L. R. ALDERMAN, B.A.....*Specialist in Adult Education, U. S. Bureau of Education, Washington, D. C.*  
McMinnville College; B.A., Oregon, 1898. Public school system of Oregon, as teacher, principal, city superintendent, county superintendent and state superintendent of public instruction, 1899-1918; faculty, Oregon, 1908-10; Y. M. C. A. work and Army Educational Corps in France and Germany, 1919; educational director, U. S. Navy, 1919-24. Specialist in adult education, U. S. Bureau of Education, since 1924.
- 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, 1909-12; correspondent, eastern papers, 1905-12. Faculty, Oregon, from 1912; dean of the school of journalism from 1916.
- 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.
- C. W. BAILEY, M.A.....*Headmaster, Holt Secondary School, Liverpool, England*  
Formerly special lecturer, University of Liverpool; secretary, English section of the Joint Committee for the Study of Secondary Education in England and America; headmaster, Holt Secondary School since 1907. Author: *The Joyous Wayfarers*; *School Plays*. Associate editor of *Independent Education*.
- DONALD BARNES, Ph.D.....*Professor of History*  
B.A., Nebraska, 1916; M.A., Harvard, 1917; Ph.D., 1924; Harvard Scholarship, 1915-16; Thayer Fellowship, 1916-17; Harrison Fellowship in History, Pennsylvania, 1917-18; Bayard Cutting Traveling Fellowship, Harvard, 1920-21; Parker Traveling Fellowship, 1921-22; London School of Economics, 1920-21; Sorbonne, Paris, 1921; Cambridge, England, 1922. Faculty, Oregon, from 1922.
- ANNE LANDBURY BECK, B.A.....*Professor of Music*  
Student, Simpson College; Colorado Normal; California; B.A., Oregon, 1919. Faculty, Oregon, from 1918.
- LESTER F. BECK, B.A.....*Laboratory Assistant in Psychology*  
Senior assistant in psychology, 1929-30; B.A., Oregon, 1930.
- 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, Torino.
- RICHARD W. BOCK.....*Associate Professor of Sculpture*  
Member of the National Sculpture Society; student at Academy of Bildendi Kunste, Berlin; Ecole de Beaux Arts, Paris; sculptor of memorial monuments—Illinois, Shiloh Battlefield Lovejoy Memorial at Alton, Ill., Indianapolis Public Library, Hippach Memorial Chapel, etc. Taught: Chicago Architectural Society; Chicago Art Academy; Rosary College. Faculty, Oregon, from 1929; head, sculpture department, Oregon.
- JOHN FREEMAN BOVARD, Ph.D.....*Dean of the School of Physical Education and Professor of Physiology*  
B.A., California, 1903; M.A. 1906; graduate student, Harvard, 1914-15; Ph.D., California, 1916. Faculty, Oregon, from 1906; present position from 1920.

- RAY P. BOWEN, Ph.D.....*Chairman of Department of Romance Languages*  
B.A., Harvard, 1905; M.A., Cornell, 1915; Ph.D., 1916; University of Geneva, Switzerland, University of Grenoble, France, 1911-12; University of Paris, 1921-22. Faculty, Huron College, 1909-14; Cornell, 1914-16; Syracuse, 1916-18, 1920-25; Earlham, 1918-19; Colorado College, 1919-20; Sorbonne (lecteur d'Americain), 1921-22; Oregon, chairman of department, from 1925.
- PRINCE CALLISON, B.B.A.....*Freshman Football Coach*
- E. LENORE CASFORD, B.A.....*Periodical Librarian*  
Graduate, Carnegie Library School, Pittsburgh, 1922; B.A., Oregon, 1927. First assistant, school department, Library Association of Portland, 1922-25. Present position from 1926.
- MARGARET D. CRESECH, B.A.....*Assistant Professor of Applied Sociology,*  
*School of Applied Social Science*  
B.A., Reed College, 1915; visitor for the Social Welfare Association, Grand Rapids, Michigan; executive secretary of the Home Service Section, Portland Chapter, American Red Cross; secretary of the Confidential Exchange, Portland, 1920-23. Faculty, Oregon, from 1923.
- 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, 1914, 1926; University of Pennsylvania, summer, 1911; University of Texas, summer, 1920; Robert Brookings Graduate School of Economics and Government, spring, 1925; University of Wisconsin, summer 1928, 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*  
B.S., Penn College, 1917; M.A. Harverford College, 1921. Graduate student in education, University of Iowa, University of Oregon. Present position from 1926.
- FASSETT ALLEN COTTON.....*Formerly State Superintendent of Schools of Indiana*  
State Normal School, Terre Haute, Indiana, 1888-89; B.A., Butler, 1902; Ph.B., Chicago, 1902; LL.D., Franklin College, 1905. Public school system of Indiana, as teacher, 1882-89; as county superintendent, 1889-95; as deputy state superintendent of public instruction, 1895-1901; as state superintendent of public instruction, 1903-09. President, State Normal School, La Crosse, Wisconsin, 1909-21; president, Northern Arizona State Teachers' College, Flagstaff, 1921-27. Public lecturer since 1927.
- KARL M. DALLENBACH, Ph.D.....*Assistant Professor of Psychology, Cornell University*  
B.A., Illinois, 1910; M.A., Pittsburgh, 1911; Ph.D., Cornell, 1913. Graduate fellow, Pittsburgh, 1910-11; Sage fellow, Cornell, 1911-13. Faculty, Illinois, 1909-10; Oregon, 1913-15; Ohio State University, 1915-16; Cornell, 1916-18. Capt. Sn. C., U. S. A., 1918-19. Faculty, Cornell, from 1920. Associate and business editor of The American Journal of Psychology, 1921-25; editor from 1926.
- WILLIAM MORRIS DAVIS, Ph.D., Sc.D.....*Emeritus Professor of Geology, Harvard University*  
B.S., Lawrence Scientific School (Harvard), 1869; M.E. 1870; Sc.D., University of Cape of Good Hope, 1905; Ph.D., University of Greifswald, 1906; Ph.D., University of Christiana, 1911; D.S., University of Melbourne, 1914. Instructor, 1878-85; assistant professor, 1885-90; professor of physical geography, 1890-99; Sturgis-Hooper professor of geology, 1899-1912; professor emeritus, Harvard University from 1912. Author: Elementary Meteorology, Physical Geography, The Triassic Formation of Connecticut, Geographical Essays, Physiogeographie (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., 1915. 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-; 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 scholarship, Yale, 1900-01. Faculty, Bethel College, Kentucky, 1897-99, 1901-02; acting president, 1902; chairman of department of mathematics, Oregon, from 1902.
- VIRGIL D. EARL, B.A.....*Professor of Physical Education and Director of Athletics*  
B.A., Oregon, 1906. Faculty, Washington High School, Portland, 1908-19; principal, Astoria High School, 1919-23; faculty, Oregon, from 1923.

- CONAH MAE ELLIS, M.A.....*Adviser of Girls, North Central High School, Spokane, Washington*  
B.A., College of Emporia, Kansas, 1919; graduate student, University of Colorado, 1922, 1925; M.A., Teachers' College, Columbia University, 1928-29.
- RUDOLF H. ERNST, Ph.D.....*Associate Professor of English*  
B.A., Northwestern College, Wisconsin, 1904; student, Theological Seminary, Wauwatosa, 1905-07; University of Rostock, Germany, 1908-09; University of Leipzig, 1909-19; Sorbonne, Paris, 1911; M.A., Harvard, 1912; Ph.D., 1918; Thayer fellowship, Harvard. Faculty, Northwestern College, 1904-05, 1907-08; Washington, 1912-23; Oregon, from 1923.
- DAVID E. FAVILLE, 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, University of California at Los Angeles*  
B.A., Mt. Holyoke, 1908; M.A., 1905; Ph.D., Chicago, 1907. Faculty, Bryn Mawr, 1907-08; Lake Erie College, 1908-09; psychologist, Juvenile Psychopathic Institute of Chicago, 1909-10; director, psychological laboratory, State Normal School, Los Angeles, 1911-18; faculty, California, from 1918. Author: *Color Phenomena of Peripheral Vision*; *California State Speller and Teachers Manual*; *Tests for Use 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 1920.
- LEO FRIEDMAN, Ph.D.....*Assistant Professor of Chemistry*  
B.S., Maine, 1925; 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, 1925-27. Present position from 1927.
- MARGARET BANNARD GOODALL, B.A.....*Instructor in Education*  
B.A., Oregon, 1924. Present position, supervisor of English in University High School, since 1916.
- CHARLES A. GOODWIN, B.S.....*Instructor in Physics*  
B.S., Oregon State College, 1927. Graduate assistant in physics, University of Oregon, 1927-28, 1929-30; instructor in physics, Oregon State College, 1928-29.
- 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 P. HOPKINS, B.A.....*Professor of Music, Piano*  
B.A., Oregon, 1921. Student, Peabody Conservatory, Baltimore. Piano with Alfred Butler, Los Angeles; Harold Randolph, Baltimore; Ernest Hutcheson, New York. Composition with Gustave Strube, Baltimore; Sigismond Stojowski and Rubin Goldmark, New York. Faculty, Oregon, 1919-23, and from 1925 to present time.
- CLARA E. HOWARD, B.A.....*Chairman of Library School, New Jersey College for Women*  
B.L.S., Illinois, 1901; student, University of Pittsburgh, 1925; graduate student, Columbia University, 1927-28; summer institute for instructors in library science, University of Chicago, 1926. Librarian, Wylie Avenue Branch, Carnegie Library, Pittsburgh, 1901-03; secretary to librarian, Carnegie Library, Pittsburgh, 1918-15; assistant, Carnegie Library, Pittsburgh, 1901-04; teacher librarian, Schenley High School, Pittsburgh, 1916-25; 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., 1923. Superintendent of schools, Iowa, 1915-22; research assistant, Iowa, 1922-23; faculty, Arizona, 1923-27; Oregon, from 1927.
- KIANG KANG-HU.....*Research Staff, Library of Congress, Washington, D. C.; 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 KNEELAND, M.A. .... Formerly Principal, Bellevue School for  
Clinical Cases, Los Angeles  
B.S., Oregon, 1924; M.A. Stanford, 1928; director of education (supervisor of un-  
graded work, Kenosha, Wisconsin, 1924-25; clinical psychologist and principal of  
Echandia School, Los Angeles, 1925-26; 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, Fort Scott, 1918. Instructor, Athletic Coaching School, University of  
Illinois, 1919-21; instructor, physical education and athletics, Stanford, 1915-17; act-  
ing 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, 1924-29.
- JOHN J. LANDSBURY, Mus.D. .... Dean of the School of Music, Piano  
Mus.B., Simpson College, 1900; Mus.D., 1909; pupil of Max Bruch, Berlin; graduate  
student, University of Berlin. Faculty, Simpson College, Baker University; Oregon,  
from 1914.
- RALPH LEIGHTON, B.A. .... Instructor in Education  
B.A., College of Idaho, 1925. Faculty, College of Idaho, 1925-28; Oregon, from 1928.
- E. D. McALISTER, Ph.D. .... Assistant Professor of Physics  
B.A., Oregon, 1923; M.A., 1925; Ph.D., California, 1928. Faculty, Oregon, from 1928.
- ERNEST GEORGE MOLL, M.A. .... Assistant Professor of English  
B.A., Lawrence College, 1922; M.A., Harvard, 1923. Faculty, Colorado, 1923-28;  
Oregon, from 1928.
- RALPH U. MOORE, M.A. .... Assistant Professor of Education and  
Principal of University High School  
B.A., Oregon, 1923; M.A., 1929. Present position, from 1925.
- VICTOR P. MORRIS, Ph.D. .... Associate Professor of Economics  
B.A., Oregon, 1915; M.A., 1920; Ph.D., Columbia, 1930. Faculty, Grinnell College,  
1922-24; Oregon Agricultural College, 1924-26; Oregon, from 1926.
- PHILIP GEORGE NESERIUS, 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, 1923-25; Harvard, 1928-30. Faculty,  
Ohio State University, 1925-26; Louisiana Polytechnic Institute, 1926-28; New Hamp-  
shire, 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, 1904-06; graduate student, Columbia, and research fellow, School of Phil-  
anthropy, 1908-09; Ph.D., 1909; LL.D., Culver-Stockton College, 1927. Faculty,  
Syracuse, 1909-20; director of University Settlement, Syracuse; lecturer, Department  
Immigrant Education, State of New York, 1912-18; director of Portland School of  
Social Work, 1920-29; present position from 1929.
- EDITH BAKER PATTEE, 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,  
Los Angeles  
B.S., University of Southern California, 1927.
- GEORGE REBEC, Ph.D. .... Dean of the Graduate School and Professor of Philosophy  
B.A., Michigan, 1891; student at Strassburg, 1893-94; Ph.D., Michigan, 1896; student  
in Florence, Italy, 1908-09. Faculty, Michigan, 1894-1909; Oregon, 1912-18; director,  
Portland Extension Center, 1918-23; professor of education, Reed College, 1920-21;  
head of department of philosophy and dean of Graduate School, Oregon, from 1920.
- 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 Woelfflin, 1916-17; stage director,  
Munich, 1918; editor in Freiburg; correspondent in Canada, 1927-28.
- WILLIAM J. REINHART. .... Instructor in Physical Education and  
Coach of Basketball and Baseball  
Oregon, three years. Present position, from 1923.

- RICHARD ASHLEY RICE, M.A.**.....*Professor of English, Smith College*  
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.
- MOISÉS SÁENZ, M.A.**.....*Assistant Secretary of Education, Republic of Mexico*  
B.A., Washington and Jefferson College, 1912; Columbia University, 1922. 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 Inglés*; *Las Cinco Maravillas*; *Some Mexican Problems* (with H. I. Priestley); *Escuelas Federales de la Sierra de Puebla*; *Escuelas Federales de San Luis Potosi*; *Resena de la Educacion en Mexico*.
- EMERSON P. SCHMIDT, M.A.**.....*Assistant Professor of Economics*  
B.A., North Central College, 1923; M.A., University of Toronto, 1924; graduate student, University of Wisconsin, 1926-28. Faculty, Marquette University, 1924-26; assistant in economics, University of Wisconsin, 1926-28; Oregon, from 1928.
- ROBERT HOLMES SEASHORE, Ph.D.**.....*Associate Professor of Psychology*  
B.A., Iowa, 1923; M.S., 1924; Ph.D., 1925. Faculty, Ohio State University, 1925-26; National Research Council fellow in biological sciences, Stanford University, 1926-28. Faculty, Oregon, from 1928.
- OTILIE T. SEVBOLT, M.A.**.....*Assistant Professor of English and Director of Dramatics*  
B.A., Mt. Holyoke College, 1910; M.A., Wisconsin, 1915; graduate student, Wisconsin, 1916-18; graduate student, Columbia University, 1912, 1913, 1924; graduate student, California, 1920-21. Faculty (summers), Wisconsin, 1918, 1919, 1924, 1925; faculty, Vassar College, 1921-25; Smith College, 1925-26; Colorado (summer), 1926; Minnesota, 1926-27; Grinnell College, 1927-28; Oregon, from 1928.
- HENRY D. SHELDON, Ph.D.**.....*Dean of the School of Education*  
B.A., Stanford, 1896; M.A., 1897; Ph.D., Clark, 1900; student, 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, 1904-05; Oregon from 1907; acting head of department, 1918-22.
- DELLA J. SISLER, B.L.S., M.A.**.....*Assistant Professor, School of Librarianship, University of California*  
B.L.S., Illinois; M.A., California; cataloguer, Kansas State Normal School; librarian, New Mexico.
- DAVID SNEDDEN, 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, 1892-95; superintendent of schools, Paso Robles, California, 1897-1900; faculty, Stanford, 1901-05; Columbia, 1905-09; state commissioner of education of Massachusetts, 1909-16; 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*  
Student, Knox College, Galesburg, Illinois, 1913; B.S. Dartmouth, 1917; M.D., Rush Medical College, Chicago, 1921; freshman football coach, Dartmouth, 1916; head football coach, 1917, 1919-20; University of West Virginia, 1921-24; professor of physical education, University of Minnesota, 1925-30. Served in Medical Corps, U. S. A., World War. Present position from 1930.
- O. F. STAFFORD, M.A.**.....*Chairman of the Department of Chemistry*  
B.A., Kansas, 1900; M.A., 1902; graduate student, Nernst Laboratory, Berlin, 1908-09. Faculty, Oregon, from 1900; consulting work, 1918-22, 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*.
- JOHN H. STEHN, M.S.**.....*Professor of Music*  
B.A., Grinnell College, 1925; M.S., State University of Iowa, 1927; instructor in mathematics, Oklahoma University, 1927-29; director of band, University of Oklahoma, 1928-29; Oklahoma City Symphony, 1928-29; various bands in the Middle West for last six summer seasons.
- F. L. STETSON, M.A.**.....*Professor of Education*  
B.A., Washington, 1911; M.A., 1913; research scholar, Teachers' College, 1919-20. Faculty, Washington, 1912-13; Oregon, from 1913; director of summer session, Eugene, 1924-26.



- REX UNDERWOOD**.....*Professor of Music, Violin*  
Chicago Musical College, pupil of Joseph Olheizer, 1904-06; Leipzig Conservatory, pupil of Hans Becker, 1907-09; Royal Bavarian School of Music, Wurzberg, pupil of Walter Schulze-Prisca, 1910; pupil of Michael Press, Berlin, 1911; studied in London, 1912; with Leon Samenton and Eric Delamarte, 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*  
Student, Chicago Art Institute; instructor, night school, Art Institute. Julia Knapp Memorial prize, Chicago Artists' Exhibit, 1928; 1928-29 spent in painting Western landscapes, book illustrations, decorative paintings and figure compositions. Present position from 1929.
- 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, 1923-28. Present position from 1928.
- W. R. B. WILLCOX, F.A.I.A.**.....*Professor of Architecture*  
Three and a half years, Kalamazoo College, Mich.; University of Pennsylvania, 1893-94; European study, 1907. Practicing architect, Burlington, Vermont, 1894-1906; Seattle, Wash., 1908-1922; faculty, Oregon, from 1922. Fellow, American Institute of Architects; director, 1914-17; chairman, city planning committee, 1915; vice-president, 1918; jury of fellows, 1923-26.
- JANET G. WOODRUFF, M.A.**.....*Assistant Professor of Physical Education*  
Diploma, Kellogg School of Physical Education, Battle Creek, Michigan, 1919-22; B.S., Teachers' College, Columbia, 1926; M.A. 1929. Faculty, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, 1922-24; Kansas State Teachers' College, 1927-28; present position from 1929.
- LEAVITT O. WRIGHT, Ph.D.**.....*Associate Professor of Romance Languages*  
B.A., Harvard, 1914; B.D., Union Theological Seminary, New York, 1917; M.A., California, 1925; Ph.D., 1928; 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 Hispania.
- 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.**.....*University of Utah*
- E. R. HEDRICK, Ph.D.**.....*President of American Mathematics Society*
- RABBI 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 1920.
- ERNEST 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, 1908-15; faculty, Oregon, 1915-25; resident in France, 1925-26; Dictionary of American Biography, 1926-1930; 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; teaching assistant, California, 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 BRODA, M.A., J.D. .... *Associate Professor of Social Science, Antioch College*  
M.A., Harvard, 1927; J.D., University of Vienna, 1902; Certificat d'Etudes 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?* (French and German); *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, 1915-16; Central High School, Birmingham, 1916; principal, Cunningham Platoon School, Birmingham, 1919-27; summer faculty, Howard College, Birmingham, 1927; superintendent of schools, Bessemer, Alabama, from 1927. Member, Executive Committee, National Association for Study of Work-Study-Play or Platoon Schools, 1926-28; vice president, National Education Association, 1929-30.
- AGNES D. CAMPBELL, B.A. .... *Chairman of the Department of Fine Arts,*  
*Holmby College, Los Angeles*  
B.A., Oregon, 1913; Kuntsgewerbe Schule, Berlin, 1914; Columbia University, Art Students' League, New York, 1918-19; Academie Julien, Paris, 1926-27. Instructor in art, Oregon Normal School, 1920-23; instructor in art, Doshisha University, Kyoto, Japan, 1923-24; present position from 1928.
- R. C. CLARK, Ph.D. .... *Chairman of the Department of History*  
B.A., Texas, 1900; M.S., 1901; scholar in history, Wisconsin, 1901-02; fellow, 1902-03; Ph.D., 1905. Faculty, Oregon, from 1905; head of department from 1920; fellow, Texas Historical Association. Author: *History of Oregon*; articles on history of the Pacific Northwest.
- HAROLD R. CROSLAND, Ph.D. .... *Associate Professor of Psychology*  
B.A., South Carolina, 1913; M.A., Clark, 1914; Ph.D., 1916; fellow in experimental psychology, Clark, 1913-16. Faculty, Minnesota, 1916-17; Arkansas, 1917-18; Pittsburgh, 1918-20; Oregon, from 1920.
- SAIDIE ORR-DUNBAR. .... *Executive Secretary, Oregon Tuberculosis Association*  
New York School of Social Work, 1916-21; secretary, National Conference of Tuberculosis Secretaries, 1923-25; president, Oregon Federation of Women's Clubs, 1923-26; chairman of institutes, Oregon Federation of Women's Clubs; chairman, Doernbecher Hospital Committee, Oregon Federation of Women's Clubs; director, General Federation of Women's Clubs; present position from 1915.
- THOMAS H. GENTLE. .... *Professor of Education*  
Danville College, Indiana, 1888-89; Illinois State Normal University, 1889-93; University of Jena, Germany, 1894-97. Instructor in psychology, 1898-1903; director of training school, 1904-11, State Normal School, Platteville, Wisconsin. Director of training school, Oregon Normal School, 1911-23; present position from 1928.
- ALEXANDER GOLDENWEISER, Ph.D. .... *Lecturer and Anthropologist, Washington, D. C.*  
B.A., Columbia, 1902; M.A., 1904; Ph.D., 1910. Faculty, Columbia, 1910-19; New School for Social Research, New York City, 1919-26; Rand School of Social Science, New York City, 1913-29; Walden Experimental School, New York City, 1922-25; summer session faculty, Washington, 1923; Oregon, 1925. Editorial Staff, *Encyclopaedia of the Social Sciences*, New York City, 1927-29. Public lecturer since 1919. Author: *Totemism, an Analytical Study*, 1910; *Early Civilization*, 1922; *Craft and Mind*, 1930; co-author of *Our Changing Morality*; *American Indian Life*; *Political Theories—Recent Times*; *Population Problems*; *History and Prospects of the Social Sciences*; *Sex in Civilization*; co-editor (with W. F. Ogburn) of *The Social Sciences and Their Inter-Relations*. Contributor to scientific journals and popular weeklies and monthlies.
- FREDERICK W. GOODRICH. .... *Instructor in Music, Portland Center*  
King's College, London, and University of Durham. Organist director, St. Mary's Cathedral, Portland, from 1907; 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 DEATRICH GREY. .... *Instructor in 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. HALVORSEN. .... *Instructor in Art, Portland Center*  
Graduate, Pratt Institute. Faculty, Adelphi College; art instructor, Washington and Lincoln high schools, Portland; faculty, Portland Center, from 1923.

- ANSEL F. HEMENWAY, Ph.D.....*Professor of Botany, University of Arizona*  
B.A., Oregon, 1902; M.A., 1904; M.A., Harvard, 1909; Ph.D., Chicago, 1912; Austin Teaching Fellow, Harvard, 1909-11; faculty, Oregon, summers, 1910, 1911; faculty, Transylvania College, 1912-1923; present position from 1923.
- EVELYN M. HOGUE, B.A.....*Laboratory Assistant in Botany, Portland Center*  
B.A., Oregon, 1924. Head, department of nature study, Holladay Platoon Demonstration School, Portland public schools; staff, Portland Center, since 1928.
- C. R. HOLLOWAY, Ph.B.....*Assistant Superintendent of Schools, Portland, Oregon*  
Ph.B., Missouri Valley College, 1907; graduate work, University of Oregon. Principal, Roseburg, Oregon, high school; principal, Washington high school, Portland; elementary school principal, Portland. Assistant superintendent of Portland public schools and principal of Holladay Demonstration Platoon School.
- BERNECE HOOPER, B.S.....*Associate in Physical Education, University of California*  
*at Los Angeles*  
B.S., Columbia University, 1926. Director of physical education, Detroit public school, 1923-24; Detroit playground department, summer of 1925; director of Los Angeles Girl Scout summer and spring camps, 1928-29. Faculty, University of California at Los Angeles, from 1926.
- RALPHE R. HUESTIS, Ph.D.....*Associate Professor of Genetics*  
B.S.A., McGill, 1914; M.S., California, 1920; Ph.D., 1924; research assistant, Scripps Institution for Biological Research, 1920-24. Summer faculty, University of Southern California, 1928; faculty, Oregon, from 1924.
- ALEXANDER HULL, B.A.....*Novelist and Short Story Writer, Newberg, Oregon*  
B.A., Muskingum College, 1906; B.M., Pennsylvania, 1909. Teacher of voice, Zanesville, Ohio, 1907-08; head of music department, Pacific College, Newberg, Oregon, since 1908.
- HAROLD HUNT, B.A.....*Dramatic Editor, Oregon Daily Journal, Portland, Oregon*  
B.A., University of Oregon, 1909.
- PHILIP W. JANNEY, B.A., C.P.A.....*Assistant Professor of Business Administration*  
B.A., Oregon, 1920; formerly with Whitfield, Whitcomb & Co., C. P. A., 1922. Faculty, Oregon, from 1921.
- ROBERT KROHN.....*Supervisor of Physical Education, Portland Public Schools*  
Certificate, North American Gymnastic Union, 1895. Director, children's activities, Rose Festival parades; annual granmar school track meets; May Festival field drills; physical director, Multnomah Amateur Athletic Club, 1898-1912. Instructor in physical education, Portland Center.
- OLOF LARSELL, 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, 1920-21; Wisconsin, 1918-20; Oregon, from 1921.
- FELIX LÉGRAND.....*Instructor in Romance Languages*  
Brevet d'Enseignement Primaire Supérieur, conferred by the Academie de Bordeaux (France), 1918; studied at St. Cricq (École Supérieure et Professionnelle); St. Ignatius Law School, California, 1928. Faculty, Oregon, from 1928.
- 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, 1927. Faculty, Oregon, from 1919.
- IRA A. MANVILLE, M.A., M.D.....*Associate in Physiology, School of Medicine*  
B.A., Oregon, 1918; 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, 1917. Assistant professor, University of New Hampshire, 1916-20; 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, 1914-15; 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, 1922-30; coroner's physician of Multnomah County, 1922-30; attending pathologist of Multnomah County Hospital and Doernbecher Hospital, 1924-30.

- FRED B. MESSING, D.P.E.....*Executive Secretary, Oregon Social Hygiene Society*  
Ph.B., Hiram College, Ohio, 1900; 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, 1900-17, North Tonawanda, New York, Toronto, Ontario, Rochester, New  
York, New York City; National War Work Council to 1919; national director, phys-  
ical department, Y. M. C. A., Poland, to 1923; director, department of physical  
education, Y. M. C. A. Graduate School and Vanderbilt University, Nashville, Ten-  
nessee, to 1923; summer school, Columbia University, New York City, 1929.
- 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, in-  
cluding nine months at University of Vienna.
- NORMA LEE PECK, B.A.....*In Charge of the Rural Service, Library Association of Portland*  
B.A., Ottawa University, 1913; B.L.S., University of Illinois, 1915. Children's lib-  
rarian, Davenport, Iowa, and Portland, Oregon. Present position since 1925.
- HENRY F. PRICE, Ph.D.....*Professor of Mathematics, Pacific University*  
B.A., Swarthmore College, 1906; M.A., Pennsylvania, 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, Uni-  
versity of Oregon Medical School, 1922-25; instructor, University of Oregon, Portland  
Center, 1923-25; instructor, Stanford, 1925-27; acting instructor, California, inter-  
session, 1926; instructor, Stanford summer quarter, 1926; acting professor, Oregon,  
summer session, 1927; professor of economics and head of department, University of  
Hawaii, 1927-28; assistant professor, Stanford, 1928; associate professor, Stanford,  
1929.
- CHARLES EASTON ROTHWELL, M.A.....*Instructor in Education*  
B.A., Reed College, 1924; M.A., Oregon, 1929. Faculty, University High School,  
Oregon, since 1927.
- SANFORD M. SALYER, 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., 1916; student, Chicago, 1914. Faculty,  
Stanford, 1911-12. 1913-16; city bacteriologist and chemist, Berkeley, 1917-18; faculty,  
Oregon, from 1918.
- S. STEPHENSON SMITH, B.Litt.....*Associate Professor of English*  
B.A., Reed College, 1915; B.Litt., Oxford, England, 1923. Faculty, Oregon, from  
1925.
- CHARLES GARRETT VANNEST, 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 Col-  
lege, 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; Workbook 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 1928; 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 Lorado Taft; stu-  
dent, 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 two minors, of which two majors and one minor or one major and two minors must be selected from some of the following fields: English; languages other than English; mathematics; laboratory science; and social science. One of the majors or one of the minors must be in English. No credit is granted for penmanship, spelling, physical education, or any subject classified as a student activity.

## PLAN 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 III together constitute approximately the highest fourth or fifth of the class.

III. Satisfactory.

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

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

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

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

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

F., Failure.

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

## 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 class room 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.

## 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 literature, 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, excellent 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 Administration, 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, baseball 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 baseball. 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.

#### 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 "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.

#### ART

Professor WILLCOX, Dr. KIANG KANG-HU, Dr. REBEC, 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 sessions; 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. *Three hours.*

162s. *Freehand Drawing*. Exercises in cast and life drawing in various mediums. Laboratory fee, \$5.00. Vincent. Daily at 8. 112 Architecture. *Three hours.*

172s. *Composition*. Study of the relation of elements within the picture space in line and value. Intended to encourage and guide the creative faculty of the student. Laboratory fee, \$5.00. Vincent. Time to be arranged. 112 Architecture. *Three hours.*

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

275. *Modelling*. Course will be given only if there is sufficient demand. Modelling from casts and life and methods of casting. Laboratory fee, \$5.00. Bock. 103 Arts. *Time and hours to be arranged.*

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

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

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

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

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. *Three hours.*

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. *Three hours.*

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.*

405. *Oriental Art.* Literary arts, including poetry, drama, theatre. Calligraphy. Painting. Non-literary arts, including sculpture architecture, porcelain, jewelry, embroidery. Kiang Kang-Hu. Daily at 10. 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. Willcox. 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. SNEEDEN, Mr. BAILEY, Mr. SAENZ, Dr. COTTON, Mr. ALDERMAN, Dr. VAN-NEST, Professor STETSON, Dr. DEBUSK, Dr. HUFFAKER, Dr. FERNALD, Miss ELLIS, Mr. WATERMAN, Mrs. GOODALL, Mrs. PATTEE, Miss KNEELAND, Miss RAYNER, Mr. LEIGHTON, 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 course 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.

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. Huf-faker. 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.

- June 24-28. David Snedden, Teachers' College, Columbia University. *Fundamental Social Problems in American Education*.  
 June 30-July 5. C. W. Bailey, Headmaster, Holt Secondary School, Liverpool, England. *Phases of Progressive Education in England*.  
 July 7-12. Moises Saenz, Acting Secretary of Education, Republic of Mexico. *Aspects of Mexican Culture and Education*.  
 July 14-19. F. A. Cotton, formerly Superintendent of Public Instruction, Indiana. *Problems in the Development of State School System*.  
 July 21-26. Lewis R. Alderman, Specialist in Adult Education, United States Bureau of Education. *New Questions in Adult Education*.  
 July 28-31. *Review, Discussion and Examination*. Moore.

Daily at 1. 105 Commerce.

Three hours.

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.

Three hours.

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.

Three hours.

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.

Three hours.

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.

Three hours.

#### 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.

Three hours.

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, Montessori. 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. *Two hours.*

### ENGLISH

Dr. RICE, Dr. ERNST, Dr. BATES, Assistant Professor MOLL, Mr. HICKS

101s. *English Survey (First Term)*. From Beowulf to Milton. A survey of the chronological development of English literature from the Anglo-Saxon days through the Elizabethan period. The equivalent of the first term of English Survey in the regular session. Hicks. Daily at 8. 101 Villard. *Three hours.*

103s. *English Survey (Third Term)*. An attempt to characterize the temper of the 19th century English literature. Equivalent to the third term of English Survey in the regular session. Hicks. Daily at 9. 101 Villard. *Three hours.*

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. *Three hours.*

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. *Three hours.*

331s. *Classical Poets*. Dryden, Pope, and their followers. Interpretation and class discussion. Moll. Daily at 8. 103 Villard. *Three hours.*

332s. *Romantic Poets of the 19th Century*. Wordsworth, Coleridge, Scott, Byron, Shelley, Keats, Landor. Interpretation and class discussion. Rice. Daily at 9. 108 Villard. *Three hours.*

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. *Three hours.*

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. *Three hours.*

436s. *English Drama*. A consideration of the English drama following the Elizabethan period. Ernst. Daily at 10. 107 Villard. *Three hours.*

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. *Three hours.*

### 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.

## 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.*

400. *Biography*. Biography as a literary form; its relation to autobiography, history and fiction; the use of sources, social background, psychological interpretation; the biographical sketch; the full length biography; biographical fiction. Assignments from Plutarch, Suetonius, Boswell, Sainte-Beuve, Dictionary of National Biography, Dictionary of American Biography and various contemporary writers. Bates. Daily at 9. 107 Commerce.

*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.*

\* 301s. *German Literature*. Reading and translation of modern authors. Reinhardt. Daily at 9. 107 Oregon. *Three hours.*

\* 350. *German Culture and Civilization*. A comparative survey on literature, art, and philosophy. Lectures, illustrated by lantern slides. Class reports on modern authors. Open to all students. No knowledge of German required. Reinhardt. Daily at 9. 107 Oregon. *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.*

412s. *Greek History.* A survey of Greek history to 200 B. C., emphasizing fifth and fourth century Athens, the Macedonian conquest of Greece and the Persian Empire, and the Hellenistic civilization of the third century. Barnes. Daily at 9. 8 Commerce.

*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. (1815-1850).* 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.*

## 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

\* 101s. *Unified Mathematics.* A simple introduction to functions and graphs, numerous topics in advanced algebra, and the elementary notions of differential and integral calculus. Valuable for science students and up-to-date teachers of high school mathematics. Pre-requisite, three semesters of high school algebra. Daily at 8. 208 Commerce. *Three hours.*

\* 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.*

402s. *Higher Algebra.* A more advanced and rigorous treatment of some of the topics in advanced algebra, together with the addition of many new topics. Daily at 9. 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. *One hour.*

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.*

206. *Piano.* Two private half-hour lessons a week. Outside assignments. \$40. Hopkins. *One hour.*

207. *Violin.* Two private half-hour lessons a week. Outside assignments. \$40. Underwood. *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.*

209. *Harmony and Counterpoint and Composition.* Two private half-hour lessons a week. Outside assignments. \$25. Hopkins. *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

300. *Aesthetics*. (See 300, Art). The meaning of the Beautiful and its function in human life. Its relation to reflective thinking, to morals and to religion. The evolution of aesthetic experiences. Nature and Art. The several Arts, and the variety of Art Types in their historical sequence. The connection between the Art of a time and the time's general culture. Contemporary Art and its reflection of present-day life. The attempt in this course will be to proceed somewhat inductively, i. e., from examples and situations, rather than by didactic exposition. Rebec. Daily at 2. 109 Oregon. *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.*

401. *Oriental Philosophy*. Confucianism, Taoism, Buddhism. Other independent schools, religions, modern influences. General world view, life view. Kiang Kang-Hu. Daily at 9. 107 Villard. *Three hours.*

## PHYSICAL EDUCATION

DR. BOVARD, Associate Professor KNOLLIN, Assistant Professor WOODRUFF, Professor EARL, DR. SPEARS, Mr. HAYWARD, Mr. REINHART, Mr. CALLISON, 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.*

115s. *Coaching of Baseball*. Baseball coaching on the field. Best form of batting, base running, pitching and catching. Theory and practice of inside baseball. Reinhart. June 23 to July 5, daily from 10 to 12. McArthur Court. *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 secreting glands; 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.*

204bs. *General Physics.* *Second term as Above.* The second term's lectures, recitations and problem work. Presupposed course 204as. It deals principally with the simpler experimental parts of electricity and light, mechanics of collision, periodic motions and the kinetic theory of matter. Textbook: Caswell's *An Outline of Physics*. McAlister. Second three weeks only. Daily at 10. 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. *Three hours.*

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. *One to two 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. Pre-supposed 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 NESERIUS

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; "cramming" and efficient study; unusual memories and their conditions; the formation and breaking of habits; amnemonic 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 advertising and selling. Seashore. Daily at 10. 302 Condon. *Three hours.*

### 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 pronunciation 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. *Three hours.*

350s. *French Literature.* There will be a careful reading of several French masterpieces in class as well as outside reading and written reports. 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 outside reading and written reports. There will also be some conversation and drill on pronunciation. Wright. Daily at 8. 4 Oregon. *Three hours.*

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 French literature. Bowen. Daily at 2. 6 Oregon. *Three hours.*

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

309. *Social Evolution*. A survey of the processes of social evolution from the simplest known forms of human society to the complicated social organization of contemporary civilization. Parsons. Daily 8. 106 Oregon. *Three hours.*

\* 427. *Problems of Social Institutions*. A consideration of the origins, evolution, and present status of the institutions of religion, the family, government, property, and education. Parsons. Daily at 9. 106 Oregon. *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. CREECH, 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.....	Assistant Professor of Physics
VICTOR P. MORRIS, Ph.D.....	Associate Professor of Economics
ROBERT HOLMES SEASHORE, Ph.D.....	Associate Professor of Psychology
F. L. SHINN, Ph.D.....	Professor of Chemistry
O. F. STAFFORD, M.A.....	Chairman of Department of Chemistry
CHARLES GARRETT VANNEST, Ph.D.....	Professor of History and Education, Harris Teachers' College, St. Louis

### *List of Courses*

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

#### CHEMISTRY

201cs. <i>General Chemistry.</i> Stafford.	Four hours.
210cs. <i>Second Year Chemistry.</i> Friedman.	Four hours.
405cs. <i>Organic Chemistry.</i> Shinn.	Four hours.

#### ECONOMICS

441s. <i>Economics of War.</i> Morris.	Two hours.
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#### EDUCATION

452s. <i>History of American Education.</i> Vannest.	Two hours.
461ps. <i>Child Psychology.</i> Conover.	Two hours.
456ps. <i>Educational Thinkers of the 19th Century.</i> Vannest.	Two hours.
476ps. <i>School Surveys.</i> Huffaker.	Two hours.
484ps. <i>Junior High School.</i> Conover.	Two hours.
571ps. <i>Educational Research.</i> Huffaker.	Two hours.

#### ENGLISH

300. <i>Post-War American Poetry.</i> Bates.	Two hours.
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400. *Biography*. Bates. *Two hours.*

#### HISTORY

363s. *England from 1760 to 1793*. Barnes. *Two hours.*

413s. *The Roman Empire*. Barnes. *Two hours.*

492s. *History of Japan*. Blue. *Two hours.*

#### PHYSICAL EDUCATION

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

### ART

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

### CHEMISTRY

201abs. General Chemistry (class 8 to 10, M T W Th; 8 to 9 F) .....	Stafford	105	McClure
210abs. Second Year Chemistry (class 8 to 10, M T W Th; 8 to 9 F) .....	Friedman	206	McClure

### DRAMA

140s. Voice and Phonetics .....	Seybolt		Friendly Hall
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### ECONOMICS

203s. Principles of Economics .....	Morris	106	Commerce
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### EDUCATION

309s. Methods in Modern Foreign Languages .....	Pattee	12	Univ. High
440s. Psychology of Atypical Children .....	DeBusk	4	Education
442s. The Teaching of Backward Children, Advanced .....	Fernald	2	Education
464s. Tests and Measurements .....	Waterman	3	Education

### ENGLISH

101s. English Survey (first term) .....	Hicks	101	Villard
331s. Classical Poets .....	Moll	103	Villard
442s. The Early 19th Century Novel .....	Ernst	107	Villard

### GERMAN

1s. Elementary German .....	Reinhardt	107	Oregon
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### HISTORY

362s. England from 1660 to 1670 .....	Barnes	3	Commerce
403s. Great Historians .....	Fish	4	Commerce

### LIBRARY METHODS

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

### MATHEMATICS

101s. Unified Mathematics, or 301s. Differential and Integral Calculus .....	DeCou	208	Commerce
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### MUSIC

414s. Upper Division Public School Music and Seminar .....	Beck		Music Building
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### PHYSICAL EDUCATION

303s. Physiology of Exercise .....	Bovard	121	Gerlinger
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### PHYSICS

204as. General Physics (first term of regular course without laboratory) .....	McAlister	105	Deady
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### PSYCHOLOGY

202s. General Psychology .....	Seashore	105	Oregon
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### ROMANCE LANGUAGES

370s. Spanish Literature .....	Wright	4	Oregon
1s. Elementary French .....		6	Oregon

### SOCIOLOGY

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

### ART

174s. Lettering .....	Zane	120	Architecture
376. Crafts (class 9 to 11) .....	Avakian	107	Arts

### BUSINESS ADMINISTRATION

463s. Investments .....	Faville	107	Commerce
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## CHEMISTRY

406abs. 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

324s. Trusts and Industrial Combinations ..... Schmidt .....106 Commerce  
413s. Banking Credit and Crises ..... Gilbert .....106 Commerce

## EDUCATION

485s. Guidance in Junior and Senior High Schools ..... Stetson .....3 Education  
441s. The Teaching of Backward Children (Intro-  
duction) ..... Fernald .....4 Education  
478s. Statistics ..... Leighton .....2 Education

## ENGLISH

103s. English Survey (third term) ..... Hicks .....101 Villard  
322s. Romantic Poets of the Nineteenth Century ..... Rice .....108 Villard  
364. Elements of Style ..... Moll .....108 Villard

## GEOGRAPHY

385s. Physiography: the Forms of the Lands ..... Davis .....101 Condon

## GERMAN

301s. German Literature, or  
350. German Culture and Civilization ..... Reinhardt .....107 Oregon

## HISTORY

372s. Middle Period of American History, 1829 to 1865 ... Cole .....5 Commerce  
412s. Greek History ..... Barnes .....8 Commerce

## JOURNALISM

210s. Journalistic Writing ..... Allen .....104 Journalism

## LIBRARY METHODS

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

401. Oriental Philosophy ..... Kiang Kang-Hu ..107 Villard

## PHYSICS

316s-416s. Electrical Measurements—Radio ..... McAlister .....3 Deady

## POLITICAL SCIENCE

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

## PSYCHOLOGY

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

## ROMANCE LANGUAGES

11s. Elementary Spanish ..... Wright .....4 Oregon

## SOCIOLOGY

427. Problems of Social Institutions, or  
428. A Critical Analysis of Social Unrest ..... Parsons .....106 Oregon

## Ten o'Clock

## ART

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

## BUSINESS ADMINISTRATION

475s. Merchandising ..... Faville .....107 Commerce

## DRAMA

347. Stage Craft and Play Production ..... Seybolt ..... Friendly Hall

## ECONOMICS

405s. Labor Problems ..... Schmidt .....106 Commerce



## EDUCATION

308s. Teaching of Literature in the Secondary Schools	Goodall	1 Univ. High
477s. School Administration	Waterman	2 Education
486s. The Secondary Schools of Oregon	Stetson	3 Education

## ENGLISH

251s. Report Writing (English B)	Hicks	101 Villard
436s. English Drama	Ernst	107 Villard
492s. Nineteenth Century Prose	Rice	108 Villard

## GEOGRAPHY

480. Geography of the United States	Davis	101 Condon
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## HISTORY

342s. Nineteenth Century Europe	Fish	4 Commerce
473s. Reconstruction and the New South	Cole	5 Commerce

## JOURNALISM

400s. Article and Feature Writing and Editing	Allen	104 Journalism
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## LIBRARY METHODS

352s. Classification and Subject Headings	Sisler	30 Library
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## MATHEMATICS

405s. Analytical Trigonometry	DeCou	208 Commerce
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## PHYSICAL EDUCATION

115s. Coaching of Baseball (10 to 12)	Reinhart	McArthur Court
117s. Tennis	Woodruff	Tennis Courts
221bs. Anatomy and Physiology	Knollin	121 Gerlinger

## PHYSICS

204bs. General Physics (second term)	McAlister	105 Deady
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## POLITICAL SCIENCE

408s. International Relations	Neserius	101 Oregon
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## PSYCHOLOGY

471s. Memory and Learning	Dallenbach	301 Condon
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## ROMANCE LANGUAGES

519s. Spanish Seminar	Wright	4 Oregon
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## Eleven o'Clock

## ASSEMBLY

Monday, Wednesday, Friday		Villard Hall
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## HISTORY

570s. Seminar: The South & Secession (Tues & Thurs)	Cole	5 Commerce
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## One o'Clock

## ART

377s. Painting	Vincent	112 Architecture
373s. Industrial Art (class 1 to 3)	Avakian	107 Arts

## CHEMISTRY

201abs. General Chemistry Laboratory (1 to 4)	Stafford	105 McClure
210abs. Second Year Chemistry Laboratory (1 to 4)	Friedman	206 McClure
405abs. Organic Chemistry Laboratory (1 to 4)	Shinn	103 McClure

## EDUCATION

303s. Educational Psychology	Ellis	3 Education
475s. Synthetic Course in Education: World Problems	Snedden, Bailey, Saenz, Cotton, Alderman, Moore	105 Commerce

## ENGLISH

202s. The Plays of Shakespeare's Middle Period	Moll	103 Villard
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## LIBRARY METHODS

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

313s. Public School Music	Beck	Music Building
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PHYSICAL EDUCATION

116s. Coaching of Track (1 to 3)	Hayward	McArthur Court
345s. Theory and Practice of Physical Education	Knollin	121 Gerlinger
605s. Seminar	Bovard	207 Gerlinger

PHYSICS

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

201s. Beginner's Laboratory Course in Psychology (1 to 4)	Seashore	302 Condon
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ROMANCE LANGUAGES

350s. French Literature	Bowen	6 Oregon
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Two o'Clock

ART

397. Civilization and Art Epochs	Reinhardt	107 Architecture
378s. Industrial Art (1 to 3)	Avakian	107 Arts

EDUCATION

302s. Problems in Secondary Education	Leighton	2 Education
476s. Synthetic Course in Education: Progress in Elementary Education	Snedden, Bailey, Saenz, Cotton, Alderman, Moore	105 Commerce
558s. Advanced Principles of Education	Sheldon	3 Education

LIBRARY METHODS

322s. Elementary Reference Work	Casford	4 Library
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MUSIC

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

300. Aesthetics	Rebec	109 Oregon
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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

450s. Contemporary French Literature	Bowen	6 Oregon
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Three o'Clock

ART

391s. Decorative Design	Zane	120 Architecture
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EDUCATION

301s. Introduction to Education	Sheldon	3 Education
312s. Work of Deans and Advisers of Girls	Ellis	4 Education
576s. The School Survey	Huffaker	2 Education

PHILOSOPHY

400. Ethics	Rebec	109 Oregon
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PHYSICAL EDUCATION

305s. Secondary School Methods	Woodruff	Women's Gym
113s. Coaching of Football (3 to 5:30)	Spears	McArthur Court

ROMANCE LANGUAGES

510s. French Seminar	Bowen	6 Oregon
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Four o'Clock

EDUCATION

473. Business Administration of School Systems	Huffaker	2 Education
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Seven o'Clock

PHYSICAL EDUCATION

114s. Coaching of Basketball (7 p.m. to 9 p.m.)	Reinhart	McArthur Court
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## Time to Be Arranged

## ART

520. Seminar in Art and Life .....	Wilcox .....	201 Architecture
275. Modelling .....	Bock .....	108 Arts
160s. Color .....	Avakian .....	107 Arts
172s. Composition .....	Vincent .....	112 Architecture

## BUSINESS ADMINISTRATION

459s. Senior Thesis .....	Faville .....	107 Commerce
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## ECONOMICS

507s. Economics Seminar .....	Economics staff .....	106 Commerce
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## EDUCATION

443s. Supervised Teaching .....	DeBusk, Fernald, Rayner, Kneeland .....	8 Education
589s. Research Course in Secondary Education .....	Stetson .....	6 Education
599. Thesis Writing .....	Sheldon, Huffaker, Stet- son, DeBusk .....	14 Education

## ENGLISH

500s. Seminar .....	Rice .....	108 Villard
518s. Seminar, Romantic Tendencies in the Eighteenth Century .....	Ernst .....	107 Villard

## GERMAN

401s. German Seminar .....	Reinhardt .....	107 Oregon
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## HISTORY

566s. Seminar: Reforms in Great Britain (1815-1850) .....	Barnes .....	8 Commerce
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## 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
113s. Group Instruction in Piano .....	Hopkins .....	Music Building

## PHYSICS

300. Laboratory Arts .....	Goodwin .....	101 Deady
300a. Laboratory Arts—Glassblowing .....	McAlister .....	8 Deady
420-520. Advanced and Graduate Courses .....	McAlister .....	2 Deady

## POLITICAL SCIENCE

505. Seminar in Political Science: Democracy in Central and North-East Europe .....	Neserius .....	101 Oregon
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## PSYCHOLOGY

530s. Seminar in Psychology .....	Dallenbach .....	324 Condon
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## SOCIOLOGY

515. Social Problems Seminar .....	Parsons .....	106 Oregon
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*Post Session*

## Eight o'Clock

## CHEMISTRY

201cs. General Chemistry (8 to 10) .....	Stafford .....	105 McClure
210cs. Second Year Chemistry (8 to 10) .....	Friedman .....	206 McClure

## EDUCATION

461ps. Child Psychology .....	Conover .....	4 Education
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## ENGLISH

300. Post-War American Poetry .....	Bates .....	107 Commerce
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## HISTORY

363s. England from 1760 to 1793 .....	Barnes .....	8 Commerce
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## PHYSICS

204cs. General Physics (8 to 10) .....	Goodwin .....	105 Deady
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## Nine o'Clock

## CHEMISTRY

406cs. Organic Chemistry .....	Shinn .....	103 McClure
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**ECONOMICS**  
441s. Economics of War ..... Morris .....106 Commerce

**EDUCATION**  
484ps. Junior High School ..... Conover .....4 Education  
571s. Educational Research ..... Huffaker .....2 Education

**ENGLISH**  
400. Biography ..... Bates .....107 Commerce

**HISTORY**  
413s. The Roman Empire ..... Barnes .....8 Commerce

#### Ten o'Clock

**EDUCATION**  
452s. History of American Education ..... Vannest .....3 Education  
476ps. School Survey ..... Huffaker .....2 Education

**HISTORY**  
492s. History of Japan ..... Blue .....8 Commerce

**PHYSICS**  
504s. Sound ..... Goodwin .....105 Deady

**PSYCHOLOGY**  
335s. Applied Psychology ..... Seashore .....302 Condon

**SOCIOLOGY**  
310. Development of Social Welfare ..... Creech .....208 Commerce

#### Eleven o'Clock

**EDUCATION**  
456ps. Educational Thinkers of the Nineteenth Century .. Vannest .....3 Education

**SOCIOLOGY**  
429. Modern Social Problems ..... Creech .....208 Commerce

#### One o'Clock

**CHEMISTRY**  
201cs. General Chemistry Laboratory (1 to 4) ..... Stafford .....105 McClure  
210cs. Second Year Chemistry Laboratory (1 to 4) ..... Friedman .....206 McClure  
406cs. Organic Chemistry Laboratory (1 to 4) ..... Shinn .....103 McClure

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

## 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. REYNOLDS, 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

308. *State and Territorial School Systems.* Beattie. Two hours.

#### 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.	.....	<i>Director</i>
WARREN D. SMITH, Ph.D.	.....	<i>Professor of Geology</i>
RALPH D. CASEY, Ph.D.	.....	<i>Professor of Journalism</i>
NELSON L. BOSSING, Ph.D.	.....	<i>Professor of Education</i>
MABLE HOLMES PARSONS, M.A.	.....	<i>Professor of English</i>

### UNIVERSITY OF HAWAII

THAYNE M. LIVESAY, M.A.	.....	<i>Director of the Summer Session and Professor of Education and Psychology</i>
PAUL S. BACHMAN, Ph.D.	.....	<i>Assistant Professor of History and Political Science</i>
FREDERICK E. BOLTON, Ph.D.	.....	<i>Dean Emeritus and Professor of Education, University of Washington</i>
MERTON K. CAMERON, Ph.D.	.....	<i>Professor of Economics</i>
MILES E. CARY, B.A.	.....	<i>Principal, McKinley High School, Honolulu</i>
JOHN W. COULTER, Ph.D.	.....	<i>Lecturer in Geography</i>
ALBERT L. GUERARD, Agrege d'Anglais (Paris)	.....	<i>Professor of General Literature, Stanford University</i>
TASUKU HARADA, D.D., LL.D.	.....	<i>Professor of Japanese Language and History</i>
MARY WOOD HINMAN	.....	<i>Director of the Hinman School of Dancing, New York City</i>
THOMAS A. JAGGAR, Ph.D.	.....	<i>Chief of Section of Volcanology for U. S. Geological Survey</i>
SHAO CHANG LEE, M.A.	.....	<i>Professor of Chinese Language and History</i>
RICHARD E. MEYER, M.A.	.....	<i>Supervising Principal, East Maui, Hawaii</i>
STANLEY D. PORTEUS	.....	<i>Professor of Clinical Psychology and Director of the Psychological Clinic</i>
HENRY H. REMPEL, B.E.	.....	<i>Instructor in Art</i>
ROBERT R. SPENCER, B.A.	.....	<i>Principal, Washington Junior High School, Honolulu</i>
GRAHAM H. STUART, Ph.D.	.....	<i>Professor of Political Science, Stanford University</i>
THEODORE C. ZSCHOKKE, M.F.	.....	<i>Extension Forester</i>

### *List of Courses*

#### UNIVERSITY OF OREGON

- |  |                    |
|--|--------------------|
| 262. <i>Journalistic and Feature Writing.</i> Casey.       | <i>Four hours.</i> |
| 306. <i>Geology and Geography of the Pacific.</i> Smith.   | <i>Four hours.</i> |
| 308. <i>State and Territorial School Systems.</i> Bossing. | <i>Four hours.</i> |

313. *South Sea Literature.* *Four hours.*

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

S248. *General Course in Stage Craft.* Rempel. *Three hours.*  
 S274. *Commercial Art.* Rempel. *Three hours.*

##### BOTANY

S251. *Local Trees and Plants.* Zschokke. *One and one-half hours.*

##### ECONOMICS

S277. *Machine Society.* Cameron. *Three hours.*

##### EDUCATION

S251. *Principles of Secondary Education.* Spencer. *Three hours.*  
 S260. *Educational Statistics.* Meyer. *Three hours.*  
 S261. *Educational Tests and Measurements.* Spencer. *Three hours.*  
 S292. *History of Education.* Livesay. *Three hours.*  
 S293. *Problems of the Modern Secondary School.* Cary. *Three hours.*  
 S294. *Educational Sociology.* Meyer. *Three hours.*

##### ENGLISH

S282. *General Literature.* Guerard. *Three hours.*  
 S283. *Comparative Literature.* Guerard. *Three hours.*

##### GEOGRAPHY

S250. *Elements of Geography.* Coulter. *Three hours.*

##### GEOLOGY

S262. *Volcanology.* Jaggar. *Three hours.*

##### HISTORY

S252. *Constitutional History of the United States.* Bachman. *Three hours.*  
 S259. *Developments in Europe since the World War.* Stuart. *Three hours.*

##### ORIENTAL STUDIES

S241. *Oriental Religions.* Harada. *Three hours.*  
 S291. *The Civilization of China.* Lee. *Three hours.*

##### PHYSICAL EDUCATION

S201. *Clogging and Dancing.* Hinman. *Three hours.*

##### POLITICAL SCIENCE

S265. *Problems of the Pacific.* Bachman. *Three hours.*  
 S266. *Recent Relations of the United States and Latin America.* Stuart. *Three hours.*

##### PSYCHOLOGY

S250. *Educational Psychology.* Livesay. *Three hours.*  
 S252. *Racial Psychology.* Porteus. *Three hours.*  
 S257. *Advanced Educational Psychology.* Bolton. *Three hours.*  
 S261. *Psychology of Adolescence.* Bolton. *Three hours.*

# THE PORTLAND SESSION

## LINCOLN HIGH SCHOOL

### THE FACULTY, 1930

ARNOLD BENNETT HALL, B.A., J.D., LL.D.....	President of the University
BURT BROWN BARKER, B.A., LL.B.....	Vice President of the University
ALFRED POWERS, B.A.....	Director
GEORGE REBEC, Ph.D.....	Dean of the Graduate School
EARL M. PALLETT, M.S.....	Registrar of the University
MARGARET M. SHARP.....	Secretary
HILDA LANCEFIELD, B.A.....	Librarian

WALTER C. BARNES, B.A. (Oxon).....	Professor of History
ERNEST SUTHERLAND BATES, Ph.D.....	Professor of English and Philosophy, Portland Center
GEORGE VERNE BLUE, M.A.....	Assistant Professor of History
WILLIAM H. BOYER.....	Supervisor of Music, Portland Public Schools
RUDOLF BRODA, M.A., J.D.....	Associate Professor of Social Science, Antioch College
JOHN E. BRYAN, B.A.....	Superintendent of Schools, Bessemer, Alabama
AGNES D. CAMPBELL, B.A.....	Chairman of the Department of Fine Arts, Holmby College
R. C. CLARK, Ph.D.....	Chairman of the Department of History
HAROLD R. CROSLAND, Ph.D.....	Associate Professor of Psychology
SAIDIE ORR-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
NATALIE DEATRICH GREY.....	Instructor in Art, Portland Center
RUTH E. HALVORSEN.....	Instructor in Art, Portland Center
ANSEL F. HEMENWAY, Ph.D.....	Professor of Botany, University of Arizona
EVELYN M. HOGUE, B.A.....	Laboratory Assistant in Botany, Portland Center
C. R. HOLLOWAY, Ph.B.....	Assistant Superintendent of Schools, Portland Oregon
BERNICE HOOPER, B.S.....	Associate in Physical Education, University of California at Los Angeles

RALPH R. HUESTIS, Ph.D.....	Associate Professor of Genetics
ALEXANDER HULL.....	Novelist and Short Story Writer, Newberg, Oregon
HAROLD HUNT, B.A.....	Dramatic Director, Oregon Daily Journal, Portland, Oregon
PHILIP W. JANNEY, B.A., C.P.A.....	Assistant Professor of Business Administration
ROBERT KROHN.....	Supervisor of Physical Education, Portland Public Schools
OLOF LARSELL, Ph.D.....	Professor of Anatomy, School of Medicine
FELIX LEGRAND.....	Instructor in Romance Languages
WILLIAM LEVIN, Dr.P.H.....	Director of Laboratory, Oregon State Board of Health
ALFRED L. LOMAX, M.A.....	Professor of Business Administration
IRA A. MANVILLE, M.A., M.D.....	Associate in Physiology, School of Medicine
MARION K. MCKAY, Ph.D.....	Professor of Economics, University of Pittsburg
FRANK R. MENNE, M.D.....	Professor of Pathology, School of Medicine
FRED B. MESSING, D.P.E.....	Executive Secretary, Oregon Social Hygiene Society
EDWIN E. OSGOOD, M.D.....	Assistant Professor of Medicine and Biochemistry, School of Medicine

NORMA LEE PECK, B.A.....	In Charge of the Rural Service, Library Association of Portland
HENRY F. PRICE, Ph.D.....	Professor of Mathematics, Pacific University
CHARLES N. REYNOLDS, Ph.D.....	Associate Professor of Sociology, Stanford University
CHARLES EASTON ROTHWELL, M.A.....	Instructor in Education
SANFORD M. SALYER, Ph.D.....	Professor of English, University of Oklahoma
HARRY J. SEARS, Ph.D.....	Professor of Bacteriology, School of Medicine
FRIEDRICH GEORG G. SCHMIDT, Ph.D.....	Professor of German Language and Literature
S. STEPHENSON SMITH, B.Litt. (Oxon).....	Associate Professor of English
CHARLES GARRETT VANNEST, Ph.D.....	Professor of History and Education, Harris Teachers' College
ALMON J. WHITE, M.S.....	Laboratory Assistant in Biology, Portland Center
ESTHER W. WUEST, 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 ???. 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 23. 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 house-keeping 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 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 "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

191. *Handicrafts.* Leather: methods and processes of decorating leather and the construction involved in the making of many useful articles for the home and for personal use. Problems to include books, cases of all kinds, flat pieces, purses and bags. Parchment: methods of developing parchment for decorative purposes with paper and fabrics. The use of the block-print as a means of decoration. Presentation of practical problems for home and personal use. Grey. Daily at 11. Room 301. *Three hours.*

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.*

240. *Drawing and Painting*. (a) Principles of perspective and the development of feeling for fine quality in line and mass drawing of still life, building, interiors and furniture. (b) Representative painting and the study of the technique of water color. Campbell. Daily at 8. Room 301. *Three hours.*

245. *Landscape Sketching*. (a) Study of landscape forms and their composition expressed in simple technique suitable for elementary and secondary teaching. (b) Landscape composition. Charcoal and wash drawings. Campbell. Daily at 9. Room 30. *Three hours.*

333. *Educational Values in Pictures*. Consideration of the enjoyment and use of pictures in the schoolroom. Method of awakening interest and developing an appreciation for good pictures of all kinds. The elements of beauty and their expression in pictures. Discussion of pictures from various viewpoints—the artist, the layman. Styles in painting—the Old Masters and the Modern. Reproduction processes and how to analyze them. Wuest. Daily at 9. Room 309. *Three hours.*

## BIOLOGY

Dr. LARSELL, Dr. HUESTIS, Mr. WHITE

101abs. *Elementary Biology*. Lectures and demonstrations, giving a general introduction to the fundamental principles of animal biology. Larsell. Daily at 11. Room 317. *Three hours.*

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

101bes. *Elementary Plant Biology*. Lectures and demonstrations, giving a general introduction to the fundamental principles of plant biology. Hemenway. Daily at 8. Room 317. *Three hours.*

101bes. 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 110abs and 101as Lab. and Botany 101bes and 101bes 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

300. *Art as a Factor in the Modern Curriculum. Subject Matter*. A presentation of the basic material for the teaching of art in the public schools. Methods of developing the subject matter in a logical sequence. Standards of attainment. *Creative Expression*. Art as a means of expressing ideas. Individuality and appreciation. Development of the various creative activities. The functioning of art in the general school program. *The Teachers Problem*. Consideration of environment, courses of study and the use of materials. Wuest. Daily at 8. Room 309. *Three hours.*

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.*

315. *Auditorium Activities in Platoon Schools.* A comprehensive consideration of the important part of auditorium activities in a platoon school, with concrete treatment of content and technique. Conferences, demonstrations, individual assignments and collateral projects in the Platoon Demonstration School. Bryan. Daily at 9. Room 110.

*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.*

317. *Observation in Platoon Demonstration School.* Gentle and staff. Daily at 11. Room 206.

*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

202. *The Plays of Shakespeare's Middle Period.* An intensive study of Hamlet, Othello, Lear, Macbeth, Anthony and Cleopatra, Coriolanus, in relation to Elizabethan drama, their place in Shakespeare's development, their sources and technique, and their influence as seen in later stage history and criticism. Bates. Daily at 8. Room 104. *Three hours.*

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.*

332. *The Romantic Movement.* A discussion of its character and significance and a consideration of its chief poetic characters: Wordsworth, Coleridge, Byron, Keats, Shelley. Grabo. Daily at 10. Room 114. *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

320. *Climate and Environment in Plant Life*. (See Botany). Hemenway. Daily at 10. Room 313. *Three hours.*

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.*

441s. *The French Revolution.* An intensive study of thought, word and deed in the French Revolution, beginning with the calling of the Estates General. Walter Barnes. Daily at 11. Room 111. *Three hours.*

478s. *Oregon History.* A history of the discovery, exploration, and occupation of the Pacific Northwest, with an account of the international rivalry for its possession. The period prior to 1859 will receive principal emphasis. Clark. Daily at 9. 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.

\*102s. *Differential and Integral Calculus*. A fundamental course as a basis for advanced mathematics. Prerequisite, analytical geometry. Daily at 9. Room 206. *Three hours.*

\*116s. *Mathematics of Finance*. A study of interest and discount annuities, evaluation of bonds, sinking funds and life insurances. Daily at 9. Room 206. *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.*

\*401s. *Differential Equations*. Ordinary differential equations of the first order and linear equations with constant coefficients. Applications to geometry, mechanics and physics. Calculus, a prerequisite. Daily at 10. Room 206. *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.*

331s. *Elementary Dancing and Rhythmics.* This course presents a type of dancing based upon natural and free movements; musical interpretation and pantomimic dancing. Hooper. Daily at 9. Gymnasium.

*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 Rhythmics*. 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 rhythmic 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

212. *Children's Literature for Elementary Teachers*. Primarily for teacher-librarians in platoon schools. Principles of judging and appreciating books for children at the various levels in the elementary school. Lectures, problems and reading. Class discussion of typical books, sources, representative lists and the preparation of original lists. Daily at 9. Room 112. *Three hours.*

### POLITICAL SCIENCE

DR. BRODA

390. *Contemporary Political Problems. Tendencies for changing and tendencies for maintaining the map of the world as fixed in 1919: Demands of dissatisfied nationalities. Should the League of Nations be empowered to effect territorial readjustments? Alliances for maintaining the status quo. Principles of American foreign policy: Monroe doctrine. Immigration policy. Financial policies. Policies toward the problem of international cooperation. Capitalism versus socialism: The Russian experience. Post-war adjustments and readjustments in central Europe. The policies of the British Labor Government. The problem of monopolies in the United States. Efforts for state socialism in Australasia. Protective tariff versus free trade. Democracy versus dictatorship.* Daily at 10. Room 113. *Three hours.*

410. *Comparative Government. The constitutional systems of the leading nations: The American system—political democracy—checks and balances—no parliamentary government. The system of Great Britain, France, and Germany—political democracy—checks and balances—parliamentary government. The system of Russia—"dictatorship of the proletariat"—no checks and balances—Soviet system, linking executive and legislative functions. The system of Italy—minority rule—the corporative state. Methods in dealing with the coexistence of different nationalities: The Swiss method of autonomy. The Belgian method of bilingual administration. The Russian method of delegation of different prerogatives to authorities determining cultural problems inside small territories. The Italian method of denationalization of subject nationalities. The old Austrian method of dealing with each particular problem on its merits. The different types of federation: The United States of America—the German empire—the Swiss confederation—the union of Soviet republics—the League of Nations.* Daily at 11. Room 113. *Three hours.*

## 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.*

1cs. *First Course in French.* Third term as above. Daily at 11. Room 115. *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.*

2cs. *Second Course in French.* Third term as above. Daily at 8. Room 115. *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.*

350s. *An Introduction to Anthropology.* (See Anthropology). Goldenweiser. Daily at 10. Room 110.

*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.*

440. *Educational Sociology.* (See Education). Reynolds. Daily at 10. Room 107.

*Three hours.*

455. *Theories of Evolution and Progress.* Primitive speculations about the past; Auguste Comte, his predecessors and successors, Herbert Spencer and the classical evolutionists, Wilhelm Wundt and folk psychology, Ratzenhofer and Gumplovitz, Karl Marx and the economic determinists, Lester F. Ward and F. H. Giddings, neo-evolutionists. Goldenweiser. Daily at 11. Room 110.

*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 technic 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.

110. *Clinical Chemistry and Microscopy.* Osgood. Medical School. *Six hours.*

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

125. *Pathologic Technic.* Two weeks, from August 25 to September 6. Elective. Fee, \$30. Menne. 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 .....	Wuest
317	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
113	Advanced Psychology from an Objective Point of View .....	Crosland



115	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
313	Systematic Botany	Hemenway & Hogue
316	Elementary Plant Biology Laboratory	Hogue
Gym	Elementary Dancing and Rhythmics	Hooper

## 10 a. m.

103	Song Interpretation and Choral Directing	Bover
104	Eighteenth Century Prose	Smith
105	Magazine Writing	Hull
106	Journalistic Writing	Hunt
107	Educational Sociology	Reynolds
108	History of Education in the United States	Vannest
110	An Introduction to Anthropology	Goldenweiser
111	Europe 1870-1914	Barnes
112	History of China	Blue
113	Contemporary Political Problems	Broda
114	The Romantic Movement	Grabo
115	Elementary French (first term)	LeGrand
116	Modern Economic Problems	McKay
203	Teaching of Modern Languages	Schmidt
205	Industrial Geography of Oregon	Lomax
206	College Geometry	Price
301	Decorative Design	Grey
304	Creative Design	Halvorsen
309	Field Study of Western Birds	Huestis
313	Climate and Environment in Plant Life	Hemenway
316	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
105	Short Story	Hull
106	Community Organization	Dunbar
107	Principles of Sociology	Reynolds
108	Classroom Organization and Management	Vannest
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
115	Elementary French (third term)	LeGrand
116	Modern Economic Problems	McKay
203	German Seminar in German Literature and Philology	Schmidt
205	Geography of North America	Lomax
206	Observation in Platoon School	Gentle
301	Handicrafts	Grey
304	Freehand Drawing	Halvorsen
309	Genetics	Huestis
316	Systematic Botany Laboratory	Hemenway & Hogue
317	Elementary Biology	Larsell
Gym	Advanced Rhythmics	Hooper

## 12 m.

Gym	Sports and Women's Coaching	Krohn
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## 1 p. m.

Gym	Graded Exercises for Rural and City Schools	Krohn
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## Tuesday and Thursday

1 to 3:30 p. m.

316	Elementary Plant Biology Laboratory	White
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## Central Library

Tuesday and Friday

2 to 4 p. m.

C	History of Anthropological Theories	Goldenweiser
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UNIVERSITY OF OREGON

# Summer Session Schedule and Registration Manual

Campus Session, 1930

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## 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. Willecox, 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.

DEPARTMENT	ADVISER	ROOM (Johnson Hall)
Art .....	Mr. Zane .....	110
Business Administration .....	Mr. Faville .....	101
Chemistry .....	Mr. Stafford .....	110
Drama .....	Mrs. Seybolt .....	106
Economics .....	Mr. Morris .....	105
Education (Clinical School) .....	Mr. DeBusk .....	103
(Undergraduates) .....	Mr. Stetson, Mr. Leighton .....	103
(Graduates) .....	Mr. Sheldon, Mr. Huffaker .....	103
English (Freshmen, Sophomores) .....	Mr. Hicks .....	110
(Juniors, Seniors, Graduates) .....	Mr. Ernst, Mr. Moll .....	111
Geography .....	Mr. Packard .....	110
German .....	Mr. Reinhardt .....	110
History .....	Mr. Fish .....	105
Journalism .....	Mr. Allen .....	110
Library Methods .....	Miss Casford .....	110
Mathematics .....	Mr. DeCou .....	101
Music (Theory Courses) .....	Mrs. Beck .....	110
(Applied) .....	Mr. Hopkins .....	110
Philosophy .....	Mr. Rebec .....	107
Physical Education .....	Mr. Bovard .....	110
(Coaching School) .....	Mr. Earl .....	110
Physics .....	Mr. McAlister .....	110
Political Science .....	Mr. Morris .....	105
Psychology .....	Mr. Seashore .....	110
Romance Languages .....	Mr. Bowen .....	110
Sociology .....	Mr. Parsons .....	112
Director, Campus Session .....	Mr. Beattie .....	112
Dean of Graduate School .....	Mr. Rebec .....	107
Dean of Women .....	Mrs. Schwering .....	109

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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. R. 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. Beattie	109	Commerce
Anne Landsbury Beck		Music Building
Lester F. Beck	303	Condon
Arthur Boardman		Music Building
Richard W. Bock		103 Art
John F. Bovard	1259	East 14th
Ray P. Bowen	3	Oregon
Prince Callison		McArthur Court
E. Lenore Casford	4	Library
Arthur C. Cole	2	Commerce
F. A. Cotton (July 14-19)	103	Commerce
Karl M. Dallenbach	300	Condon
W. M. Davis	105	Condon
Charles Dawson	207	McClure
B. W. DeBusk	17	University High School
E. E. DeCou	101	Johnson
M. H. Douglass	5	Library
Virgil D. Earl		McArthur Court
Conah Mae Ellis	11	Education
Rudolf H. Ernst	104	Villard
David E. Faville	205	Commerce
Grace M. Fernald	17	University High School
Andrew Fish	3	Commerce
Leo Friedman	206	McClure
J. H. Gilbert	101	Johnson
Margaret B. Goodall	1	University High School
Charles A. Goodwin	4	Deady
William L. Hayward		McArthur Court
Arthur C. Hicks	201	Villard
George P. Hopkins		Music Building
Clara E. Howard	34	Library
C. L. Huffaker	12	Education
Margaret Jackman	109	Commerce
Kiang Kang-Hu	202	Architecture
Ruth Kneeland	17	University High School
E. R. Knollin		Men's Gymnasium
John J. Landsbury		Music Building
Ralph Leighton	10	Education
E. D. McAlister	102	Deady
Frances Pierce McKnight		Music Building
Ernest G. Moll	205	Villard
Ralph U. Moore	103	Commerce
Victor F. Morris	104	Commerce
Philip G. Neserius	103	Commerce
Philip A. Parsons	112	Johnson
Edith Baker Pattee	12	University High School
Lillian Rayner	17	University High School
George Rebec	107	Johnson
Kurt F. Reinhardt	107	Oregon
William J. Reinhart		McArthur Court
Richard A. Rice	201	Villard
Blanche Roberts		Music Building
Moisés Sáenz (July 7-12)	103	Commerce
Emerson P. Schmidt	103	Commerce
Hazel Prutsman Schwering	109	Johnson
Robert H. Seashore	304	Condon
Ottillie T. Seybolt	106	Johnson
Hendy D. Sheldon	14	Education
Eugene Shields		McArthur Court
F. L. Shinn	5	McClure
Della J. Sisler	31	Library
David Snedden (June 24-28)	103	Commerce
C. W. Spears		McArthur Court
O. F. Stafford	1	McClure
John H. Stehn		Music Building
F. L. Stetson	6	Education
Rex Underwood		Music Building
Andrew Vincent	117	Architecture
Ivan R. Waterman	7	Education
W. R. B. Willcox	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

<b>ART</b>		
182s. Freehand Drawing .....	Vincent .....	112 Architecture
317s. Art Appreciation .....	Zane .....	107 Architecture
<b>CHEMISTRY</b>		
201abs. General Chemistry (class 8 to 10, M T W Th; 8 to 9 F) .....	Stafford .....	105 McClure
210abs. Second Year Chemistry (class 8 to 10, M T W Th; 8 to 9 F) .....	Friedman .....	206 McClure
<b>DRAMA</b>		
140s. Voice and Phonetics .....	Seybolt .....	Friendly Hall
<b>ECONOMICS</b>		
203s. Principles of Economics .....	Morris .....	106 Commerce
<b>EDUCATION</b>		
309s. Methods in Modern Foreign Languages .....	Pattee .....	12 Univ. High
440s. Psychology of Atypical Children .....	DeBusk .....	4 Education
442s. The Teaching of Backward Children, Advanced .....	Fernald .....	2 Education
464s. Tests and Measurements .....	Waterman .....	3 Education
<b>ENGLISH</b>		
101s. English Survey (first term) .....	Hicks .....	101 Villard
331s. Classical Poets .....	Moll .....	103 Villard
442s. The Early 19th Century Novel .....	Ernst .....	107 Villard
<b>GEOGRAPHY</b>		
385s. Physiography: The Forms of the Lands .....	Davis .....	101 Condon
<b>GERMAN</b>		
1s. Elementary German .....	Reinhardt .....	107 Oregon
<b>HISTORY</b>		
362s. England from 1660 to 1670 .....	Barnes .....	8 Commerce
403s. Great Historians .....	Fish .....	4 Commerce
<b>LIBRARY METHODS</b>		
341s. Books for High School Libraries .....	Howard .....	34 Library
362s. Library Work With Children .....	Casford .....	4 Library
<b>MATHEMATICS</b>		
101s. Unified Mathematics, or		
301s. Differential and Integral Calculus .....	DeCou .....	208 Commerce
<b>MUSIC</b>		
414s. Upper Division Public School Music and Seminar ..	Beck .....	Music Building
<b>PHYSICAL EDUCATION</b>		
303s. Physiology of Exercise .....	Bovard .....	121 Gerlinger
<b>PHYSICS</b>		
204as. General Physics (first term of regular course without laboratory) .....	McAlister .....	105 Deady
<b>PSYCHOLOGY</b>		
202s. General Psychology .....	Seashore .....	106 Oregon
<b>ROMANCE LANGUAGES</b>		
370s. Spanish Literature .....	Wright .....	4 Oregon
1s. Elementary French .....		6 Oregon
<b>SOCIOLOGY</b>		
309. Social Evolution .....	Parsons .....	106 Oregon

Nine o'Clock

<b>ART</b>		
174s. Lettering .....	Zane .....	120 Architecture
376. Crafts (class 9 to 11) .....	Avakian .....	107 Art
<b>BUSINESS ADMINISTRATION</b>		
463s. Investments .....	Faville .....	107 Commerce
<b>CHEMISTRY</b>		
405abs. Organic Chemistry (9 to 11, M T W Th; 9 to 10, F) .....	Shinn .....	108 McClure
<b>DRAMA</b>		
242s. Interpretation and Personation .....	Seybolt .....	Friendly Hall
<b>ECONOMICS</b>		
324s. Trusts and Industrial Combinations .....	Schmidt .....	106 Commerce
413s. Banking Credit and Crises .....	Gilbert .....	106 Commerce
<b>EDUCATION</b>		
485s. Guidance in Junior and Senior High Schools .....	Stetson .....	3 Education
441s. The Teaching of Backward Children (Intro- duction) .....	Fernald .....	4 Education
478s. Statistics .....	Leighton .....	2 Education
<b>ENGLISH</b>		
103s. English Survey (third term) .....	Hicks .....	101 Villard
322s. Romantic Poets of the Nineteenth Century .....	Rice .....	108 Villard
364. Elements of Style .....	Moll .....	103 Villard
<b>GERMAN</b>		
301s. German Literature, or 350. German Culture and Civilization .....	Reinhardt .....	107 Oregon
<b>HISTORY</b>		
372s. Middle Period of American History, 1829 to 1865 ..	Cole .....	5 Commerce
412s. Greek History .....	Barnes .....	8 Commerce
<b>JOURNALISM</b>		
210s. Journalistic Writing .....	Allen .....	104 Journalism
<b>LIBRARY METHODS</b>		
342s. School Library Administration .....	Howard .....	34 Library
361s. Children's Literature .....	Casford .....	4 Library
<b>MATHEMATICS</b>		
402s. Higher Algebra .....	DeCou .....	208 Commerce
<b>MUSIC</b>		
341s. Elementary Harmony (daily except Friday) .....	Beck .....	Music Building
<b>PHILOSOPHY</b>		
401. Oriental Philosophy .....	Kiang Kang-Hu .....	107 Villard
<b>PHYSICS</b>		
316s-416s. Electrical Measurements—Radio .....	McAlister .....	3 Deady
<b>POLITICAL SCIENCE</b>		
350. Contemporary Political Theory and Practice .....	Neserius .....	101 Oregon
<b>PSYCHOLOGY</b>		
470s. Attention .....	Dallenbach .....	301 Condon
<b>ROMANCE LANGUAGES</b>		
11s. Elementary Spanish .....	Wright .....	4 Oregon
<b>SOCIOLOGY</b>		
427. Problems of Social Institutions, or 428. A Critical Analysis of Social Unrest .....	Parsons .....	106 Oregon

Ten o'Clock

<b>ART</b>		
405. Oriental Art .....	Kiang Kang-Hu .....	107 Arch
<b>BUSINESS ADMINISTRATION</b>		
475s. Merchandising .....	Faville .....	107 Commerce
<b>DRAMA</b>		
347. Stage Craft and Play Production .....	Seybolt .....	Friendly Hall
<b>ECONOMICS</b>		
405s. Labor Problems .....	Schmidt .....	106 Commerce
<b>EDUCATION</b>		
308s. Teaching of Literature in the Secondary Schools ..	Goodall .....	1 Univ. High
477s. School Administration .....	Waterman .....	2 Education
486s. The Secondary Schools of Oregon .....	Stetson .....	3 Education
<b>ENGLISH</b>		
251s. Report Writing (English B) .....	Hicks .....	101 Villard
436s. English Drama .....	Ernst .....	107 Villard
492s. Nineteenth Century Prose .....	Rice .....	108 Villard
<b>GEOGRAPHY</b>		
430. Geography of the United States .....	Davis .....	101 Condon
<b>HISTORY</b>		
342s. Nineteenth Century Europe .....	Fish .....	4 Commerce
473s. Reconstruction and the New South .....	Cole .....	5 Commerce

<b>JOURNALISM</b>		
400s. Article and Feature Writing and Editing .....	Allen .....	104 Journalism
<b>LIBRARY METHODS</b>		
352s. Classification and Subject Headings .....	Sisler .....	30 Library
<b>MATHEMATICS</b>		
405s. Analytical Trigonometry .....	DeCou .....	208 Commerce
<b>PHYSICAL EDUCATION</b>		
115s. Coaching of Baseball (10 to 12) .....	Reinhart .....	McArthur Court
117s. Tennis .....	Woodruff .....	Tennis Courts
221bs. Anatomy and Physiology .....	Knollin .....	121 Gerlinger
<b>PHYSICS</b>		
204bs. General Physics (second term) .....	McAlister .....	105 Deady
<b>POLITICAL SCIENCE</b>		
408s. International Relations .....	Neserius .....	101 Oregon
<b>PSYCHOLOGY</b>		
471s. Memory and Learning .....	Dallenbach .....	301 Condon
<b>ROMANCE LANGUAGES</b>		
519s. Spanish Seminar .....	Wright .....	4 Oregon

### Eleven o'Clock

<b>ASSEMBLY</b>		
First week: Wednesday, Thursday, Friday .....		Music Building
After first week: Monday, Wednesday, Friday .....		Villard Hall
<b>HISTORY</b>		
570s. Seminar: The South & Secession (Tues & Thurs) .....	Cole .....	5 Commerce

### One o'Clock

<b>ART</b>		
337s. Painting .....	Vincent .....	112 Architecture
373s. Industrial Art (class 1 to 3) .....	Avakian .....	107 Art
<b>CHEMISTRY</b>		
201abs. General Chemistry Laboratory (1 to 4) .....	Stafford .....	105 McClure
210abs. Second Year Chemistry Laboratory (1 to 4) .....	Friedman .....	206 McClure
405abs. Organic Chemistry Laboratory (1 to 4) .....	Shinn .....	103 McClure
<b>EDUCATION</b>		
303s. Educational Psychology .....	Ellis .....	3 Education
475s. Synthetic Course in Education: World Problems .....	Snedden, Bailey, Saenz, Cotton, Alderman, Moore	105 Commerce
<b>ENGLISH</b>		
202s. The Plays of Shakespeare's Middle Period .....	Moll .....	103 Villard
<b>LIBRARY METHODS</b>		
351s. Cataloging, Study of Card Catalog .....	Sisler .....	30 Library
<b>MUSIC</b>		
313s. Public School Music .....	Beck .....	Music Building
<b>PHYSICAL EDUCATION</b>		
116s. Coaching of Track (1 to 3) .....	Hayward .....	McArthur Court
346s. Theory and Practice of Physical Education .....	Knollin .....	121 Gerlinger
606s. Seminar .....	Bovard .....	207 Gerlinger
<b>PHYSICS</b>		
204. General Physics Laboratory (1 to 4) .....	Goodwin .....	101 Deady
<b>PSYCHOLOGY</b>		
201s. Beginner's Laboratory Course in Psychology (1 to 4) .....	Seashore .....	302 Condon
<b>ROMANCE LANGUAGES</b>		
350s. French Literature .....	Bowen .....	6 Oregon

### Two o'Clock

<b>ART</b>		
397. Civilization and Art Epochs .....	Reinhardt .....	107 Architecture
373s. Industrial Art (1 to 3) .....	Avakian .....	107 Arts
<b>EDUCATION</b>		
302s. Problems in Secondary Education .....	Leighton .....	2 Education
476s. Synthetic Course in Education: Progress in Elementary Education .....	Snedden, Bailey, Saenz, Cotton, Alderman, Moore	105 Commerce
558s. Advanced Principles of Education .....	Sheldon .....	3 Education
<b>LIBRARY METHODS</b>		
322s. Elementary Reference Work .....	Casford .....	4 Library
<b>MUSIC</b>		
329. Voice Fundamentals and Pedagogy (Tues & Thurs) .....	Boardman .....	Music Building
<b>PHILOSOPHY</b>		
300. Aesthetics .....	Rebec .....	108 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**

450s. Contemporary French Literature .....	Bowen .....	6 Oregon
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**Three o'Clock****ART**

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

301s. Introduction to Education .....	Sheldon .....	3 Education
312s. Work of Deans and Advisers of Girls .....	Ellis .....	4 Education
576s. The School Survey .....	Huffaker .....	2 Education

**PHILOSOPHY**

400. Ethics .....	Rebec .....	109 Oregon
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**PHYSICAL EDUCATION**

305s. Secondary School Methods .....	Woodruff .....	Women's Gym
118s. Coaching of Football (3 to 5:30) .....	Spears .....	McArthur Court

**ROMANCE LANGUAGES**

510s. French Seminar .....	Bowen .....	6 Oregon
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**Four o'Clock****EDUCATION**

473. Business Administration of School Systems .....	Huffaker .....	2 Education
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**Seven o'Clock****PHYSICAL EDUCATION**

114s. Coaching of Basketball (7 p.m. to 9 p.m.) .....	Reinhart .....	McArthur Court
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**Time to Be Arranged****ART**

520. Seminar in Art and Life .....	Willcox .....	201 Architecture
275. Modelling .....	Bock .....	103 Art
160s. Color .....	Avakian .....	107 Art
172s. Composition .....	Vincent .....	112 Architecture

**BUSINESS ADMINISTRATION**

459s. Senior Thesis .....	Faville .....	107 Commerce
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**ECONOMICS**

507s. Economics Seminar .....	Economics staff .....	106 Commerce
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**EDUCATION**

443s. Supervised Teaching .....	DeBusk, Fernald, Rayner, Kneeland .....	8 Education
589s. Research Course in Secondary Education .....	Stetson .....	6 Education
599. Thesis Writing .....	Sheldon, Huffaker, Stet- son, DeBusk .....	14 Education

**ENGLISH**

500s. Seminar .....	Rice .....	108 Villard
518s. Seminar, Romantic Tendencies in the Eighteenth Century .....	Ernst .....	107 Villard

**GERMAN**

401s. German Seminar .....	Reinhardt .....	107 Oregon
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**HISTORY**

566s. Seminar: Reforms in Great Britain (1815-1850) .....	Barnes .....	8 Commerce
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**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
113s. Group Instruction in Piano .....	Hopkins .....	Music Building
317s. Pipe Organ .....	McKnight .....	Music Building

**PHYSICS**

300. Laboratory Arts .....	Goodwin .....	101 Deady
300a. Laboratory Arts—Glassblowing .....	McAlister .....	8 Deady
420-520. Advanced and Graduate Courses .....	McAlister .....	2 Deady

**POLITICAL SCIENCE**

505. Seminar in Political Science: Democracy in Central and North-East Europe .....	Neserius .....	101 Oregon
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**PSYCHOLOGY**

530s. Seminar in Psychology .....	Dallenbach .....	324 Condon
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**SOCIOLOGY**

515. Social Problems Seminar .....	Parsons .....	106 Oregon
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## POST SESSION

### Eight o'Clock

<b>CHEMISTRY</b>		
201cs. General Chemistry (8 to 10) .....	Stafford .....	105 McClure
210cs. Second Year Chemistry (8 to 10) .....	Friedman .....	206 McClure
<b>EDUCATION</b>		
461ps. Child Psychology .....	Conover .....	4 Education
<b>ENGLISH</b>		
300. Post-War American Poetry .....	Bates .....	107 Commerce
<b>HISTORY</b>		
363s. England from 1760 to 1798 .....	Barnes .....	8 Commerce
<b>PHYSICS</b>		
204cs. General Physics (8 to 10) .....	Goodwin .....	105 Deady
<b>ROMANCE LANGUAGES</b>		
251s or 351s. French Literature (Three or six hours) .....		4 Oregon

### Nine o'Clock

<b>CHEMISTRY</b>		
405cs. Organic Chemistry .....	Shinn .....	103 McClure
<b>ECONOMICS</b>		
441s. Economics of War .....	Morris .....	106 Commerce
<b>EDUCATION</b>		
484ps. Junior High School .....	Conover .....	4 Education
571s. Educational Research .....	Huffaker .....	2 Education
<b>ENGLISH</b>		
400. Biography .....	Bates .....	107 Commerce
<b>HISTORY</b>		
413s. The Roman Empire .....	Barnes .....	8 Commerce

### Ten o'Clock

<b>EDUCATION</b>		
452s. History of American Education .....	Vannest .....	3 Education
476ps. School Survey .....	Huffaker .....	2 Education
<b>HISTORY</b>		
492s. History of Japan .....	Blue .....	8 Commerce
<b>PHYSICS</b>		
204s. Sound .....	Goodwin .....	105 Deady
<b>PSYCHOLOGY</b>		
335s. Applied Psychology .....	Seashore .....	302 Condon
<b>SOCIOLOGY</b>		
310. Development of Social Welfare .....	Creech .....	208 Commerce

### Eleven o'Clock

<b>EDUCATION</b>		
456ps. Educational Thinkers of the Nineteenth Century .....	Vannest .....	3 Education
<b>SOCIOLOGY</b>		
429. Modern Social Problems .....	Creech .....	208 Commerce

### One o'Clock

<b>CHEMISTRY</b>		
201cs. General Chemistry Laboratory (1 to 4) .....	Stafford .....	105 McClure
210cs. Second Year Chemistry Laboratory (1 to 4) .....	Friedman .....	206 McClure
405cs. Organic Chemistry Laboratory (1 to 4) .....	Shinn .....	103 McClure
<b>PHYSICS</b>		
204 Lab. General Physics Laboratory (1 to 4) .....	Goodwin .....	101 Deady