

THE UNIVERSITY OF  
OREGON

EUGENE

OREGON



THE GRADUATE  
SCHOOL

ANNOUNCEMENTS  
1924-1925



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O R E G O N

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PUBLISHED BY THE UNIVERSITY  
UNIVERSITY PRESS  
EUGENE

## UNIVERSITY CALENDAR, 1924-25

### CALENDAR 1924

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

  

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

### CALENDAR 1925

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

  

APRIL							MAY							JUNE										
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12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	21			
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26	27	28	29	30	24	25	26	27	28	29	30	28	29	30										

  

JULY							
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19	20	21	22	23	24	25	
26	27	28	29	30	31		

### SUMMER SESSION, 1924

June 23, Monday ..... Summer session opens, Portland and Eugene  
 July 4, Friday ..... Independence Day, a holiday.  
 August 1, Friday ..... Summer session closes.

### FALL TERM

September 22, Monday ..... Physical examinations for entering students.  
 September 23, Tuesday ..... Freshman English examination. Other entrance examinations.  
 September 24, Wednesday ..... Registration material released.  
 September 24, Wednesday ..... Faculty meeting.  
 September 25, 25, Thursday, Friday ..... Registration days.  
 September 29, Monday ..... University classes begin. Late filing fees begin.  
 October 10, Friday ..... Last day for filing graduate cards.  
 October 31, November 1 ..... Homecoming week-end.  
 November 5, Wednesday ..... Faculty meeting.  
 November 11, Tuesday ..... Armistice Day, a holiday.  
 November 27 to 30, Thursday to Sunday ..... Thanksgiving vacation.  
 December 3, Wednesday ..... Faculty meeting.  
 December 17, 18, 19, Wednesday, Thursday, and Friday ..... Term examinations.

### WINTER TERM

January 5, Monday ..... University classes begin.  
 January 7, Wednesday ..... Faculty meeting.  
 February 4, Wednesday ..... Faculty meeting.  
 February 23, Monday ..... Washington's birthday, a holiday.  
 March 4, Wednesday ..... Faculty meeting.  
 March 18, 19, 20, Wednesday, Thursday and Friday ..... Term examinations.  
 March 21, Saturday to March 29, Sunday ..... Spring vacation.

### SPRING TERM

March 30, Monday ..... University classes begin.  
 April 1, Wednesday ..... Faculty meeting.  
 May 6, Wednesday ..... Faculty meeting.  
 May 30, Saturday ..... Memorial Day, a holiday.  
 June 3, Wednesday ..... Faculty meeting.  
 June 10, 11, 12, Wednesday, Thursday, and Friday ..... Term examinations.  
 June 12, Friday ..... Flower and Fern procession 7 p. m.  
 June 13, Saturday ..... Failing and Beekman orations 8 p. m.  
 June 14, Sunday ..... Alumni Day.  
 June 15, Monday ..... Baccalaureate sermon.  
 June 15, Monday ..... Commencement.

### SUMMER SESSION, 1925

June 22, Monday ..... Summer session opens, Eugene and Portland.  
 July 31, Friday ..... Summer session closes.

## BOARD OF REGENTS

### OFFICERS

HON. JAMES W. HAMILTON, *President*  
 HON. CHAS. H. FISHER, *Vice-president*  
 L. H. JOHNSON, *Secretary*

### EXECUTIVE COMMITTEE

HON. JAMES W. HAMILTON, *Ex Officio Chairman*  
 HON. CHAS. H. FISHER, *Acting Chairman*

MRS G. T. GERLINGER

HON. HERBERT GORDON

HON. VERNON H. VAWTER

HON. FRED FISK

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HON. WALTER M. PIERCE, *Governor* .....Salem  
 HON. SAM A. KOZER, *Secretary of State* .....Salem  
 HON. J. A. CHURCHILL, *Superintendent of Public Instruction* .....Salem

### APPOINTED BY THE GOVERNOR

<i>Name and Address</i>	<i>Term Expires</i>
HON. JAMES W. HAMILTON, Roseburg	April 15, 1925
MRS. G. T. GERLINGER, Dallas	April 15, 1927
HON. C. C. COLT, Portland	April 15, 1927
HON. HENRY MCKINNEY, Baker	April 15, 1927
HON. HERBERT GORDON, Portland	April 15, 1929
HON. C. E. WOODSON, Heppner	April 15, 1929
HON. VERNON H. VAWTER, Medford	April 15, 1931
HON. WILLIAM S. GILBERT, Astoria	April 15, 1933
HON. CHAS. H. FISHER, Eugene	April 15, 1935
HON. FRED FISK, Eugene	April 15, 1935

## OFFICERS OF ADMINISTRATION

### THE UNIVERSITY

P. L. CAMPBELL, B.A., LL.D. ....*President*  
 LOUIS H. JOHNSON .....*Comptroller*  
 KARL W. ONTHANK, M.A. ....*Executive Secretary*  
 CARLTON E. SPENCER, A.B., LL.B. ....*Registrar*  
 JOHN STRAUB, M.A., LL.D. ....*Dean of Men*  
 VIRGINIA JUDY ESTERLY, B.A. ....*Dean of Women*  
 M. H. DOUGLASS, M.A. ....*Librarian*  
 DEAN H. WALKER, B.A. ....*Director of Student Loan Funds and Student Advisor*  
 GERTRUDE BASS WARNER .....*Curator of Oregon Museum of Fine Arts*

### THE COLLEGES AND THE SCHOOLS

GEORGE REBEC, Ph.D. ....*Dean of the Graduate School*  
 COLIN VICTOR DYMENT, B.A. ....*Dean of the College of Literature, Science, and the Arts*  
 ELLIS F. LAWRENCE, M.S. ....*Dean of the School of Architecture*  
 EDWIN CLYDE ROBBINS, Ph.D. ....*Dean of the School of Business Administration*  
 HENRY DAVIDSON SHELDON, Ph.D. ....*Dean of the School of Education*  
 ERIC W. ALLEN, B.A. ....*Dean of the School of Journalism*  
 WILLIAM G. HALE, B.S., LL.B. ....*Dean of the School of Law*  
 RICHARD B. DILLEMUNT, B.S., M.D. ....*Dean of the School of Medicine*  
 JOHN J. LANDBURY, Mus.D. ....*Dean of the School of Music*  
 JOHN FREEMAN BOVARD, Ph.D. ....*Dean of the School of Physical Education*  
 FRDERIC G. YOUNG, B.A., LL.D. ....*Dean of the School of Sociology*  
 EARL KILPATRICK, B.A. ....*Dean of Extension Division*

## THE TEACHING FACULTY OF THE GRADUATE SCHOOL

PRINCE LUCIAN CAMPBELL, LL.D. ....*President of the University*  
 A.B., Harvard, 1886; LL.D., Pacific University, 1911; University of Colorado, 1913. President, Oregon, from 1902.

GEORGE REBEC, Ph.D. ....*Dean of the Graduate School and Professor of Philosophy*  
 A.B., Michigan, 1891; student at Strassburg, 1893-94; Ph.D., Michigan, 1897; student in Florence, Italy, 1908-09; faculty, Michigan, 1894-1909; Oregon, 1912-18; director, Portland Extension Center, 1918-20; professor of education, Reed College, 1920-21; head of department of philosophy and dean of Graduate School, Oregon, from 1920.

ERIC W. ALLEN, B.A. ....*Dean of the School of Journalism and Professor of Journalism*  
 B.A., Wisconsin, 1901; editorial staff, Milwaukee Free Press, 1901-02; Seattle Post-Intelligencer, 1904-06; Printing, Photoengraving, Electrotyping etc., 1906-09; Post-Intelligencer, 1909-12; correspondent, eastern papers, 1905-12; faculty, Oregon, from 1912.

WILLIAM F. ALLEN, Ph.D. ....*Professor of Anatomy, School of Medicine, Portland*  
 A.B., A.M., Stanford; Ph.D., Minnesota; assistant to E. P. Allis, Mentone, France, 1902-07; Dr. J. Loeb, California, 1907-10; faculty, Illinois, 1910-11; Minnesota, 1911-16; Oregon from 1916; head of department of anatomy in the School of Medicine, Portland, from 1917.

WALTER CARL BARNES, B.A. (Oxon) ....*Professor of History*  
 A.B., Colorado College, 1912; graduate student, California, 1912-13; Rhodes scholar, Honour School of Modern History, Oxford University, England, 1913-16; B.A., Oxon, 1916; faculty, British Columbia, 1917-18; California, 1918-20; Oregon, from 1920.

JAMES DUFF BARNETT, Ph.D. ....*Professor of Political Science*  
 A.B., Emporia, 1890; fellow in political science, Wisconsin, 1902-03; assistant in political science, 1903-05; Ph.D., 1905; faculty, Oklahoma, 1905-08; Oregon from 1908; associate editor, National Municipal Review.

† ERNEST SUTHERLAND BATES, Ph.D. ....*Professor of Philosophy*  
 A.B., Michigan, 1902; A.M., 1903; university fellow, Columbia, 1905-06; Ph.D., 1908; faculty, Oberlin, 1903-05; Columbia, 1907-08; Arizona, 1908-15; professor and head of department of rhetoric and American literature, Oregon, 1915-22; present position from 1922.

ROBERT L. BENSON, A.M., M.D. ....*Professor of Pathology, School of Medicine, Portland*  
 A.B., Michigan, 1902; A.M., 1904; M.D., Rush Medical College, 1910; graduate student with Dr. Warthin, Michigan, 1921; research fellow in pathology, Chicago, 1909-10; faculty, Oregon, from 1912.

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; dean of the School of Physical Education from 1920; president Oregon State Physical Education Society; vice-president Pacific Division American Physical Education Association, 1920-22; member executive council American Physical Education Association.

WILLIAM PINGRY BOYNTON, Ph.D. ....*Professor of Physics*  
 A.B., Dartmouth, 1890; M.A., 1893; graduate scholar in physics, Dartmouth, 1893-94; scholar and fellow in physics, Clark, 1894-97; Ph.D., 1897; faculty, Southern California, 1890-93; California, 1897-1901; California College, 1901-03; Oregon, from 1903; head of department from 1906.

JULIA BURGESS, M.A. ....*Professor of English*  
 B.A., Wellesley, 1894; M.A. Radcliffe, 1901; faculty, Oregon, from 1907.

GEORGE E. BURGET, Ph.D. ....*Professor of Physiology, School of Medicine, Portland*  
 A.B., Indiana State Normal School; Ph.D., Chicago; faculty, Oregon, from 1917.

ALBERT EDWARD CASWELL, Ph.D. ....*Chairman of the Department of Pre-Engineering, and Professor of Physics*  
 A.B., Stanford, 1908; Ph.D., 1911; national research fellow, Princeton, 1919-20; faculty, Purdue, 1911-13; Oregon, from 1913.

†Leave of absence, 1923-24.

- ROBERT CARLTON CLARK, Ph.D., .....*Professor of History*  
B.A., Texas, 1900; M.A., 1901; scholar in history, Wisconsin, 1901-02; fellow, 1902-03; Ph.D., 1905; faculty, Oregon, from 1905; head of department from 1920; fellow, Texas Historical Association.
- TIMOTHY CLORAN, Ph.D., .....*Professor of Romance Languages*  
B.A., Western Reserve, 1891; student, University of Berlin, 1897-98; University of Strassburg, 1898-99; Ph.D., Strassburg, 1901; student, University of Paris, 1904-05; University of Madrid, 1905-06; faculty, Shurtleff College, 1898-97; Idaho, 1899-1900; Vanderbilt, 1900-04; Oregon, from 1906; head of department from 1907.
- EDMUND S. CONKLIN, Ph.D., .....*Professor of Psychology*  
B.H., 1908, Springfield, Mass.; A.M., Clark, 1909; fellow in psychology, Clark, 1909-11; Ph.D., 1911; faculty, Oregon, from 1911; head of department from 1913.
- PETER CAMPBELL CROCKATT, Ph.D., .....*Professor of Economics*  
B.A., Oregon, 1915; M.A., 1918; graduate student, California, 1921; Ph.D., 1922; faculty, Spokane, 1916-17; Oregon, from 1917.
- BURGHARD WOODSON DEBUSK, Ph.D., .....*Professor of Education*  
B.A., Indiana, 1904; fellow, Clark, 1909-10, 1914-15; Ph.D., 1915; acting director of psychology laboratory, Indiana, 1908-09; faculty, Teachers College, Colorado, 1910-14; professor of educational psychology, Oregon, from 1915.
- EDGAR EZEKIEL DECOU, M.S., .....*Professor of Mathematics*  
B.S., Wisconsin, 1894; M.S., Chicago, 1897; graduate student, Chicago, 1899-1900; graduate school, Yale, 1900-01; faculty, Bethel College, Kentucky, 1897-99, 1901-02; acting president, 1902; head of department of mathematics, Oregon, from 1902.
- RICHARD B. DILLEHUNT, M.D., .....*Dean of the School of Medicine, Portland*  
Illinois, 1904-06; M.D. Chicago, 1910; faculty, Oregon from 1912.
- \*HARL R. DOUGLASS, M.A., .....*Professor of Education*  
B.S., Missouri, 1913; M.A., 1918; supervisor, University of Missouri High School, 1913-14; superintendent of schools, Missouri and Oregon, 1914-19; faculty, Oregon, from 1919.
- FREDERIC STANLEY DUNN, A.M., .....*Professor of Latin*  
A.B., Oregon, 1892; A.M., 1899; A.B., Harvard, 1894; A.M., 1903; faculty, Willamette, 1895-98; head of department, Oregon, from 1898; leave of absence in Italy, 1918-19.
- COLIN VICTOR DYMENT, B.A., .....*Dean of the College of Literature, Science and the Arts, and Professor of Journalism*  
B.A., Toronto (University College), 1900; newspaperman, 1900-13. Faculty, Oregon, 1913-17; head of department of journalism, Washington, 1917-18; director of School of Journalism, 1918-19; present position, from 1920.
- JAMES HENRY GILBERT, Ph.D., .....*Professor of Economics*  
B.A., Oregon, 1903; Ph.D., Columbia, 1907; faculty, Oregon, from 1907; head of department from 1920.
- CHESTER ARTHUR GREGORY, Ph.D., .....*Professor of Education*  
B.A., Indiana, 1908; M.A., 1915; fellow, Iowa, 1917-18; Ph.D., 1920. Faculty, Parsons, 1912-14; professor of school administration, Oregon, from 1918.
- WILLIAM GREEN HALE, LL.B., .....*Dean of the School of Law and Professor of Law*  
B.S., Pacific University, 1903; LL.B. Harvard, 1906. Faculty, Illinois, 1909-11, 1913-20; practicing attorney, 1906-09, 1911-12; present position, from 1920.
- HOWARD D. HASKINS, M.A., M.D., .....*Professor of Biochemistry, School of Medicine, Portland*  
A.B., Michigan; M.D., Western Reserve; M.A., Oregon, 1923; faculty Western Reserve, 1907-15; Oregon, from 1915.
- EDWIN T. HODGE, Ph.D., .....*Professor of Geology*  
B.A., Minnesota, 1913; M.A., 1914; Ph.D., Columbia, 1915; William Bayard Cutting traveling fellowship, Columbia, 1916; faculty, Minnesota, 1913-15; Columbia, 1915-16; British Columbia, 1917-20; Oregon, from 1920.
- HERBERT CROMBIE HOWE, A.B., .....*Professor of English*  
B.L., A.B., Cornell, 1893; graduate scholar in philosophy, Cornell, 1893-95; head of department, Oregon, from 1906.
- EARL KILPATRICK, B.A., .....*Dean of the Extension Division, Director of the Portland Center*  
B.A., Oregon, 1909; faculty, Oregon, 1914-17, from 1920; director, Northwestern Division, American Red Cross, 1917-20; president, Oregon Social Hygiene Society.

\*Leave of absence, 1923-24.

- JOHN J. LANDSBURY, Mus.D., .....*Dean of the School of Music*  
Mus.B., Simpson College, Iowa, 1900; Mus.D., 1909; pupil Max Bruch, Berlin; graduate student, University of Berlin; faculty, Simpson; Baker University; Oregon from 1914; present position from 1917.
- OLOF LARSELL, Ph.D., .....*Professor of Anatomy, School of Medicine, Portland*  
B.S., McMinnville College, 1910; graduate student, Chicago; M.A., Northwestern, 1914; Ph.D., 1918; faculty, McMinnville, 1910-15; Northwestern, 1915-18, 1920-21; Wisconsin, 1918-20; Oregon, from 1921.
- ELLIS F. LAWRENCE, M.S., .....*Dean of the School of Architecture and Allied Arts, Professor of Architecture*  
B.S., M.S., Massachusetts Institute of Technology; Fellow, American Institute of Architecture. Present position, from 1914.
- EDWARD HIRAM McALISTER, M.A., .....*Professor of Mechanics and Astronomy*  
B.A., Oregon, 1890; M.A., 1893. Faculty, Oregon, from 1891; dean College of Engineering, 1902-15; head of department from 1915; certified member American Association Engineers.
- FRANK R. MENNE, B.S., M.D., .....*Professor of Pathology, School of Medicine, Portland*  
B.S., Wisconsin; M.D., Rush Medical College; faculty, Oregon, from 1911.
- WILLIAM EDMUND MILNE, Ph.D., .....*Professor of Mathematics*  
A.B., Whitman, 1912; A.M., Harvard, 1913; Ph.D., 1915; faculty, Bowdoin, 1915-18; Oregon, from 1919.
- HAROLD B. MYERS, A.B., M.D., .....*Professor of Pharmacology, School of Medicine, Portland*  
A.B., Wisconsin; M.D., Western Reserve; collaborator, Journal of Pharmacology; faculty, Oregon, from 1915; assistant dean from 1917.
- EARL L. PACKARD, Ph.D., .....*Professor of Geology*  
A.B., Washington, 1911; M.A., 1912; fellow in paleontology, California, 1912-14; Ph.D., 1915; faculty, Washington, 1915-16; Oregon, 1916-17; Mississippi A. & M. College, 1917-18; Oregon, from 1919; acting head of department, 1920-21.
- MABEL HOLMES PARSONS, M.A., .....*Professor of English, Portland Extension Center*  
A.B., Michigan, 1904; M.A., 1905; faculty, Oregon, from 1912.
- PHILIP ARCHIBALD PARSONS, Ph.D., .....*Professor of Applied Sociology, Portland Extension Center*  
A.B., Christian University, Missouri, 1904; M.A., 1905; student, Union Theological Seminary, 1904-06; graduate student, Columbia, and research fellow, School of Philanthropy, 1908-09; Ph.D., 1909; faculty, Syracuse, 1909-20; director of University Settlement, Syracuse; lecturer, Department Immigrant Education, State of New York, 1912-18; director of Portland Center school of social work from 1920.
- MARY HALLOWELL PERKINS, M.A., .....*Professor of English*  
B.A., Bates, 1898; M.A., Radcliffe, 1908; graduate student, Columbia, 1916-17; faculty, Oregon, from 1908.
- FERGUS REDDIE .....*Professor of Drama and the Speech Arts*  
B.A., Valparaiso, (Hon.); Pennsylvania Museum School of Industrial Art; Emerson College of Oratory; director of plays for 20th Century Club, Boston; professional stage. Head of department, Oregon, from 1911.
- EDWIN CLYDE ROBBINS, Ph.D., .....*Dean of School of Business Administration*  
B.A., Iowa, 1910; M.A., 1912; Garth fellow in economics, Columbia, 1912-13; Ph.D., 1915; faculty, Mt. Holyoke, 1914-15; Oregon, 1915-17; Minnesota, 1917-19; Oregon, from 1919; present position from 1920.
- FRIEDRICH GEORG G. SCHMIDT, Ph.D., .....*Professor of German Language and Literature*  
Student, University of Erlanger, Bavaria, 1888-90; Johns Hopkins, 1890-93; university scholar and fellow, 1894-96; Ph.D., 1896; faculty, Cornell College, 1896-97; head of department of modern languages, Oregon, 1897-1905; head of department of German, Oregon, from 1905.
- HARRY J. SEARS, Ph.D., .....*Professor of Bacteriology, School of Medicine, Portland*  
A.B., Stanford, 1911; A.M., 1912; Ph.D., 1916; student, Chicago; faculty, Stanford, 1911-12, 1913-16; city bacteriologist and chemist, Berkeley, Calif., 1917-18; faculty, Oregon, from 1918; president, Oregon branch of Society of American Bacteriologists.
- HENRY DAVIDSON SHELDON, Ph.D., .....*Dean of the School of Education*  
A.B., Stanford, 1896; A.M., 1897; Ph.D., Clark, 1900; student, Leipzig, 1911-12; faculty, Oregon, 1900-11; Pittsburg, 1912-14; present position from 1914.

- FREDERICK LAFAYETTE SHINN, Ph.D.** ..... *Professor of Chemistry*  
B.A., Indiana, 1901; M.A., 1902; scholar, Yale, 1902; Ph.D., Wisconsin, 1906; faculty, Wisconsin, 1902-04, 1905-07; Indiana, 1904-05; faculty, Oregon, from 1907; acting head of department, 1918-22.
- WARREN DU PRE SMITH, Ph.D.** ..... *Professor of Geology*  
B.S., Wisconsin, 1902; M.A., Stanford, 1904; fellow in geology, Chicago, 1904-05; Ph.D., Wisconsin, 1908; head of department, Oregon, from 1914; geologist and chief of division of mines, bureau of science, Manila, 1920-22.
- ORIN FLETCHER STAFFORD, M.A.** ..... *Professor of Chemistry*  
A.B., Kansas, 1900; A.M., 1902; graduate student, Nernst laboratory, Berlin, 1908-09; faculty, Oregon, from 1900; head of department from 1902.
- FRED L. STETSON, M.A.** ..... *Professor of Education*  
B.A., Washington, 1911; M.A. 1913; research scholar, Teachers College, 1919-20; faculty, Washington, 1912-13; Oregon, from 1913.
- JOHN STRAUB, Lit.D.** ..... *Professor of Greek Language and Literature*  
B.A., Mercersburg, 1876; M.A., 1879; Lit. D., Franklin and Marshall, 1913; faculty, Oregon, from 1879; dean of the College of Literature, Science, and the Arts, 1899-1920; dean of men, from 1920.
- ALBERT RADDIN SWEETSER, M.A.** ..... *Professor of Botany*  
B.A., Wesleyan, 1884; M.A., 1887; graduate student, Massachusetts Institute of Technology, 1884-86; Harvard, 1893-97; faculty, Pacific University, 1897-1902; Oregon, from 1902; head of department of botany, from 1909.
- W. F. G. THACHER, M. A.** ..... *Professor of English*  
A.B., Princeton, 1900; M.A., 1906; graduate student, Chicago, 1906; associate editor of Pacific Monthly, 1902-04; faculty, Oregon, from 1913.
- EDWARD THORSTENBERG, Ph.D.** ..... *Professor of Scandinavian Languages and Literature*  
B.A., Bethany College, 1899; scholar, Yale, 1900-03; M.A., 1902; Ph.D. 1904; faculty, Oregon, from 1913.
- HARRY BEAL TORREY, Ph.D.** ..... *Professor of Zoology, Chairman, Department of Medicine*  
B.S., California, 1895; M.S., 1898; fellow in zoology, Columbia, 1900-01; Ph.D., 1903; faculty, California, 1898-1912; Reed College, 1912-20; head of department of experimental biology and director of research in fundamental sciences, School of Medicine, Portland, and head of department of zoology, Oregon, from 1920.
- MARY ELIZABETH WATSON, M.A.** ..... *Professor of English*  
B.A., Oregon, 1909; M.A., 1911; graduate student, Columbia, 1918-19; faculty, Oregon, from 1911.
- RAYMOND HOLDER WHEELER, Ph.D.** ..... *Professor of Psychology*  
A.B., Clark, 1912; scholar and fellow in experimental psychology, Clark, 1912-15; A.M., 1913; Ph.D., 1915; faculty, Oregon, from 1915; director of laboratory.
- FREDERIC GEORGE YOUNG, LL.D.** ..... *Dean of the School of Sociology and Professor of Sociology*  
B.A., Johns Hopkins, 1886; University scholar, 1886-87; LL.D., Oregon, 1920; president, Albany College, 1894-95; head of department of economics and sociology, Oregon, 1895-1920; dean of the Graduate School, 1900-1920; present position, from 1920; member South Dakota Constitutional Convention, 1889; secretary, Oregon Conservation Commission since 1908; secretary, Oregon Historical Society since 1898; editor, Quarterly Journal of Oregon Historical Society, Commonwealth Review, Oregon section, Encyclopedia Britannica.
- \*CLARENCE DEWITT THORPE, M.A.** ..... *Associate Professor of English*  
A.B., Ellsworth College, 1911; A.M., Arizona, 1912; Michigan, 1915. Faculty, Arizona, 1919-21. Oregon, from 1921.
- ROGER JOHN WILLIAMS, Ph.D.** ..... *Associate Professor of Chemistry*  
B.S., Redlands, 1914; M.S., Chicago, 1918; Ph.D., 1919; faculty, Oregon, from 1920.

\*Leave of absence, 1924-25.

- DONALD G. BARNES, Ph.D.** ..... *Assistant Professor of History*  
B.A., Nebraska, 1915; M.A., Harvard, 1917, Ph.D., 1924; Harvard Scholarship 1915-16, Thayer Fellowship, 1916-17; Harrison Fellowship in History, Pennsylvania, 1917-18; Bayard Cutting Traveling Fellowship, Harvard, 1920-21, Parker Traveling Fellowship, 1921-22; London School of Economics, 1920-21; Sorbonne, Paris, 1921; Cambridge, England, 1922; present position from 1922.
- MERTON KIRK CAMERON, Ph.D.** ..... *Assistant Professor of Economics*  
A.B., Princeton, 1908; A.M., Harvard, 1914; Ph.D., 1921; faculty, Harvard, 1915-16; Hibbing Junior College, 1917-20; Oregon, from 1920.
- HAROLD RANDOLPH CROSLAND, Ph.D.** ..... *Assistant Professor of Psychology*  
A.B., South Carolina, 1918; A.M., Clark, 1914; Ph.D., 1916; fellow in experimental psychology, Clark, 1918-16; faculty, Minnesota, 1916-17; Arkansas, 1917-18; Pittsburg, 1918-20; Oregon, from 1920.
- RUDOLPH HERBERT ERNST, Ph.D.** ..... *Assistant Professor of English*  
B.A., Northwestern College, Wisconsin, 1904; student Theological Seminary, Wauwatosa, Wisconsin, 1905-07; University of Rostock, Germany, 1908-09; University of Leipsig, 1909-10; Sorbonne, Paris, 1901; M.A., Harvard, 1912, Ph.D., 1918; Thayer Fellowship, Harvard; faculty, Northwestern College, 1904-05, 1907-08; Washington, 1912-23; present position from 1923.
- ANDREW FISH, Ph.D.** ..... *Assistant Professor of History*  
B.D., Pacific Unitarian School, 1917; A.B., Oregon, 1920; M.A., 1921; Ph.D., Clark, 1922-23; Oregon, from 1920.
- WILMOT C. FOSTER, M.A., M.D.** ..... *Assistant Professor of Anatomy, School of Medicine, Portland*  
A.B., Oregon, 1916; M.D., 1920; graduate study, Minnesota, Rush Medical College, and Chicago; M.A., Oregon, 1923; faculty, Oregon, from 1920.
- JOHN J. PUTNAM, Ph.D.** ..... *Assistant Professor of Bacteriology, School of Medicine, Portland*  
B.S., M.A., University of Denver; Ph.D., Nebraska; graduate student, Chicago; faculty, Oregon, from 1921.
- HOMER P. RUSH, M.A., M.D.** ..... *Assistant Professor of Physiology, School of Medicine, Portland*  
A.B., A.M., M.D., Oregon; faculty, Oregon, from 1918.
- LLOYD L. SMALL, Ph.D.** ..... *Assistant Professor of Mathematics*  
A.B., Washington, 1911, A.M., 1912; Ph.D., Columbia, 1913; faculty, Washington, 1913-23; present position from 1923.
- HARRY BARCLAY YOCOM, Ph.D.** ..... *Assistant Professor of Zoology*  
A.B., Oberlin, 1912; graduate assistant in zoology, California, 1915-16; M.A., California, 1916; Ph.D., 1918; faculty, Wabash, 1912-13; Kansas Agricultural, 1914-15; Washburn, 1917-18; College of City of New York, 1919-20; Oregon, from 1920.
- KIMBALL YOUNG, Ph.D.** ..... *Assistant Professor of Psychology*  
A.B., Brigham Young, 1915; A.M., Chicago, 1918; University research fellow, Stanford, 1919-20; Ph.D., 1921. Faculty, Clark, 1922-23; extension lecturer, Massachusetts department of education, 1922-23; present position, from 1920.

## GENERAL INFORMATION

### HISTORICAL

In the earlier years of the University the degree of master of arts was frequently conferred "in course" upon bachelors of arts of three years standing who had met certain other conditions. This practice, which was at that time fairly common among colleges and universities all over the country, was apparently discontinued about 1893, as the members of the class of 1890 who received their master's degrees in that year appear to have been the last to enjoy that privilege. Catalogues of a later date inform us that beginning with the year 1897 the degrees of master of arts and master of science are offered for a year of resident graduate study under definitely specified conditions. Since that date these degrees have been conferred for such resident study, at first occasionally, but later with steadily increasing numbers. With the growth of the summer school, and the extension work of the University, the opportunity to earn these degrees has been given to many of the citizens of the state who could not well have met the conditions of a continuous year of residence at the University. Of recent years also the degree of master of arts in research and public service has been conferred upon men and women who have rendered conspicuous service to the state in ways that evidence high and fruitful scholarship, and in the production and publication of books and scholarly papers of value.

The catalogue of 1900 announced the willingness of the University to confer the degree of doctor of philosophy, and gave a statement of the conditions under which it might be earned. This offer was soon withdrawn, as the resources of the institution and its prestige were at that time hardly such as to make possible the realization of such an ambition. More recently, with increasing financial resources, many times larger faculty, and material resources which have grown with the years, the University has again announced its willingness to undertake the training of students for this degree, and has enrolled students who are looking forward toward the doctorate. Later pages of this bulletin give detailed statements regarding both the requirements and the opportunities for this work.

The year 1899-1900, which was notable in the history of the University as the time of its organization into constituent schools, saw also the organization of graduate work by the appointment of a dean of the Graduate School, and of a graduate council, of which the dean was the chairman. To this council has been entrusted since that time the administration of the Graduate School, subject to the general supervision of the University faculty and the more immediate cooperation of the graduate faculty.

### LOCATION

The Graduate School of the University of Oregon is located on the campus in Eugene, at the head of the Willamette valley. In addition to convenience of location on through lines of rail and highway, exceptional health and climatic conditions obtain. The city has an abundant

supply of pure wholesome water, and modern sanitation. The mean annual rainfall is about 38½ inches; the main precipitation coming in the winter months, November, December and January, averaging between 5 and 6 inches each, the two following months a little less, while the summers are practically free from rain, the months of July and August averaging considerably less than ½ inch of rain each, and June and September not far from 1½ inches. The average number of days in a year during which more or less rain falls is 148, about the same number being clear, while the remaining 60 to 70 days are classified by the weather bureau as "partly cloudy." The mean annual temperature is about 52, the mean for January being 40.1 and for July and August 65.7 and 65.3 respectively. The mean minimum temperature for January, usually the coldest month, is 34.1, and the mean maximum temperatures for July and August are 79.5 and 73.3.

### FACILITIES FOR GRADUATE STUDY

The period since the organization of the Graduate School has been one of rapid growth and development in the University. Department personnels have grown from a single member to considerable groups representing the scholarship and training of many institutions, departmental equipments have been developed with expanding needs and expanding vision, and library collections have been gathered with a view to the needs of the graduate students and research workers of future years. The University is committed to the policy of encouraging graduate work, and undertakes to reserve a sufficient portion of the instructor's time for advanced instruction and research, and provide necessary facilities for this type of work as a means of maintaining the standards of its own scholarship. In furtherance of this purpose, considerable provision is made of special space in the library, and of special research rooms in the scientific laboratories.

### RESEARCH FACILITIES

In his choice of a graduate school, the advanced student considers not only the cost and convenience of location, but also the quality of instruction and the opportunities for scholarly research in advanced fields. While in certain facilities the Graduate School at the University of Oregon does not pretend to compete with some of the larger and wealthier schools, nevertheless Oregon offers substantial opportunities in the field of research. Alive to the vital importance of research in a graduate school, the administration of the University makes an annual appropriation devoted solely to the promotion of research to provide equipment, clerical help, and other assistance for members of the staff engaged in original investigations. The control of this appropriation is invested in a committee of faculty, the function of which is to aid in every way possible the production of scholarly work. Each year a creditable list of memoirs and monographs in advanced fields is produced by the faculty. Graduate students also are making original contributions to knowledge and their results are being published in scientific journals. The advanced student coming to Oregon will find the Graduate School imbued with the spirit of research, a faculty engaged in research, and a university officially promoting research.



## THE UNIVERSITY LIBRARY

The University library is a well-selected and rapidly growing collection of books numbering 131,822 volumes. The annual appropriation for books and periodicals and for binding is between \$18,000 and \$20,000, which is occasionally supplemented by special appropriations to secure particular collections.

The library is supplied with the best general and special reference books; with the files of the principal American and foreign periodicals of general interest, and with many of the most useful sets of periodicals of special and scientific interest, both American and foreign. Nearly 1,250 periodicals are currently received, besides many of the daily and weekly newspapers of the state and the nation. Bound files of about 90 Oregon newspapers are on hand.

The library is a depository for the public documents published by the United States government and also for Oregon state documents.

Besides the new books that are being added continually, the library attempts to add each year some sets of important periodicals or other valuable collections of source material for advanced study and research.

## THE UNIVERSITY MUSEUMS

The University has no special museum building. It has, however, departmental museums, which are of considerable value for certain phases of graduate study.

The *Condon Geological Museum* includes the Condon cabinet, which represents the life work of the late Dr. Thomas Condon, the first professor of geology of the University and a member of its first faculty. This collection is especially rich in vertebrate fossils from the John Day valley. It also contains good working collections of minerals.

The *Botanical Museum* is well supplied with mounted specimens, especially those collected from Oregon and the Pacific northwest. It includes the Howell collection of 10,000 specimens, the Leiberger collection of 15,000 sheets, the Cusick of 7,000, as well as the Edmund P. Sheldon and Kirk Whitehead collections.

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

The *Oregon Museum of Fine Arts*, housed at present in the Woman's building, includes the Murray Warner Memorial collection given to the University in 1920 by Mrs. Warner, to which considerable additions have been made during the past year, and the Millican loan collection of Indian basketry and weaving.

The Murray Warner collection is especially distinguished by the rarity and the perfect preservation of the objects composing it. Included are

about 250 Japanese prints of various periods; a group of rare Chinese wall paintings, paintings on silk, and tapestries; a number of ancient bronzes; armor, porcelains, china, embroideries, textiles and weavings; and carvings of wood, ivory, jades and turquoise. Especially interesting is the display of robes, on figures and in cases which contain antique Manchu robes heavily embossed with gold and silver thread, several mandarin and imperial coats, rich in Chinese symbolism, as well as other interesting examples. A well selected library in connection with the museum gives special facilities for research.

## THE UNIVERSITY LABORATORIES

The *Botanical Laboratory* is equipped with the necessary appliances for work in plant physiology, and on account of the number of mounted specimens is especially favorable to work in systematic botany. The equipment of the bacteriological laboratory is adequate for all phases of the work.

The *Chemical Laboratories* include rooms devoted to special branches of the science, such as analytical work and organic chemistry, besides a number of smaller rooms available for research work. Other available requisites for effective work are the stock-room, well supplied with standard apparatus and necessary materials; the departmental shop for the construction of special apparatus for research; and a working library in the office of the department.

The *Geological Laboratories* provide facilities for three general lines of work. For work in mineralogy and petrology there are good working collections and apparatus for preparing and studying thin sections of rock under petrographical microscopes. For work in paleontology, the Condon collection provides material especially from the more important fossiliferous regions of the state. The department also has the necessary equipment for work in economic geology.

The *Physical Laboratories* include a number of rooms devoted to advanced courses and research work. The seminar room contains a working departmental library. The department has special facilities for research in the thermal and electrical properties of metals, and the phenomena associated with electrical currents of high frequency and high potentials.

The *Psychological Laboratory* is arranged in various series of small rooms where delicate laboratory work and mental testing may be done with proper isolation. Most of these rooms are connected by an intercommunicating system of wires and speaking tubes, and supplied with gas, compressed air and electric circuits. Research on the learning processes of the blind, the determination of individual differences, and the more obscure motivations of conduct are in progress, and graduate students are enabled to work independently on special phases of these and other problems, with adequate facilities available.

The *Zoological Laboratories* have equipment for advanced work and research in zoological and physiological problems. Researches in progress are those dealing with the factors governing the growth and differentiation of tissue elements, as well as in genetics for which facilities and hereditary material are available to the student.

## UNIVERSITY OF OREGON

## THE SUMMER SESSION

The University maintains two summer schools, one on the campus in Eugene and one in the Portland Extension Center. The session at Eugene is devoted primarily to advanced and graduate work, while the Portland summer session is chiefly under-graduate. Besides the retention of some members of the regular faculty on the campus for graduate courses, the summer sessions usually bring to their staffs eminent scholars from other institutions for advanced, professional and graduate courses. So far as is practicable the courses at Eugene are designed in sequences so that the student may pursue a coherent program of work through a series of summer sessions. Work in the summer session counts as residence work toward a degree. Qualified students may arrange to remain for work in the library or in the laboratories on the campus for an additional period of summer work after the close of the regular session. Arrangements for such privileges should be made with the professors in charge, and announced in advance to the dean of the Graduate School and the registrar.

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

## THE EXTENSION DIVISION

Certain courses given in the Portland Extension Center may be accepted toward a master's degree, either as major or minor work. These courses will be found under the heading of the department in which they are given, in the section containing the description of courses for graduates and advanced undergraduates.

Non-resident study is occasionally permitted. The regulations concerning this will be found under the requirements for advanced degrees. Registration for such work is always made with the extension division in the department of correspondence study.

GRADUATE WORK IN PROFESSIONAL SCHOOLS  
WORK FOR ACADEMIC DEGREES

In the professional schools the courses of which do not appear in the regular offerings of the Graduate School, certain courses are recognized as appropriate material toward the M. A. and the M. S. The student from advanced technical courses who desires to proceed with some phase of research and specialization in his field in distinction from the required professional competency, may register in the Graduate School, and such work is recognized as acceptable in meeting the requirements for the academic master's degree.

## WORK FOR PROFESSIONAL DEGREES

In some of the professional schools of the University, certain work of graduate character is given toward professional or technical degrees, as well as toward the academic master's degrees which may be obtained through the Graduate School. The School of Architecture has a five year course leading to the degree of bachelor of architecture; the School of Business Administration gives the degree of master of business administration for graduate work of a special professional character; while the School of Law and the School of Medicine offer the doctor of juris-

prudence and doctor of medicine degrees for advanced technical work in their respective fields. Information concerning these degrees may be obtained from the deans of the schools concerned.

## FINANCIAL

All graduate students not members of the instructional staff pay in three installments of \$6.00 each, the University registration fee for each year in which they do resident work. Members of the instructional staff, including graduate assistants, registering for graduate work, pay a registration fee of \$3.00 each term. Laboratory fees are given in detail in the schedule of courses published at the beginning of each year. Graduate students are exempt from the non-resident fee.

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

Ex-service men registered in the Graduate School for resident work are entitled to state aid on the same basis as in the other schools and colleges.

## HEALTH SERVICE

Graduate students have the benefit of the University health service, which includes dispensary and infirmary service. At the dispensary a trained nurse is in continuous attendance, and the two university physicians and assisting specialists keep regular office hours. The dispensary service is free to all students of the University, though there is a small fee for the medical supplies used.

The infirmary maintains a regular hospital service, and in case of sickness provides free care and attention for students for a limited period. Beyond this the charges are very moderate. The dispensary and infirmary service does not extend, however, to cases requiring the services of outside specialists, or involving major operations or chronic diseases.

## GRADUATE ASSISTANTS

The University has established graduate assistantships of two ranks; teaching fellows, and graduate assistants. These are open in many of the departments and schools, to graduate students taking their major work in those departments or schools. The assistantships ordinarily pay \$500.00 per year on first appointment, and are subject to an increase to \$600.00 on reappointment while the teaching fellowships range upward from \$700.00, according to the requirements and the preparation and ability of the applicant. Other minor positions, as readers or assistants, are also open to graduate students. Graduate students employed in such instructional work have the benefit of a reduction in their fees.

The duties of a full time graduate assistantship will require a maximum of from sixteen to twenty hours per week of the student's time, and hence the graduate council recommends that such full time assistants whose duties consist of instructional or other work not contributing directly towards their degree should not register for more than eight hours work each term, and does not permit them to carry over ten hours. Such students are strongly urged to seek reappointment, and to take two full years of work for their master's degree.

Those interested in securing such positions should correspond either with the dean of the Graduate School, or directly with the head of the department in which they expect to work.

## ADMISSION

Graduates of standard colleges and universities are admitted to the Graduate School by the registrar upon presentation of an official transcript of credits earned in the institution from which they obtained their bachelor's degree. But admission to candidacy to an advanced degree is determined only after a preliminary examination given by the major department.

Graduates of other than standard colleges and universities are advised to obtain a bachelor's degree from a standard institution, before proceeding to graduate work. Exceptions to this rule are made only by action of the graduate council after consideration of the individual case, and then only in the case of graduates of institutions closely approaching standardization. Such exceptions are always admitted conditionally.

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

## DEPARTMENTAL REQUIREMENTS

In all of the departments of the Graduate School, at least two years of undergraduate work of upper division grade is required as preparation for work in the major subject, and one year of such work as preparation for the minor. The statement of what is included or presupposed in the requirements, or what in some instances is demanded in addition for major work in the several departments is indicated below:

*Anatomy.* (Medical School). The equivalent of the courses required for admission to the School of Medicine.

*Bacteriology and Hygiene.* (Medical School). The equivalent of the courses required for admission to the School of Medicine.

*Biochemistry.* (Medical School). The equivalent of the courses required for admission to the School of Medicine.

*Botany and Bacteriology.* For botany, the equivalent of an undergraduate major. Work in chemistry, physics, and zoology is recommended. For bacteriology, plant and animal biology, general and organic chemistry, and general bacteriology.

*Chemistry.* In addition to the direct requirement in chemistry, the student should have a working knowledge of calculus, college physics, and preferably, a year of upper division physics. A reading knowledge of French or German is almost indispensable.

*Drama and the Speech Arts.* A general knowledge of English literature, supplemented by specialized courses in English and continental drama, and classic drama. A speaking and reading knowledge of at least one foreign language.

*Economics.* At least one year of work in political science, two years of work in history and a course in the principles of sociology. An elementary course in psychology and some work of university grade in mathematics is desirable.

*Education.* A general knowledge of psychology and sociology; special requirements depend on the field of research; graduate students in educational psychology must be prepared in advanced psychology including laboratory, students in educational history must have suitable foundation in history, etc.

*English.* The equivalent of a major or minor in English. The specific requirements will vary, according to the special line of work desired.

*Experimental Biology.* (Medical School). The equivalent of the courses required for admission to the School of Medicine.

*Geology.* Upper division work prerequisite to the special line of work purposed.

*German.* Work of an advanced character in German.

*Greek.* The equivalent of a major or minor in Greek.

*History.* The requirements of an undergraduate major in history.

*Latin.* In addition to the foregoing requirement, the student should have an adequate familiarity with some other foreign language.

*Mathematics.* The equivalent of an undergraduate major in mathematics, including a thorough knowledge of differential and integral calculus.

*Mechanics and Astronomy.* For majors, calculus, the elements of differential equations, and the elements of the theory of functions of a complex variable, together with the basic courses in physics and chemistry. For minors, calculus is essential, along with any special prerequisite carried by the courses.

*Pathology* (Medical School). The equivalent of the courses required for admission to the School of Medicine.

*Pharmacology.* (Medical School). The equivalent of the courses required for admission to the School of Medicine.

*Philosophy.* An adequate acquaintance with the history of philosophy, and a knowledge of the fundamentals of logic, ethics, and general philosophic theory.

*Physics.* A knowledge of general chemistry and the calculus. A reading knowledge of either French or German. The upper division courses in physics should be of the type requiring calculus.

*Physiology.* (Medical School). The equivalent of the courses required for admission to the School of Medicine.

*Political Science.* The equivalent of an undergraduate major in political science.

*Psychology.* Thorough training in the fundamental facts of adult psychology, with considerable experience in laboratory procedure and practice. The advanced work presented will vary with the type of specialization anticipated. Students who expect to specialize in mental measurements should have a foundation in biology and mathematics; those choosing the social aspects of psychology should have history of philosophy and courses from economics and sociology.

*Romance Languages.* Knowledge of Latin is essential. For minor work, training in one Romance language is sufficient; for major work, two are required.

*Sociology.* The equivalent of an undergraduate major in sociology, and either the principles of economics or a college course in history.

*Zoology.* An undergraduate major in zoology. The student should have a broad fundamental training in science.

## REGISTRATION

Applicants for admission to the Graduate School proceed as follows:

1. A formal application is filed with the registrar on forms provided for the purpose. This formal application must be accompanied by an official transcript from the institution from which the applicant received the bachelor's degree. This transcript must show (a) all preparatory work, (b) all undergraduate work, (c) all graduate work, and (d) degrees received.

2. An adviser is selected with whose help the student makes out his card, and who signs the same. If the applicant expects to proceed to an advanced degree, this adviser is the head of the department in which the student expects to do major work.

3. After all other entries and signatures have been obtained, the study card must be taken to the dean of the Graduate School for approval.

4. The above items completed, the card is filed at the registrar's office. This must be done not later than Friday of the second week of the term.

## DEGREES GRANTED

The following advanced degrees are offered in the Graduate School: master of arts, master of science, and, in certain departments, doctor of philosophy.

## CANDIDACY FOR ADVANCED DEGREES

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

## REQUIREMENTS FOR THE MASTER'S DEGREES

*Residence requirements.* 1. The standard residence requirement is one academic year. This does not mean that the work prescribed for each individual student can always be completed in one academic year. Inadequate preparation or outside activities frequently make a longer period of residence necessary.

In lieu of the standard residence requirement of one year, residence may be accomplished in three summer sessions, provided always that during the years intervening between summer sessions, the student is pursuing and systematically reporting on a program of study laid out for him by the departments in which his work lies.

2. Work done in the Portland Extension Center of the University is counted as residence work.

3. Transfers of acceptable graduate credits from other graduate schools, or work done in absentia (see non-resident study), may under no circumstances reduce the residence requirement below one year or three summer sessions, or the credit earned in this university below 27 term-hours.

*Non-resident study.* Qualified students may, if permitted by the professor involved, do a portion of their major or minor work in absentia (see residence requirements above). All such work must be registered and recorded through the office of the extension division. Non-resident work is never permitted until the student has been formally admitted to the Graduate School and until he has satisfactorily completed at least one course with graduate credit in the subject in which he proposes to do work in absentia. This applies to both the major and minor subjects.

*Scholarship requirements.* The minimum credit requirement is 45 term hours earned in courses approved by the graduate council for graduate credit. These are to be divided between a major and a minor subject as approximately 30 to 15.

No credits are acceptable for an advanced degree which are reported with a grade lower than III, and at least one third must be of the grades I or II (see general catalogue for grading system.)

*Amount of work.* Graduate students are not permitted to register for more than 16 hours of work during the regular sessions of the academic year. Graduate students in the summer sessions are not permitted to carry more than three courses, or to earn more than 9 term-hours. In some instances it is possible for the student to arrange for a supplementary period of study after the closing of the summer session under the supervision of either the major or the minor departments.

*Thesis.* A thesis is always a part of the requirement in the major subject. Nine of the hours required for the major may be assigned to it. Three copies of the thesis must be presented to the University to become its permanent property, two for the library and one for the major department. The two for the library must be filed with the registrar by Monday of the third week before the close of the university year in which the degree is to be conferred.

*Final examination.* A special committee of not less than three, including the heads of those two departments in which the student has done his work, conducts a final oral examination of the candidate. This committee is appointed by the dean of the Graduate School, (who is himself an ex officio member of all examining committees,) and reports its findings with recommendation to the graduate council.

## REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

(1). *Departments.* A department of the Graduate School, to be permitted to offer major candidates for the degree of Ph. D., must first present to the graduate council a detailed statement showing that it has the personnel and equipment which will enable it to offer all necessary work satisfactorily. At present the council recognizes the departments of education, history, psychology, physics and zoology, as prepared to give the necessary work for this degree. Other departments are expected to seek and receive this recognition from time to time.

(2). *Prerequisites.* The prerequisites for undertaking graduate work leading to the doctor's degree are the same as those stated under the requirements for the master's degrees, namely the general preparation indicated by a bachelor's degree from a standard college, and substantial specific preparation in the lines of the major and minor subjects, as indicated in the departmental statements.

(3). *Amount of Work.* The minimum amount of work for a fully prepared student is three full years beyond the bachelor's degree. Work done in satisfaction of the requirements for the master's degree, if of suitable character and quality, may be counted toward this requirement. Requirements of time, however, are wholly secondary. The degree of Doctor of Philosophy is based upon attainments and proven ability, and does not rest on any computation of time or any enumeration of courses, although no student may receive the degree until he has fulfilled the requirements of residence and

(4). *Standards of Scholarship.* The standards of scholarship required for the degree shall in no case be lower than for the master's degree, but more importance is attached to the student's mastery of the general field of his major subject, his independent study of it, and especially to his promise of intellectual productivity.

(5). *Residence.* At least two full years must have been devoted to resident graduate study beyond the master's degree in some institution of recognized graduate standing. At least one full academic year, usually the last year, must have been spent in resident graduate work at the University of Oregon. But on the other hand it is not the policy of the University to grant the doctor's degree to any student whose academic training, both undergraduate and graduate, has been exclusively in this University.

(6). *Major and Minor Subjects.* A student working for the doctor's degree registers for one major and one or two minor subjects. Approximately 60 per cent of his time is to be devoted to his major subject, including the thesis, and 40 per cent to the minor subjects. Work in the major subject, beyond the requirements for the master's degree, must be taken exclusively from courses designated as primarily for graduates. Further, the work of the student, even more than in the case of the master's degree, should not be merely an aggregation of advanced courses of sufficient amount, but should constitute a coherent program of study and spontaneous activity on the part of the student.

(7). *Promotion to Formal Candidacy.* Not less than one college year before his final examination for his degree the candidate must pass an examination showing his reading knowledge of French and German. The purpose of this examination is to demonstrate the ability of the candidate to read the important literature of his subject in the language in which it was originally written, and the test shall be mainly upon the literature of his major subject. At the request of a major department another modern language may be substituted for one of those specified, when it appears that it will be of more value to the candidate. This examination is conducted by a committee of at least three, including representatives both of the modern language departments and of the major department. When a student has successfully passed this examination, and has satisfied the graduate council that he has the necessary scholarly foundation and the intellectual characteristics requisite for productive scholarship. He may be promoted formally to candidacy for the degree. No such promotion is made until the student has through actual work in residence established his title to such promotion.

(8). *Thesis.* The candidate must present a thesis embodying the results of his own original investigations. The general field, and if possible the subject of this research should be selected and such preliminary investigation of the field made as will justify an expectation of its fruitfulness before and as one of the grounds of the promotion to candidacy. Not later than three weeks before the date set for his final examination the candidate shall deposit at the registrar's office his thesis, in complete form, type-written in triplicate, unless it has already been printed, in which case three printed copies are to be submitted for the use of the members of his examining committee. The thesis, if approved, shall be printed in such form as the graduate council shall approve, and not less than fifty copies shall be deposited in the University library. The degree shall not actually be conferred nor the diploma delivered until these copies have been deposited, or a sufficient financial guarantee made to ensure their printing and delivery.

(9). *Examination.* The final examination of the candidate shall be before a committee of not less than five, appointed by the graduate council on the nomination of the head of the major department. At least one member of this committee shall be some person of high standing in this major department, usually from some other institution of recognized graduate standing, if the attendance of such can be secured. The dean of the Graduate School is ex-officio member of all examining committees. There shall be an oral examination of three hours duration, duly advertised, and open to all interested persons, which may be preceded by such written examinations as may be prescribed by the department or the committee. These shall include both an examination upon the research work of the candidate, based upon his thesis, and upon his attainments in his major and minor subjects.

## DESCRIPTION OF COURSES

Following is the statement of courses in which graduate credit may be earned. Lower division courses in no case receive graduate credit, and are not listed in this bulletin. Courses numbered between 100 and 199 are intended primarily for upper division students. The courses from this group which are here listed may be taken for graduate credit, but when so taken, further assignments of work are made in addition to that required of undergraduates.

Courses numbered 200 and above are exclusively graduate work. Each program for the master's degree must contain at least one year course from this group and all major work for the doctorate above the master's degree must be taken from this group.

Not all courses here listed will be given in any one year, although many of the upper division and some of the graduate courses are repeated each year. The work presented will however, be open to the student during a reasonable period of residence. The departments are prepared to offer any courses here listed whenever qualified students need them.

Courses numbered a, b, c, represent year courses which should be taken in the prescribed sequence.

Detailed information regarding fees in laboratory courses is given in the schedule of courses distributed at the beginning of the year.

### ANATOMY

Professors ALLEN, LARSELL, Assistant Professor FOSTER

The following courses given in the School of Medicine at Portland are accepted toward the master's degree.

#### FOR GRADUATES AND ADVANCED UNDERGRADUATES

101. *Gross Anatomy*. Lectures and quizzes, four hours per week; laboratory, eight hours per week. Foster.

102. *Histology and Organology*. Lectures and quizzes, three hours per week; laboratory, nine hours per week. Larsell.

103. *Embryology*. Lectures, two hours per week; laboratory, six hours per week. Allen and Larsell.

105. *Microscopic Technique*. Limited to 12 students after consultation with instructor; laboratory, three hours per week. Larsell.

201. *Neurology and Organs of Special Sense*. Prerequisite, Anatomy 101-103; lectures, two hours per week; laboratory, six hours per week. Allen.

#### PRIMARILY FOR GRADUATES

202. *Advanced Histology*. Prerequisite 102 and 105; laboratory, six hours a week or less. Larsell.

203. *Topographical Anatomy*. Prerequisite Anatomy 101; limited to 15 students; lectures, one hour per week; laboratory, three hours per week. Foster.

204. *Special Dissections*. Limited to available material. Prerequisite, course 101. Foster. *Hours to be arranged.*

205. *Applied Anatomy*. Prerequisite, Anatomy 101; lectures and demonstrations, two hours per week; laboratory, three hours per week.

206. *Applied Osteology*. Lectures and demonstrations, one hour a week, laboratory three hours a week. Foster.

207. *Mechanism of the Central Nervous System Studied from Lesions*. Prerequisite Anatomy 201; laboratory, three to six hours per week. Allen.

208. *Seminar and Journal Club*. Each term; includes anatomical staff and advanced students. Allen. *Hours to be arranged.*

209. *Research in Any Branch of Anatomy*. Open to qualified students upon approval of any of the instructors. Allen, Larsell, and Foster.

### BACTERIOLOGY AND HYGIENE

Professor SEARS; Assistant Professor PUTNAM

The following courses given in the School of Medicine at Portland are accepted toward the master's degree.

#### FOR GRADUATES AND ADVANCED UNDERGRADUATES

101. *Medical Bacteriology*. A course dealing with the morphological and cultural characteristics of the principal disease producing bacteria, and including a brief study of the pathogenic yeasts, molds and protozoa. A series of twelve lectures is given also on the subject of immunity and the most important serological reactions are demonstrated. Lectures and laboratory work. Sears, Putman.

102. *Principles of Public Health*. The general principles underlying public health activities. Control of communicable diseases. Organization of federal, state, local and other health agencies. Elements of infant, school and industrial hygiene and vital statistics. Lectures, discussions and inspection trips. Three hours per week, second term. Sears.

#### PRIMARILY FOR GRADUATES

201. *Public Health Laboratory*. Practice in laboratory diagnosis of infectious diseases, bacteriological analysis of water and sewage, food and milk, and the testing of disinfectants. Open to students who have had course 101. Laboratory work. Putman.

202. *Elementary Serology*. A laboratory study of the principal phenomena immunity with especial emphasis on those serum reactions which are of value in diagnosis. Open to students who have had course 101. Sears.

203. *Research in Bacteriology and Immunity*. Open to qualified students. Sears, Putman. *Hours to be arranged.*

204. *Seminar in Bacteriology and Immunity*. Meetings of the departmental staff and assistants with a number of specially qualified students to discuss the newer developments in the science as they appear in the current periodical literature. Topics are assigned and individual reports read at meetings of the class. Open to a limited number of students. Meetings held once each week. Sears, Putnam.

### BIOCHEMISTRY

Professor HASKINS

The following courses given in the School of Medicine at Portland are accepted toward the master's degree.

## FOR GRADUATES AND ADVANCED UNDERGRADUATES

101. *Biochemistry*. The lectures and laboratory work cover the entire subject of biochemistry. Those parts of physical chemistry that are of most importance in medical sciences are given special consideration. Opportunity is given for considerable training in quantitative technic. Three lectures and three 3-hour laboratory periods during the first and second terms. Haskins.

## PRIMARILY FOR GRADUATES

202. *Advanced Biochemistry*. Haskins. *Hours to be arranged.*  
 203. *Biochemistry Research*. Haskins. *Hours to be arranged.*

## BOTANY

PROFESSOR SWEETER; MISS SANBORN

## FOR GRADUATES AND ADVANCED UNDERGRADUATES

101-102-103. *Plant Histology*. A study of plant tissues. The technique of killing, embedding, sectioning, staining, and mounting of plant tissues. Sanborn. *Four hours, each term.*

104. *Medical and Economic Botany*. Plants used in medicine and the powdered drugs made from them. Plants used for food and in the arts. Sweetser. *Three hours, winter term.*

105. *Plant Physiology*. A study of life phenomena as manifested in the plant. Prerequisites, general botany. Lectures and laboratory. Sweetser. *Three hours, fall term.*

106. *Bacteriology*. Two lectures and two laboratory periods a week. Prerequisite, general chemistry. Sweetser and Sanborn. *Four hours, winter term.*

107. *Bacteriology*. Continuation of Bacteriology 106. Two lectures and two laboratory periods a week. *Four hours, spring term.*

108. *Systematic Botany*. The classification of as many plant forms as possible. Two lectures and one laboratory period a week. Sweetser and Sanborn. (Not given 1924-25.) *Three hours, fall term.*

109. *Field and Systematic Botany*. Analysis and classification of spring plant forms. Sweetser and Sanborn. *Three hours, spring term.*

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

111. *Research*. Thesis. *Hours and credit to be arranged.*

112. *Pedagogy*. Practical study of methods of instruction in botany. Sweetser. *Three hours, winter term.*

113-114-115. *Seminar*. *One hour, each term.*

116. *Advanced Laboratory*. Work in bacteriology. A continuation of Courses 106 and 107. Two laboratory periods. *Two hours, any term.*

## PRIMARILY FOR GRADUATES

213. *Research*. Botanical problem.  
 214. *Research*. Bacteriological problem.  
 215. *Graduate Seminar*.

## CHEMISTRY

Professors STAFFORD, SHINN; Associate Professor WILLIAMS; Assistant Professor TANNER

## FOR GRADUATES AND ADVANCED UNDERGRADUATES

105a,b,c. *Organic Chemistry*. Three lectures and one laboratory. Prerequisites courses 1 and 3-4-5. Williams. *Four hours, each term.*

106-107-108. *Advanced Inorganic Chemistry*. The chemical elements are first discussed as regards their practical and theoretical importance. Finally radio-activity, the periodic table, and atomic structure are discussed. A minimum of two years' work in chemistry is prerequisite. Three lectures per week. Tanner. *Three hours, each term.*

109-110-111. *Advanced Inorganic Laboratory*. To accompany optionally, courses 106-107-108. Tanner. *One hour, any term.*

112-113-114. *Advanced Analytical Chemistry*. Special analytical procedures adapted to those enrolling. Shinn. *Hours to be arranged.*

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

118. *Advanced Physical Chemistry*. Special topics determined by the interest of those enrolling. Stafford, Tanner. *Hours to be arranged.*

119. *Electrochemistry*. Two lectures and one laboratory period. Stafford. *Hours to be arranged.*

120. *Advanced Organic Chemistry*. Special topics are studied such as "electronic" formulas, protein chemistry, and catalysis. Williams. *Three hours, spring term.*

125-126-127. *Advanced Organic Laboratory*. Largely individual laboratory work, with stress on laboratory technique in the preparation of organic chemicals. Organic elementary analysis is also given after the student has had some experience in preparation work. Course may be entered any term. One to four laboratory periods. Williams. *One to four hours, each term.*

## PRIMARILY FOR GRADUATES

201, 202, 203. *Research*. Students are assigned to suitable problems for investigation under supervision of a member of the staff. *Hours to be arranged.*

204, 205, 206. *Thesis*. By arrangement.

210, 211, 212. *Seminar*. The staff. *One hour.*

## DRAMA AND THE SPEECH ARTS

Professor REDDIE

Graduate work in this department is suggested to the following class of students:

1. Those seeking the stage as a profession.
2. Those expecting to teach the technique of acting and stage craft.
3. Those who expect to engage in play writing.

If there is not already a foundation along the lines of art, (including history of ornament, design, color harmony, etc.) or music, one of these

subjects might be well selected as a minor. Otherwise English, specializing in either language or literature, is suggested.

Stress will be placed upon the ideals and spirit of the theatre as a whole, as well as upon acting in particular, as one of the most potent social assets of our life today.

PRIMARILY FOR GRADUATES

201-202-203. *Interpretation of Shakespeare.* For graduate students or qualified seniors. Especial emphasis is placed upon tonal quality and rhythm of action in their relation to the subject matter, as well as the value of color and form in background and costume as indispensable assets in the translation of poetic ideals to the audience mind.

*Three hours, each term.*

204. *Advanced Technique of the Speaking Voice.* Graduate standing, with course 154-155 parallel or prerequisite. Class limited in number.

*Three hours, spring term.*

205-206-207. *Seminar.* For graduate students, or seniors who have maintained a grade of I in this department for one year prior to registration in this course.

*Two hours, each term.*

ECONOMICS

Professors GILBERT, CROCKATT; Assistant Professor CAMERON

Candidates for the master's degree with a major in economics may select any of the courses listed below except those included in the prerequisites. The selection of subjects will of course depend on the student's special interest and his purpose in pursuing the study. If the student is interested in labor problems or seeking to qualify for service as an investigator on federal or state labor commissions, courses 106, 107 and 108 would be most desirable. If the student's major interest is in the field of big business and the regulation of public utilities, courses 123, 124, 125 and 135 are recommended. The student interested in financial questions should include in his major work courses 113, 118 and 141. Candidates for advanced degrees will be required to attend economics seminar and do research work in the preparation of a suitable thesis. It is recommended that the minor work be done in one of the following departments or schools: business administration, sociology, education, psychology or political science. Other minors may be included by special arrangement.

The student majoring elsewhere and carrying minor work in economics may choose any courses listed below but should be governed by his special interest and by the question of contact with his major work.

FOR GRADUATES AND ADVANCED UNDERGRADUATES

105. *Labor Problems.* Treats of the conditions under which laborers work since the advent of the industrial revolution. Topics especially emphasized are: child labor, immigration, strikes and lockouts, industrial arbitration, social insurance, remedial legislation, etc. Open to students who have studied the principles of economics or the principles of sociology. Roland Miller.

*Four hours, spring term.*

106. *Organized Labor.* Study of the history of the labor movement, the aims, methods and policies of trade unions, conservative and radical. Students are required to interpret the philosophy of unionism and evaluate the significance of the labor movement. Prerequisite, 105.

Roland Miller.

*Four hours, winter term.*

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

*Four hours, spring term.*

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

*Five hours, spring term.*

115a,b,c. *History of Economic Thought.* The evolution of economic doctrines from the Greek and Roman period to the more advanced ideas of today, and the relation to contemporary economic conditions. Special attention is given to the classical school and the transmission and criticism of their theories by subsequent writers. Prerequisite, Principles of Economics. Cameron.

*Three hours, each term.*

118a,b. *Public Finance.* The aim of this course is to ascertain sound principles affecting public expenditure, the raising of revenue, budgetary legislation, financial organization and the use of the public credit. Various forms of taxes and a constructive plan for fiscal reform. Special consideration given to Oregon problems. Prerequisite, Principles of Economics. No credit for one term. Gilbert.

*Four hours, fall and winter terms.*

123. *Modern Industrial Tendencies.* Recent changes affecting the organization of big business, and the economic influences, as well as the limits of the movement toward concentration and integration in the industrial world. Cameron.

*Five hours, fall term.*

124. *Government Control of Natural Monopolies.* Sound lines of policy in regulating, controlling or owning natural monopolies or public utilities other than steam railways. Municipal ownership in America and Europe and the economic and political problems incidental thereto. Prerequisite, Principles of Economic. Cameron.

*Five hours, spring term.*

125. *Trusts and Industrial Combinations.* The evolution of industrial combinations, the economics of concentration and the evils of combination from the standpoint of investor and the public. The attempts at regulation by state and federal authority and plans for safeguarding the public interest. Prerequisite, Principles of Economics. Cameron.

*Five hours, winter term.*

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

*Four hours, fall term.*

136. *Water Transportation.* A study of the transportation agencies by water in both the domestic and foreign trade. The evolution, services and organization of these carriers are studied and the contrast with and the relationships to the railways are especially emphasized. Particular attention is given to the problems of combination and competition, the history and effect of subsidies and forms of indirect aid by governments. Prerequisite, Principles of Economics. Crockatt. *Four hours, winter term.*

137. *Control of Carriers.* The characteristics which determine whether a carrier is a common carrier or not are first taken up, after which a close study is made of the problems of regulation of rates, combinations and monopolies, relations between rail and water carriers, obtaining and use made of capital, relations of carriers to labor. Special attention is given to the work of the Interstate Commerce Commission and United States Shipping Board, and other government boards dealing with the problems of regulations. Prerequisites, Principles of Economics, and 135 and 136. Crockatt. *Four hours, spring term.*

138a,b. *Traffic Problems.* An intensive study of railway traffic management, industrial traffic management, and railway commission rules. A close study of both passenger and freight traffic is made and the problems of rate construction, application, and effects on traffic are studied from the standpoint of the railroad and the industrial concern. The actual rules of railway regulatory bodies as they affect traffic problems receive close attention. Prerequisites, Principles of Economics, 135, 136, and 137. Crockatt. *Three hours, fall and winter terms.*

141. *Conservation of National Resources.* An inventory of our resources in mineral wealth, water, soil, timber, etc., is taken and practices which lead to waste and extravagances considered. Discussion of sound lines of public policy which will arrest needless waste, promote restoration and encourage conservation. Prerequisite, Principles of Economics. Gilbert. *Three hours, spring term.*

152. *Public Utility and Trade Commissions.* This course aims to consider the evolution of our modern system of regulation through public commissions, their procedure and their problems. Special attention will be given to the federal trade commission and its rulings on unfair competition. Prerequisites, courses 123, 124, 125. Cameron. *Four hours, fall term.*

153. *Railway Commissions.* This course aims to consider railway commissions, state and federal, especially with reference to organization, power and achievements. Prerequisite courses, 134, 135. Crockatt. *Four hours, winter term.*

154. *Labor Bureaus and Commissions.* This course includes a survey of state and federal bureaus and commissions and the machinery for investigating labor problems and enforcing labor legislation. Types of commissions will be studied and their problems analyzed. Prerequisites, courses 106, 107, 108. Roland Miller. *Four hours, spring term.*

PRIMARILY FOR GRADUATES

201, 202, 203. *Research in Economics.* Original work for thesis purposes. Gilbert. *Each term.*

210, 211, 212. *Economics Seminar.* *Each term.*

EDUCATION

DEAN SHELDON, PROFESSORS DEBUSK, GREGORY, STETSON

151-152-153. *History of American Education.* Lectures, reports and discussions treating the intellectual development of America with special reference to education. Knowledge of American history a requisite. Colonial period, 1607-1775; fall term. Early national, 1775-1860; winter term. Recent period, 1860-1920; spring term. Open to seniors and graduates who have met the practice teaching requirement. Sheldon. *Two hours, each term.*

154. *World Problems in Educational Reorganization.* A study of the educational expansion of Europe and America with special attention to primitive peoples and to conditions in the Orient. Sheldon. *Three hours, spring term.*

155. *Social Education.* A study of education in its social aspects, including primary social groups, the schools as a social group, psychology of leadership, etc. Students will be asked to observe, describe, and diagnose school situations arising in the field of discipline, school societies, playground, and amusement problems. Open to seniors and graduates who have met the practice teaching requirements. Prerequisite, consent of instructor. Gregory. *Three hours, fall term.*

156. *Education and Ethics.* A consideration of education from the view of the highest individual development. Includes a study of systems of moral instruction in France, Japan and elsewhere. The function of various social institutions in molding character. This course continues and supplements 155. Sheldon. *Three hours, winter term.*

157. *Education System of Oregon.* A study of the history and larger administrative problems of the state of Oregon. The course will consist of a few lectures outlining the field and of thesis topics, worked up by members of the class. Should be taken in connection with 151-2-3. Sheldon. *Two hours, each term.*

158. *Educational Club and Seminar.* Reports of current educational meetings, book reviews, discussions of special topics investigated by members. Sheldon and department staff. *One hour, each term.*

160a,b,c. *Research in Education.* Designed to offer opportunity to qualified students desiring to pursue minor problems in child psychology, educational psychology, or hygiene. Credit, not to exceed two hours per term, depending upon nature of problem. DeBusk.

161-162-163. *Psychology of Childhood.* First term, the psychology of normal children; second term, the learning of children; third term, exceptional children—delinquent, subnormal, and superior—with special reference to the problems involved in their education. Prerequisites, education 51, 52, 53 or psychology. DeBusk and Hardy. *Three hours, each term.*

164-165. *Mental Tests.* First term, the mental test movement. The history and technique of giving and scoring, underlying psychological principles, consideration of some of the more important individual and group tests. Second term. Application of mental tests to schoolroom problems. Prerequisites, education 51, 52, 53, or psychology 1. Not given 1924-25. DeBusk and Hardy. *Three hours, fall and winter terms.*



167-168-169. *Educational Hygiene*. First term, hygiene of the school plant. Construction and sanitation, with special reference to the provision of a healthy school environment; second term, hygiene of the child. Consideration of those factors which effect the adjustment of the child to the school and its work; third term, hygiene of learning. Study of the problems of mental economy and control, fatigue, rest, play, organization of work, interference of association, etc. Open to qualified upper division students. DeBusk.  
*Three hours, each term.*

171. *School Administration*. State, county, town, township, and district organization. The school district and its problems of organization, administration, supervision, instruction and measurement. Reorganization of county and state school administration. Gregory.  
*Three hours, spring term.*

172-173. *Educational Tests and Measurements*. Statistical method applied to education, drill in reading and in interpreting statistics, graphic representation of educational data. An examination and evaluation of school achievement tests, the application of quantitative measurements to school problems. Open to juniors and seniors. Gregory.  
*Three hours, fall and winter terms.*

174-175. *Organization of Common School Curricula*. Principles underlying the development of the course of study. The content of the course of study. The scientific determination of what we shall teach with special reference to spelling, reading, United States history and arithmetic. Evolving curricula from the functional point of view; from other points of view. Quantitatively determining the materials of instruction. Gregory.  
*Three hours, winter and spring terms.*

181. *High School Administration and Supervision*. An analysis of the work of a high school principal. Organizing and equipping the school; teacher and pupil assignments; standardizing and administering routine; school records; supervision of instruction and of socialization; teachers' meetings; school morale; publicity and community relations; school finance; measuring school efficiency, and other significant topics. Stetson.  
*Three hours, one term.*

182. *Measurement in Secondary Education*. A study of the construction and desirable uses of various standard tests and scales for measuring achievements in secondary school subjects. Such elements of statistical method will be given as are necessary for intelligent use of the tests. Stetson.  
*Three hours, one term.*

183. *Advanced Course in High School Teaching*. Planned for students with teaching experience and for those who may later become supervisors or administrators. Deals critically with recent tendencies in technique of teaching. Classroom organization, pupil participation; teaching how to study; project teaching; standardized grading; use of community resources in instruction; the experimental attitude in teaching. Stetson.  
*Three hours, one term.*

184. *The Junior High School*. The causes leading to the development of the junior high school; the special purposes and opportunities of this type of school; problems of organization and administration; curriculum building; provisions for individual differences; instruction; exploration and guidance; school activities. Typical junior high schools will be studied. Stetson.  
*Three hours, one term.*

## PRIMARILY FOR GRADUATES

251a,b,c. *Problems in the History of Nineteenth Century Education and Civilization*. A technical course involving preparation in historiography. During the year 1923-24 special attention will be paid to the development of state education in England from 1750 to 1870. The library is specially equipped with a collection of 300 volumes of source material for this field. This course should be taken along with History 261, special problems in English economic history during the 19th century. Donald Barnes, Sheldon, and Fish.  
*Two hours, each term.*

261, 262, 263. *Educational Psychology*. A discussion of the experimental material which seems most useful and relevant to educational psychology. Open to graduate students with preliminary training in education and psychology. DeBusk.  
*Two hours, each term.*

264, 265, 266. *Advanced Course in Mental Tests*. The history of the test movement; principles of test making; the application of tests to school problems; the definition of intelligence; average mental age of adults; the variability of the IQ; uses of tests in diagnosis. Open to graduate students only. Not given 1924-25. DeBusk.  
*Two hours, three terms.*

267, 268, 269. *Educational Hygiene*. The work of 1924-25 will be based on selected topics in the Hygiene of Learning. Open to graduate students only. DeBusk.  
*Two hours, each term.*

270. *Research in Education*. Gregory.

271, 272, 273. *Problems in School Administration*. The problems to be selected will depend upon the previous training and future plans of the students taking the course. Each student will be expected to work at some phase of school administration which will not only make him an authority in that field but will also make a contribution to the facts and data now extant. Open to graduate students who have had courses 171 to 175, or their equivalents. Given 1924-25. Gregory.  
*Two hours, each term.*

274. *Curricula in Geography and United States History*. Criteria for the scientific determination of the materials in geography and United States history. Study and criticism of aims, processes, and results. Comparison of courses now extant with aims. The selection of material in terms of aims. Individual problems after a technique is developed. Open to students with one year graduate standing, or equivalent, and to students who have had courses 171 to 175, or equivalent. Gregory.  
*Three hours, fall term.*

277, 278, 279. *The Philosophy of Education*. A study of the broad fundamental principles and problems of education with some attempt at their solution. The meaning of philosophy; the philosophy of education; principles, rules, formulae; the value of a correct philosophy of education for the teacher and school administrator. How it may be made to function in all phases of school work. Open to graduate students only. Given 1925-26. Gregory.  
*Two hours, each term.*

280, 281, 282. *Secondary School Curricula*. Problems of curriculum making in the modern high school. Historical, philosophical, social, psychological and administrative factors involved. Experimental studies in this field. Stetson.  
*Two hours, each term.*

283, 284, 285. *Comparative Secondary Education*. Secondary school organization and practice in representative foreign countries. Varying conceptions of aims and functions, comparative efficiency, suggestions for American education. Not given 1924-25. Stetson.

*Two hours, each term.*

286, 287, 288. *Research in Secondary Education*. Open only to qualified students who wish to do constructive work or carry on investigations of selected problems in the secondary field. Due emphasis will be given to methods of procedure in research. Stetson.

*Two hours, each term.*

290. *Experimental Problems in Teaching*. A research course in investigation of problems and methods of instruction.

PORTLAND EXTENSION CENTER  
FOR GRADUATES AND ADVANCED UNDERGRADUATES

101. *Discipline and Character Education*. Objectives; means and methods of character education and of discipline. Development of a program of character education. *One hour, three terms.*

102. *Psychology of Individual Differences*. A study of individual differences in mental traits, correlation of abilities for the educational problems involved. Educational, general psychology, or satisfactory experience required. DeBusk. *One hour, three terms.*

103. *Educational Hygiene*. Selected topics as follows: first term, hygiene of the school plant; second term, hygiene of the child; third term, hygiene of learning. DeBusk. *One hour, three terms.*

106. *Psycho-Educational Clinic*. Lectures and test practice in the giving of mental tests and in interpreting results. Open to students who have had work in theory of testing. DeBusk. *One hour, three terms.*

110. *Social Aspects of Teaching*. The work of the teacher in relation to the social aims of education. Analysis of various opportunities for socialization, such as the class exercise, directed student activities and school government. Discipline as a social process. Personal and social element in teaching. Stetson. *One hour, three terms.*

112. *Statistical and Graphic Treatment of Educational Problems*. The use of statistics and of graphic methods in representing measurements of school efficiency. Studies of the results secured from school achievement tests and scales, of pupils' progress, and of other administrative and supervisory problems. Elementary statistics, including methods of correlation. Stetson. *One hour, three terms.*

ENGLISH

Professors HOWE, WATSON, BURGESS, PERKINS, THACHER; Associate Professor THORPE; Assistant Professor ERNST

Candidates for the A.M. majoring in English literature must present, before coming up for the master's examination, in addition to the usual general undergraduate courses in literature, at least one specialized course each in the novel, the drama, poetry, the critics, and the history of the literature. As with the thesis required of candidates for the A.M.

this totals a minimum of 54 term hours, as against a minimum of 30 term hours assigned to the major subject in the graduate work, it is apparent that candidates for the A.M. in English literature cannot well be accepted with less than 24 hours of specialized upper division courses in the subject.

Candidates for the A. M. majoring in written English must present, before coming up for the A.M. examination, specialized written English courses in at least two of the following fields, short story, novel, drama, poetry, criticism, and courses in literature giving specialization in the literary background of these written English courses.

Candidates for the A.M. in English should have a background in such fields as philosophy, history, sociology, economics, and education.

LITERATURE

FOR GRADUATES AND ADVANCED UNDERGRADUATES

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

133a,b. *Anglo-Saxon*. Grammar and translation of selected passages. Bright's Anglo-Saxon reader will be used in fall term, Wyatt's Beowulf in the winter term. Two years of German is prerequisite for graduate credit. Perkins. *Three hours, fall and winter term.*

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

140-141-142. *Contemporary American Prose*. From the rise of realism and neo-romanticism to the present. Burgess. *Three hours, each term.*

143-144-145. *Contemporary American Poetry*. Fall term, Whitman and his contemporaries; winter, transition writers; spring, the new poetry: Frost, Masters, Amy Lowell, Pound, Sandburg, Lindsay. Burgess. *Two hours, each term.*

150. *The Romantic Poets*. Scott, Coleridge, Southey, Wordsworth, Byron, Shelley, Keats, Hunt, Landor. Hawes. *Three hours, fall term.*

151. *The Victorian Poets*. Tennyson, Browning, Barrett-Browning, Rossetti, William Morris, Swinburne, Matthew Arnold, W. E. Henley. Hawes. *Three hours, winter term.*

152. *The Classic Poets*. Dryden, Pope, and their respective contemporaries, to Samuel Johnson. Perkins. *Three hours, spring term.*

154. *Browning*. The Ring and the Book, and the important shorter poems. The aim is to give the student facility in reading Browning, and to acquaint him with the author's work. Hawes. *Three hours, spring term.*

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

160-161-162. *Living Writers*. Kipling, Bernard Shaw, H. G. Wells, Arnold Bennett, Galsworthy, Chesterton, Gordon Bottomley, Dunsany, Kaye-Smith, May Sinclair, and others as they appear. Howe. *Three hours, each term.*

163-164-165. *Contemporary European Literature*. This course covers European literature of the last fifty years, with special emphasis on Ibsen and the Russians. Howe. *Three hours, each term.*

170a,b,c. *History of English Literature*. Planned for honor candidates, intending teachers, and graduate students. Ernst.

*Three hours, each term.*

175. *Teaching of English Literature*. Lectures, papers, and conferences. Howe. *Five hours, spring term.*

180, 181, 182. *English Drama*. Ernst. *Three hours, each term.*

183a,b,c. *Shaftesbury and the Romantic Revolt*. Shaftesbury's relation to English and continental writers of the romantic movement, in particular to Rousseau, Diderot, Wordsworth, and Shelley. Given alternately with English drama. Ernst. *Three hours, each term.*

185-186-187. *The English Novel*. From Richardson and Fielding to the present. Watson. *Three hours, each term.*

190, 191, 192. *English Prose Writers*. Nineteenth century writers who are not novelists. DeQuincey, Hazlitt, Lamb, Carlyle, Mill, Huxley, Arnold, Pater. Watson. *Three hours, each term.*

#### PRIMARILY FOR GRADUATES

201. *Survey of the English Critics*. Required of candidates for the master's degree who major in English. Howe. *Three hours, each term.*

205. *Seminar*. Grouped research problems. Howe. *Three hours, spring term.*

210. *Philosophical Foundations of English Literature*. Bacon, Hobbes, Locke, Berkeley, Hume, the deists, the economists, the evolutionists, the utilitarians, and the pragmatists. Watson. *Three hours, each term.*

#### WRITTEN ENGLISH

##### FOR GRADUATES AND ADVANCED UNDERGRADUATES

101a,b,c. *Advanced Magazine Writing*. A continuation of Course 51, 52, 53. Given in alternate years with 51, 52, 53. *Two hours, each term.*

103a,b,c. *Advanced Short Story Writing*. For those students who, on completing Course 57, show sufficient ability to justify further work. Thacher. *Two hours, each term.*

107a,b,c. *Authorship*. A course of seminar character, for those students who wish to become professional writers. Thacher. *Two hours, each term.*

110a,b,c. *Playwriting*. A laboratory class, with incidental study of models, for creative experiment in the writing of plays. Analysis and class discussion of student work with relation to problems of technique, such as: plot, theme, dialogue, characterization. *Three hours, each term.*

115a,b,c. *Technique of Versification*. Advanced work, based on Course 65. Open only to those who have shown some proficiency in verse-writing. *Two hours, each term.*

120a,b,c. *Criticism*. Practice in the writing of musical, dramatic, art, and literary criticism. *Two hours, each term.*

125a,b,c. *Elements of Style*. Analysis of strongly marked examples of style, and practice in securing typical stylistic effects. Given in alternate years with seminar in written English. *Two hours, each term.*

130. *Teaching of English Composition*. Required of all who expect to teach English. Perkins. *Three hours, fall term.*

#### PRIMARILY FOR GRADUATES

204a,b,c. *Seminar in Written English*. Special study of written English problems, with attention to rhetorical theory from Plato and Aristotle to the present. Given in alternate years with elements of style 125a,b,c. *Two hours, each term.*

#### PORTLAND EXTENSION CENTER

MRS. PARSONS

#### LITERATURE

##### FOR GRADUATES AND ADVANCED UNDERGRADUATES

101. *Elizabethan Literature*. Poetry, drama, prose. Attention will be given to the lyrics, the plays, the opinions of Shakespeare's immediate predecessors and of his contemporaries, and the spontaneous and varied expressiveness of this age. Parsons.

102. *Shakespeare*. A course that will afford an intensive study of Shakespeare's poetry, his drama, his stage technique, the personnel of the players with whom the poet was identified, and the larger relations and values of his work. Parsons. *Two hours, three terms.*

103. *English Novel*. Advanced and intensive study of the English novel as a form of art, viewed in the light of its historic development in relation to concurrent movements in English literature, thought, and society, and with regard to the evolution of the novel among other peoples. Parsons.

105. *Recent English and European Novels*. Reading and interpretation of recent literature of fiction, in the light of movements of thought, social, political, philosophical. Recent English novels and representative fiction of modern Russia, France, Italy, Spain, and Scandinavia. Parsons. *Two hours, three terms.*

#### PRIMARILY FOR GRADUATES

201. *English Seminar*. Especially designed for graduate students majoring in English, but open to advanced undergraduates who can satisfy the instructor as to proficiency. In this course every student will follow a special line of research and from time to time make report as to his progress. Reports will be followed by general class discussion. Thesis needs cared for in this course. Parsons. *Two hours, three terms.*

202. *Theory and Practice of Criticism*. A study of critical theory from the Elizabethan to the present age, and a connected survey of critiques of literature that are parallel. From Ben Jonson to Nathan and Canby. Conducted as a seminar to alternate with 201. Parsons.

## WRITTEN ENGLISH

FOR GRADUATES AND ADVANCED UNDERGRADUATES

103. *Magazine Writing.* The instructor, in the capacity of editor, will receive, revise, and discuss with the class manuscripts of short stories, one act plays, poetry, or "features" of magazine type. Parsons.

104. *Fiction and Feature Writing.* Study of models and practice in the writing of types of fiction. Assignments in feature-news gathering and in writing the "story." Parsons. *Two hours, three terms.*

105. *Technique of Poetry.* Survey of poetry, with a view to arriving at a more particular understanding of the artistic purposes and practices of poets from pre-Elizabethan days to the present time. Poetry models will be studied for their aesthetical and philosophical bearings as well as for their structure and melody, and will be representative of the evolution which has taken place from Chaucer to Edwin Arlington Robinson and to the ultra moderns. Parsons. *Two hours, three terms.*

## EXPERIMENTAL BIOLOGY

Professor TORREY

The courses in this department given at the School of Medicine in Portland, may be offered as electives in the medical curriculum, or in partial fulfillment of the major or minor requirement for the master's degree. They are open to regular and special students who are qualified for research in this field.

PRIMARILY FOR GRADUATES

201. *Biological Aspects of Abnormalities in Growth and Development.* One lecture a week, fall term. Torrey.

202. *Genetics, with Especial Reference to Pathology and Medicine.* One lecture a week, winter term. Torrey.

203. *The Organism Regarded as a Whole.* A consideration of biological problems fundamental to the interpretation of human behavior. One lecture a week, spring term. Torrey.

204. *Seminar.* One hour per week, entire year; one credit per term. Torrey.

205. *Research.* Subject, hours and credits to be arranged with each student individually. Torrey.

## GEOLOGY

Professors SMITH, PACKARD, HODGE

FOR GRADUATES AND ADVANCED UNDERGRADUATES

101. *Structural Geology.* Study of origin, interpretation and mapping of minor rock structures and of joints, faults, and folds. Prerequisites: 1a,b, or 3, and 111. Two lectures and one laboratory or field period. Smith *Three hours, spring term.*

102a,b. *Non-metallic Mineral Deposits.* The geology, uses, and economics of the non-metallic minerals. Coal, oil, building stones, road

materials, and fertilizers are stressed. Prerequisites, general geology, mineralogy and stratigraphy. Three lectures and one laboratory. Smith. *Four hours, fall and winter term.*

103. *Oil Geology.* A study of the geologic principles affecting the petroleum industry with a survey of the principal oil fields and a consideration of field methods employed in their development. Prerequisites: general geology and stratigraphy. Three lectures; field trips. Hodge. *Three hours, fall term.*

104. *Physiography.* An advanced course reviewing and elaborating its general principles. Emphasis will be laid upon the physiographic cycle. Prerequisites: Geology 1a, b, and 2. Two lectures and one laboratory. Smith. *Three hours, fall term.*

105. *Physiography of the United States.* Emphasis will be laid upon the interpretation of the historical and economic development of the various natural regions of the country. Prerequisites: Geology 1a, b, and 2, and 104. Two lectures and one laboratory. Smith. *Three hours, winter term.*

106a,b,c. *Petrography.* The theory of and practice in the use of the petrographic microscope, and an introduction to the texture, structures, and minerals displayed in sliced rocks. Origin, occurrence, association, and uses of the igneous, sedimentary, and metamorphic rocks. Laboratory training in identification, description, and interpretation of rocks. The genesis and field interpretation of sedimentary rocks taken up only briefly. Metamorphism discussed in detail. Two lectures and two laboratory periods. Hodge. *Four hours, each term.*

107. *Metallic Ore Deposits.* The origin, occurrence, uses, and conservation of metallic ores. Methods of prospecting, developing, and mining briefly treated. Prerequisite 17a,b,c. Three lectures and one laboratory or field trip. Hodge. *Four hours, spring term.*

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

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

120. *Geologic History of North America.* The geologic development of the North American continent. Prerequisite, 111. Packard. *Three hours, fall term.*

121. *Geologic History of the Pacific Coast.* The geologic history of the Pacific Coast of North America. Prerequisite: stratigraphy and paleontology. Packard. *Three hours, winter term.*

122. *Geologic History of Pacific Countries.* A study of the broad problems of the Pacific region as a whole and of the countries bordering thereon, with special reference to the islands and the Far East. Prerequisites, 1a,b, and 121. Smith. *Three hours, spring term.*

128. *The Geography of the Pacific*. An intensive study of the Pacific region, the physical geography and natural resources, with some attention given to the outstanding social, economic and political questions as influenced by the physical background of the more important countries bordering this ocean. Two-hour lecture, discussion, and collateral reading. Given in Portland 1923-24, Eugene, 1924-25. Smith.

*Two hours, winter term.*

146. *Applied Geology*. The application of geology to irrigation, drainage, river control, harbor improvement, road building, foundation and location of bridges, to buildings, reclamation of waste land, artesian water, water power, tunnels, aqueducts, canals, and all work which depends for its success upon an understanding of the earth's structure and its activities. (Not given 1924-25). Hodge.

*Three hours.*

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

*Seven hours.*

#### PRIMARILY FOR GRADUATES

201. *Seminar*. Open to advanced major students of this and related departments for the consideration of research material and a review of the current technical literature. Staff.

*One hour, each term.*

202. *Advanced Geology*. Special work assigned to meet the requirements of advanced students. Staff.

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

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

#### GERMAN

Professors SCHMIDT, THORSTENBERG

The work leading to the degree of M.A. with a major in German covers the study of advanced courses in Germanic philology and literature, and composition. As minor subjects the department suggests English, Latin, Greek, the Romance and Scandinavian languages, history, music, fine arts, education, journalism, psychology and philosophy.

The library of the University contains a good collection of German books, including the works of the more important authors of each period of German literature; critical and scientific works (philology, phonetics, etc.); and the most important German periodicals.

#### FOR GRADUATES AND ADVANCED UNDERGRADUATES

105-106-107. *Modern German Drama*. Some of the following dramas will be read: Fulda's *Der Talisman* or *Das Verlorene Paradies*: Wilden-

bruch's *Harold*, Hauptmann's *Die Versunkene Glocke*; Ernst's *Flachsmann als Erzieher*; Sudermann's *Johannes* or *Heimat*, etc.

*Three hours, each term.*

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

*Three hours, spring term.*

115. *Goethe's Faust*. Part I with commentary. Schmidt.

*Three hours, winter term.*

116. *Goethe's Faust*. Part II with commentary.

*Three hours, spring term.*

117. *Heine*. Prose works.

*Three hours, fall or winter term.*

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

130. *Teaching of Modern Languages*. Discussion of methods of teaching German, French and Spanish; examination of texts. Open to juniors and seniors. Required of students who wish to be recommended as teachers of foreign languages. Schmidt. *Three hours, spring or fall term.*

131a,b,c. *Advanced German Composition*. Required of all students who wish to teach German. *Two hours, each term.*

141-142-143. *The Nineteenth Century Novel*. Representative works of Freytag, Keller, Meyer, Sudermann, Frenssen, Storm, Riehl, Heyse, Scheffel, Ludwig, Dahn, Ganghofer, Rosegger, Auerbach, Ebner-Eschenbach, Spielhagen, etc. will be included in the course.

#### PRIMARILY FOR GRADUATES

201a,b. *Middle High German*. Michels, *Mittelhochdeutsche Grammatik*, 1910; Henrici, *Proben der Dichtungen des Mittelalters*, Berlin, 1898; selections from *Nibelungenlied*; Walther von der Vogelweide, *Parzival*; Lexer, *Mittelhochdeutsches Taschen-Wörterbuch*. *Three hours, two terms.*

202a,b. *Old High German*. Braune's *Althochdeutsche Grammatik*, and the same author's *Althochdeutsches Lesebuch* (4th edition); Muellenhoff and Scherer's *Denkmaeler Deutscher Poesie and Prosa* (3rd edition); Behaghel's *Historical Grammar of the German Language*.

203a,b. *Gothic and the Elements of Comparative German Grammar*. Braune, *Gotische Grammatik*, latest edition (1920). Heyne's *Ulfilas*, 9. Auflage, von F. Wrede, Paderborn, 1896; Streiberg's *Urgermanische Grammatik*. This course is required for advanced degrees in English Philology.

204a,b,c. *History of German Literature of the Nineteenth Century*. With special study of the classic periods of the twelfth and eighteenth centuries. Scherer's *Geschichte der deutschen Literatur*, Franke's *History of German Literature* are used as textbooks. Papers on assigned topics will be required.

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

*Two hours, one term.*

206a,b,c. *Seminar in German Literature and Philology.* Aiming to impart the principles and methods of investigation.

*Three hours, each term.*

#### SCANDINAVIAN LANGUAGE AND LITERATURE

FOR GRADUATES AND ADVANCED UNDERGRADUATES

123-124-125. *Scandinavian Literature* (Conducted in English). Works of Bjoernson, Ibsen, Lie, Kielland, Tegner, Rydberg, Lagerloef, Strindberg, etc., in standard translations. Supplementary lectures on the history of the literature. Thorstenberg.

*Three hours, each term.*

126a,b,c; 136a,b,c. *Advanced Norwegian or Swedish.* Study of works, in the original, of representative Scandinavian authors, supplemented by advanced prose composition and conversation. Thorstenberg.

*Three hours, each term.*

PRIMARILY FOR GRADUATES

222. *Old Icelandic.* Noreen's *Altislaendische und Altnorwegische Grammatik* is used. Thorstenberg.

#### PORTLAND EXTENSION CENTER

Dr. SCHMIDT

FOR GRADUATES AND ADVANCED UNDERGRADUATES

110. *German Literature.* Fall term, modern German drama. Reading and translation of some of the following works: Fulda's *Das verlorene Paradies*; Sudermann's *Johannes* or *Heimat*; Wildenbruch's *Harold*; Hauptmann's *Die versunkene Goltke*, etc. Winter term, German poetry. Poems of Goethe, Schiller, Heine, Uhland, and other leading poets of the nineteenth century will be read and studied. Spring term, German fiction and contemporary literature. Sudermann's *Frau Sorge* (or *Der Katzensteg*); Wildenbruch's *Der Letzte*; Frenssen's *Joern Uhl*; Auerbach's *Brigitta*; Meyer's *Das Amulett*; Keller's *Kleider machen Leute*, etc.

*One to two hours, each term.*

PRIMARILY FOR GRADUATES

201a,b,c. *Middle High German.* *Two hours, each term.*

204a,b,c. *German Literature.* *Hours to be arranged.*

#### GREEK

Dean STRAUB

FOR GRADUATES AND ADVANCED UNDERGRADUATES

150a,b,c. *Plato and Aristotle.* Plato, *The Republic*, Books I to X; Aristotle, *Ethics*, Books I to IV and Book X, chapters 5 to 9. Brief outline of Greek philosophy of the period; students are advised, however, to elect also the course in history of philosophy in the department of philosophy.

*Three hours, each term.*

PRIMARILY FOR GRADUATES

200a,b,c. *Pindar, Theocritus and Aeschylus.* Pindar, *Olympian* and *Pythian Odes*; Theocritus, *Idylls* and *Epigrams*; Aeschylus, *Prometheus Bound* and *Agamemnon*; study of Greek elegiac, iambic and lyric poetry.

*Three hours, each term.*

201a,b,c. *Plato.* Plato, *The Dialogues.* An extended reading of the dialogues with a study of their philosophical import.

202a,b,c. *The Greek Drama.* A reading of numerous plays in the original is expected, and is incidental to a detailed study of the rise, development and genius of the Greek drama.

203a,b,c. *The Greek Historians.* Students will be expected to know the original throughout of Xenophon, Thucydides and Herodotus. This is essentially a study of Greek history through the documents provided by the Greeks themselves.

#### HISTORY

Professors R. C. CLARK, WALTER BARNES, SHELDON; Assistant Professors DONALD BARNES, FISH

FOR GRADUATES AND ADVANCED UNDERGRADUATES

101, 102, 103. *The History of History.* A study of the development of the art and science of history writing from the crudest early records to the highly scientific work of today. A correlation is shown between the changing conceptions of the function of written history and changes in the general intellectual outlook. Incidentally the student is introduced to the works of the great historians of the world. Prerequisite, two years of history. Fish.

*Two hours, each term.*

104, 105, 106. *Intellectual History.* An outline study of the development of ideas from primitive man to the present. Contemporary mental traits are traced to their historical origins. The course serves also as a study of the history of the freedom of thought. Prerequisite, junior standing or instructor's permission. (142a,b,c, is a more intensive study in a limited period.) Fish.

*Three hours, each term.*

107a,b,c. *History of Civilization.* Lectures with discussion group especially devoted to literature of the subject. Open only to students who have had two consecutive years work in history and are acquainted with the outlines of history. Sheldon.

*Four hours, each term.*

121. *The Middle Ages.* A study of the development of Europe and its civilization from the decline of the Roman Empire to the age of Dante. (Not given 1924-25.)

*Three hours, spring term.*

131, 132. *The Growth of the National Monarchies.* Winter term, the Renaissance; spring term, the Reformation; the Religious Wars, and Louis XIV. This course traces the development from the medieval period of the universal church to the modern period of the independent states, and their rivalry in war, colonial expansion, commerce, culture, and religion, to the eve of the French Revolution. (Not given 1924-25.)

*Three hours, winter and spring terms.*

142a,b,c. *The Intellectual History of Modern Europe.* A study of the development of ideas among the intellectual classes of western Europe since the religious wars. Prerequisite, modern European history. (Not given 1924-25.) Walter Barnes.

*Three hours, each term.*

143. *The French Revolution.* An advanced study of the Revolution, beginning with the calling of the Estates General. Prerequisite, history 41. Walter Barnes.

*Three hours, fall term.*

144. *Foundations of Modern Democracy.* A study of the conditions and the theories upon which general male suffrage was introduced in England, Germany, and France in the sixties and the seventies. Prerequisite, English or modern European history. Not given in 1924-25. Walter Barnes. *Three hours, winter term.*

145. *Recent Italy.* A study of political, industrial, and social conditions in Italy before and after the war and under the dictatorship of Mussolini. Prerequisite, a knowledge of Europe since 1871. Walter Barnes. *Three hours, winter term.*

146. *Recent Russia.* The old regime and the rise of industry in Russia, the revolutions of 1904 and of 1917, and the chief features of the bolshevik regime under Lenine's dictatorship. Prerequisite, a knowledge of Europe since 1871. Walter Barnes. *Three hours, spring term.*

149. *Colonization.* A brief sketch of the successive colonial policies of Europe, and of the influence of the colonial empires upon the mother countries, from the commercial revolution to the present. Prerequisite, English or modern European history. Not given in 1924-25. Walter Barnes. *Three hours, fall term.*

174, 175. *American Foreign Relations.* A history of the relations of the United States with other powers and the development of American foreign policies. Not given 1924-25. Clark. *Three hours, winter and spring terms.*

176a,b,c. *History of Civilization in the United States.* This course covers the following topics: the development of social classes, newspapers, magazines, science, philosophy, literature, religion, cities, ethical standards, education, and economic expansion in their interrelations. Lectures, quizzes, and assigned readings. Not given 1924-25. Sheldon. *Three hours, each term.*

177a,b,c. *American Constitutional History.* The origin and development of the colonial system of government. The making of the federal constitution and its development. Open to students who have taken history 71, 72, 73. All others must obtain consent of instructor. Clark. *Three hours, each term.*

179. *The Trans-Mississippi West.* Exploration, settlement, and development of the region of the United States lying west of Mississippi river, with emphasis on Pacific Northwest. (Not given 1924-25). *Three hours, winter term.*

181. *Latin American History.* A study of the history, together with political, social, and economic conditions of the "other Americas." Not given 1924-25. *Three hours, fall term.*

191, 192, 193. *Asia and the Pacific.* This course deals with the influence of western Europe on Asia, Australasia, and the islands of the Pacific. The first term covers India and the islands; the second, China; the third, Japan. *Three hours, each term.*

PRIMARYLY FOR GRADUATES

201a,b,c. *Problems in the History of Nineteenth Century Education and Civilization.* A technical course involving preparation in historiography. During the year 1923-24 special attention will be paid to the

development of state education in England from 1750 to 1870. The library is specially equipped with a collection of 300 volumes of source material for this field. Sheldon. *Two hours, each term.*

241a,b. *Forerunners of the French Revolution.* A source study of the influence of the leading eighteenth century writers upon the ideas of the French revolutionists. Prerequisite, two years of French, and modern European history. (Not given 1924-25). Walter Barnes. *Two hours, fall and winter terms.*

261a,b,c. *Problems in English Economic History.* A study from sources and secondary works of certain phases of English economic history from 1750 to 1850. Donald Barnes. *Two hours, each term.*

276a,b,c. *Seminar in Oregon History.* A detailed study largely from the sources, of the building of civilization in the western portion of the United States, particularly in Oregon and the Northwest. For history seniors as an equivalent of the thesis requirement and for graduate students. Clark. *Two hours, each term.*

PORTLAND EXTENSION CENTER

FOR GRADUATES AND ADVANCED UNDERGRADUATES

171. *Historical Foundations of American Life and Institutions.* (To be offered in 1924-25).

172. *American Life and Institutions.* A study of various factors, environmental, social, religious, intellectual, and political, that have entered American life and helped to make American institutions since the war of 1812. Clark. *One hour, three terms.*

174. *American World Relations.* The development of constructive foreign policies, such as isolation, Monroe doctrine, and the open door, and American relations with Great Britain, Latin America, and the Far East.

181. *Latin American History.* A study of the history, together with the political, social, and economic conditions of the "other Americas." *Two hours, three terms.*

195. *Pacific Problems.* The influence of western Europe and the United States on the countries of the Pacific, and the problems, social, political, and international, that have arisen as the consequence of this contact. Donald Barnes. *One hour, fall and spring terms.*

276. *Oregon History Seminar.* A course for students majoring in history or who may be working towards an advanced degree. The period since 1859 will be covered. Clark. *One hour, three terms.*

JOURNALISM

Dean ALLEN

Certain sufficiently advanced courses in the upper division work even though of fairly technical nature, may be presented for students with a minor in journalism, in addition to the course given below, for graduate students doing work toward a non-professional degree.

## PRIMARILY FOR GRADUATES

200a,b,c. *Seminar*. A research course for students having the necessary preparation to enter a specialized field of original investigation.

*Three to five hours, each term.*

## LAW

Dean HALE, Professor WARNER

The course given below is open to graduate students doing work toward a non-professional degree.

## PRIMARILY FOR GRADUATES

290. *Research in Criminology*. Open only to advanced students who have had both criminal law and at least two years of psychology. Consideration of the theories of punishment and of criminal responsibility. Thesis on the operation of some agency dealing with crime. Warner.

*Three hours, winter term.*

## LATIN

Professor DUNN

Extant Latin literature is so varied and so voluminous that any college curriculum is necessarily restricted in its choice of courses offered. The personal predilections of the professorial staff or the particular needs of the province served or an unbroken tradition all naturally play a considerable part in the complexion of the Latin program.

Nevertheless the subjoined list will be found fairly representative of the principal phases involved. An attempt has been made, not merely to suggest the choicest, but to introduce also the less exploited authors, in order that the graduate student may have cognizance of extent as well as intent. Pure appreciation of the literature is coupled with the invasion of allied studies that make the pursuit of Latin so profitable,—such as archaeology, mythology, history, philosophy, the fine arts.

The spirit of research and investigation and comparison is therein stimulated and made the heart of the study, whether the course implies the use of a classical text or a series of lectures. The student cannot but be impressed by the conviction that there are yet unexplored volumes in the classic library, Latin authors that are seldom if ever approached, and themes for graduate theses which have never yet been broached. The "Meta Incognita" of Martin Frobisher is still a luminous legend for the Latin scholar.

## FOR GRADUATES AND ADVANCED UNDERGRADUATES

101a,b. *Cicero, Selected Letters* (Watson); *Tusculan Disputations*; the *De Finibus*, with lectures on Roman philosophy.

*Three hours, fall and winter terms.*

101c. *Latin and Prose Composition and Sight Translation*. An advanced course.

*Three hours, spring term.*

102a,b. *Horace and Juvenal*. Horace, *Epistles and Satires*; Juvenal, *Satires I, III, V, VII, VIII, X, XIII*; lectures on the history of Roman satire and on the Roman life that produced it.

*Two hours, fall and winter terms.*

102c. *Tacitus, The Annals*. Books III, IV, V, and VI, with lectures on the period.

*Two hours, spring term.*

151a. *Latin Prose Composition and Sight Translation*.

*Three hours, fall term.*

151b. *Roman Life, Mythology and Contributions*. Lectures and readings upon the private life of the Romans, our inheritance from the Greco-Roman civilization and upon the myths of Greece and Rome and the Indo-Aryan races in general.

*Three hours, winter term.*

151c. *Latin Pedagogy*. A laboratory course for prospective teachers of Latin, with a discussion of problems concerned with the authors to be taught; selected illustrative readings.

*Three hours, spring term.*

152a,b,c. *The Roman Historians*. Livy, *The Macedonian Wars*; Velleius Patereulus, with lectures on the period; Suetonius, *The Lives*; *Historiæ Augustæ*.

*Three hours, each term.*

## PRIMARILY FOR GRADUATES

201a,b,c. *History of Latin Literature*. Part I (Poetry).

202a,b,c. *History of Latin Literature*. Part II (Prose).

These courses, offered in alternate years, give a two-years' intensive study of Latin literature, comprising extensive reading in the works of the lesser known authors as well as those familiar through the undergraduate course, together with lectures on their lives and style.

203a,b,c. *Roman Philosophy*. Lectures covering the chief systems of doctrine prevailing among the Romans will alternate with readings from Cicero's *De Officiis* and the best portions of Lucretius.

204a,b,c. *The Reign of Trajan*. Trajan's reign will be studied from Pliny's *Letters*, from inscriptions, from monumental remains, and other sources.

205a,b,c. *The Reign of Nero*. Suetonius' *Life of Nero* and Tacitus' *Annals* are made the basis of a thorough study of this particular epoch.

251a,b,c. *Historical Latin Grammar*. A study of the development of Latin sounds, inflections, and syntax.

## MATHEMATICS

Professors DE COU, McALISTER, MILNE, Assistant Professor SMAIL

Some of the most suitable subjects for minors for those majoring in mathematics are: physics, mechanics, chemistry, biology, geology, psychology, education and economics.

Graduate students in mathematics will find in the University library a carefully selected collection of the best modern mathematical works in English, French, German and other foreign languages. Many books of marked historical value published during the past three centuries, and all the standard histories are available for the use of those working in the history of mathematics.

An extended text book library of recent books in arithmetic, algebra, geometry and trigonometry, together with many dating back to the eighteenth century, is available for the study of the pedagogy of mathematics.



## FOR GRADUATES AND ADVANCED UNDERGRADUATES

103a,b. *Differential Equations*. A practical course in the solution of ordinary and partial differential equations. Prerequisite, course 102 a,b,c, differential and integral calculus. DeCou.

*Three hours, winter and spring terms.*

104. *Higher Algebra*. A more advanced and rigorous treatment of the topics of the preceding course in algebra, together with the addition of many new topics. DeCou.

*Three hours, one term.*

105. *Theory of Equations and Determinants*. An important course giving the essential principles required in various advanced studies. DeCou. (Not given 1924-25.)

*Three hours, one term.*

106. *Solid Analytical Geometry*. An advanced course dealing with surfaces of the second degree and their properties, together with some discussion of surfaces in general. DeCou.

*Three hours, one term.*

107a,b. *Advanced Calculus*. An important course rounding out undergraduate study of mathematics. It includes definite integrals, improper integrals, power series, Fourier's series, elliptic functions and other special functions. Applications to physics, mechanics and astronomy receive emphasis. Prerequisite, course 102a,b,c. Milne.

*Three hours, winter and spring terms.*

108. *Analytical Trigonometry*. Prerequisite, plane trigonometry. De Cou.

*Three hours, one term.*

110. *Projective Geometry*. Prerequisite, analytical geometry and calculus. DeCou. (Not given 1924-25.)

*Three hours, one term.*

113. *Advanced Analytical Geometry*. A more advanced treatment of the subject and intended for students of fair mathematical maturity. DeCou.

*Three hours, fall term.*

115. *Introduction to Lie's Theory of Differential Equations*. A short course dealing with one parameter groups and their application to the theory of differential equations. Prerequisite, course 103a,b. Milne.

*Three hours, fall term.*

139. *Applied Mathematics*. Intended for students of chemistry and physics. A rapid review of differential and integral calculus, with application to problems of physics and chemistry; the development of infinite series; elements of differential equations; Fourier's theorem; theory of probability and adjustment of errors; calculus of variations. A course in calculus should precede this course. Hours to be determined. McAlister.

*Three hours, two terms.*

## PRIMARYLY FOR GRADUATES

201a,b,c. *Theory of Functions*. An introduction to the theory of functions of real and complex variables, with applications. Prerequisites, courses 103a,b, 113, or their equivalent. Milne

*Three hours, each term.*

202. *Infinite Series*. This course deals with tests for convergence, uniform convergence, operations on infinite series, and the expansion of functions. Smail. (Not given 1924-25.)

*Three hours, fall term.*

203a,b. *Differential Equations of Mathematical Physics*. This course includes Fourier's series, Legendre's polynomials, spherical harmonics, and Bessel's functions. Methods are developed for the solution of the most important linear partial differential equations of mathematical physics, with application to elastic vibrations and the flow of heat. Prerequisite, course 202. Milne. (Not given 1924-25.)

*Three hours, winter and spring terms.*

204a,b,c. *Mathematical Seminar*. Conferences and reports on assigned subjects. DeCou, Milne, Smail.

## MECHANICS AND ASTRONOMY

Professor McALISTER

Candidates for the master's degree who wish to take their major in this department should make a selection from: (a) the courses numbered above 200, listed herewith; (b) the courses in strength of materials and hydraulics, listed under the School of Architecture; and (c) approved courses in mathematics and physics. For all the courses under (a), the prerequisite is the usual mathematical preparation up to and including differential equations, and analytical mechanics. Note the special preparation under course 202. For courses under (b), calculus and analytical mechanics are required.

For a minor in this department, any of the above courses are suitable, together with analytical mechanics.

## MECHANICS

## FOR GRADUATES AND ADVANCED UNDERGRADUATES

101a,b,c. *Analytical Mechanics*. First term, statics; second term, particle dynamics; third term, dynamics of a rigid body. Calculus is a prerequisite.

*Three hours, each term.*

## PRIMARYLY FOR GRADUATES

201. *Theory of Elasticity*. The mechanics of elastic solids; applications to the strength, resistance and deformation of the ordinary materials of construction.

*Four hours, fall term.*

202a,b. *Hydrodynamics*. The mechanics of fluids, with special reference to liquids, but including also some applications to air and other gases. The work of the second term requires a knowledge of spherical and cylindrical harmonics.

*Four hours, winter and spring terms.*

205-206-207. *Advanced Analytical Mechanics*. Topics selected according to the needs of students, in relation to previous work and work contemplated in the future. Elective by terms.

*Three hours, each term.*

209. *Special Problems*. Advanced work in the applications of mechanics, and problems relating thereto.

## ASTRONOMY

## PRIMARYLY FOR GRADUATES

205. *Celestial Mechanics*. The fundamentals of the subject with such applications as time may permit; including some consideration of the theory of perturbed orbits.

## MUSIC

Dean LANDSBURY

The School of Music does not accept candidates for major work toward the master's degree at present, but graduate students may elect a minor in music. The courses given below are for graduate students doing work toward a non-professional degree with a minor in music.

## FOR GRADUATES AND ADVANCED UNDERGRADUATES

104a,b,c. *Free Composition*. A study of the characteristic idioms of the free style; the variation, simple and developed song form; developed ternary form, the art song, etc. Not more than three will be permitted in the class. Landsbury. *Two hours, each term.*

## PRIMARILY FOR GRADUATES

201. *Seminar*. A study of present day musical conditions with particular reference to the adjustment of music to the curriculum. Each student will be given a definite research problem, and must defend his solution before the class. For the coming year it is planned to consider the nature of music; its relation to literature and science; progress toward the educational ideal in music, etc. Although intended primarily for graduates, advanced students in the upper division, showing proper preparation, will be admitted.

202. *Multiple Counterpoint, Canon and Fugue*. A course dealing with the principles of multiple counterpoint in general, and the double, triple, and quadruple counterpoints of J. S. Bach in particular; types of finite and infinite canon; simple, double and triple fugue; application of the strict style to orchestral and choral composition.

*Two hours, each term.*

203. *Advanced Free Composition*. Open to students showing marked creative ability, who have had adequate preparation. Classes will be limited to three members and each member must produce specimens in both the small and large forms which will be deemed worthy of publication or public performance.

204. *Practical Artistry*. To be accepted, the student must possess a technique adequate to the needs of the classical, romantic and modern schools; the required undergraduate work for a B.M. degree; must be enrolled in courses 201 and 202, and must show promise of being able to demonstrate by public performance the beauty and cultural value of the tonal masterpieces.

## PATHOLOGY

Professors BENSON, MENNE

The following courses given in the School of Medicine at Portland are accepted toward the master's degree.

The pathological museum is comprehensive. Gross and microscopic tissues are received from the surgical clinics of the Portland hospitals and from the autopsies of the coroner's office.

## FOR GRADUATES AND ADVANCED UNDERGRADUATES

101. *Pathological Histology, General Pathology*. A course in general pathology, comprising the study of prepared slides supplemented by experiments, fresh and museum specimens. Lectures, recitations and laboratory. Benson, Menne.

102. *Systemic Pathology*. Embraces a study of surgical pathology and tumors. Lectures, recitations and laboratory. Benson, Menne.

## PRIMARILY FOR GRADUATES

201. *Study of Autopsies*. Benson, Menne.

202. *Advanced Systemic Pathology*. Study of the detached pathology of one system. *Hours and credits to be arranged.*

203. *Research*. Open to especially qualified students. Benson, Menne. *Hours to be arranged.*

## PHARMACOLOGY

Professor MYERS

The following courses given in the School of Medicine at Portland are accepted toward the master's degree:

## FOR GRADUATES AND ADVANCED UNDERGRADUATES

101. *Systemic Pharmacology and Prescription Writing*. Lectures and quizzes five hours a week, laboratory three hours. Myers.

*Six hours, winter term.*

102. *Systemic Pharmacology and Pharmacodynamics*. Lectures and quizzes five hours a week, laboratory three hours. Myers.

*Six hours, winter term.*

## PRIMARILY FOR GRADUATES

201. *Toxicology*. Lectures and quizzes two hours per week, laboratory two hours. Myers. *Three hours, spring term.*

203. *Research*. Students who are properly qualified and who can devote an adequate amount of time to the work are encouraged to pursue original investigation of pharmacological problems. Myers.

*Hours to be arranged.*

## PHILOSOPHY

Dean REBEC, Professor BATES

## FOR GRADUATES AND ADVANCED UNDERGRADUATES

105. *Continental Philosophy of the Seventeenth and Eighteenth Centuries*. Descartes, Discourse on Method, Meditations, Selections from Principles; Spinoza, Ethics; Leibnitz, New Essays and Monadology.

*Three or four hours, fall term.*

106. *British Philosophy*. From Bacon, Locke, Berkeley, Hume, to Mill and Spencer. Reading representative masterpieces.

*Three or four hours, fall term.*

107. *From Kant to Hegel*. Reading of Critique of Pure Reason or of Hegel's Logic. *Three or four hours, winter term.*

108. *Nineteenth Century Thought*. From the death of Hegel to the present. Pessimism, materialism, positivism, agnosticism, the later idealism, pragmatism, the new realism. *Three or four hours, spring term.*

109. *American Philosophy*. From Jonathan Edwards to Royce, James, Dewey, and Santayana. *Three or four hours, winter term.*

111. *Advanced Course in Ethics*. *Three hours, spring term.*

112. *Plato's Republic*. *Three hours, winter term.*

113. *Aristotle's Ethics*. *Three hours, spring term.*

115. *Advanced Theoretical Logic*. *Three or four hours, fall term.*

120a,b,c. *Aesthetics*. The first term of the course will be devoted to systematic problems of the Philosophy of the Beautiful; the second and third terms will be historical—an attempt to trace the evolution of the aesthetic consciousness as revealed in the succession of art epochs and art forms. *Three or four hours, each term.*

124. *American Ideals*. Origins, development, and meaning of the basic ideals enforming the American life and mind, viewed as factors in the larger process of modern civilization.

*Three or four hours, spring term.*

125a,b,c. *Philosophy of History*. The conflict of ideals in history. A critical attempt to envisage history as an evolution of such conflict. The study will converge upon an attempt to seize and interpret the essential movement of contemporary civilization.

*Three or four hours, each term.*

151-152-153. *Undergraduate Seminar*. *Hours to be arranged.*

#### PRIMARILY FOR GRADUATES

201a,b,c. *Philosophical Seminar*.

#### PORTLAND EXTENSION CENTER

Mrs. PARSONS

#### FOR GRADUATES AND ADVANCED UNDERGRADUATES

104. *Aesthetics*. A survey of the philosophy of the beautiful, historically and comparatively, with a view to arriving at deductions of universals that may satisfy and enlarge the experience and consciousness of beauty. Parsons.

#### PHYSICAL EDUCATION

Dean BOVARD

Certain sufficiently advanced courses in upper division physical education, even though of fairly technical nature, may be presented for students with a minor in physical education, in addition to the courses given below, for graduate students doing work toward a non-professional degree.

#### PRIMARILY FOR GRADUATES

202. *Research in Corrective Gymnastics and Physiotherapy*. Specially qualified students may arrange for work of this kind on consent of the instructor.

203. *Physiology of Exercise*. Lectures and laboratory work. An advanced course in physiology covering the physiology of muscle and nerve activities with applications to exercise, industrial fatigue problems, massage and corrective gymnastics. Bovard. *Three hours, one term.*

204. *Research in Physiology*. Specially qualified students may arrange to take problems concerned with muscle nerve physiology. Bovard.

205a,b,c. *Seminar*. Study of physical education problems. Reports, discussions, papers, etc. Bovard.

#### PHYSIOLOGY

Professor BURGET; Assistant Professor RUSH

The following courses given in the School of Medicine at Portland are accepted toward the master's degree:

#### FOR GRADUATES AND ADVANCED UNDERGRADUATES

101. *Physiology of Blood, Circulation and Respiration*. Prerequisite, physiological chemistry. Lectures, recitations and laboratory, Burget, Rush. *Five hours, spring term.*

102. *Physiology of Digestion*. Metabolism, absorption, secretion, excretion; physiology of muscles and heat. Prerequisite, 101. Lectures, recitations and laboratory. Rush. *Five hours, fall term.*

103. *Physiology of the Nervous System and the Senses*. Prerequisite, neurology. This course consists of lectures, recitations and laboratory work. Burget. *Five hours, winter term.*

#### PRIMARILY FOR GRADUATES

201. *Special Physiology of Mammals*. A laboratory course including experiments not given in the general courses. Prerequisites, 101, 102, 103. Laboratory. Burget. *Winter term.*

202. *Special Physiology of the Glands of Internal Secretion*. Prerequisites, 101, 102, 103. Lectures and laboratory work. Burget, Rush. *Spring term.*

204. *Diet and Nutrition*. A course in dietary requirements in health and in disease with special emphasis given to the indications and contraindications for particular food factors; the hygiene of the intestinal tract; the peculiar value of sunlight and vitamins. Prerequisite, physiology 101, 102. *Three hours.*

215. *Research Work in Physiology*. Burget, Rush. *Each term.*

#### PHYSICS

Professors BOYNTON, CASWELL

Graduate students taking physics as their major subject will ordinarily select their minor work from the departments of chemistry, mathematics, mechanics and astronomy, and candidates for the doctorate must select their minors from this list. Occasionally a course of suitable character given by one of these departments may be counted as major work in physics.

All the courses here listed as carrying graduate credit call for a full year of college physics and the calculus as prerequisites. Those numbered under 200 may be taken in partial fulfillment of the requirements for the master's degree when supplemented by sufficient additional work; the program of major work for the doctorate after the first year must be made up exclusively of courses numbered above 200.

## FOR GRADUATES AND ADVANCED UNDERGRADUATES

NOTE: All courses below have general physics and the calculus as prerequisites.

111-112-113. *Advanced General Physics*. Supplementing, and giving more attention to certain topics than the elementary courses, and especially to some of the more fruitful modern theories, such as the kinetic theory, the electromagnetic theory of light, the electron theory, etc. Two lectures and one laboratory period. Caswell.  
*Three hours, each term.*

114-115-116. *Electrical Measurements*. The more important electrical quantities, with some reference to their practical applications. Direct current measurements; the magnetic properties of iron; the introduction to alternating current theory and measurements; transient electrical phenomena; elementary theory of radio. Two lectures and one laboratory period. Boynton.  
*Three hours, each term.*

121-122-123. *Thermodynamics, Molecular Physics and Heat*. A study of heat and other forms of energy in connection with ideal gases, saturated vapors, dilute solutions and other ideal or actual substances, including a discussion of the kinetic theory of gases and liquids. Especially for students of physics, physical chemistry and pre-engineering. Boynton.  
*Three hours, each term.*

124-125-126. *Electron Theory*. An introductory course dealing with cathod, canal and X-rays, ionization of gases, photo-electricity, radio-activity, atomic structure, thermoelectricity, metallic conduction and the fundamental phenomena of light from the standpoint of the electron theory. Caswell.  
*Three hours, each term.*

127. *Physical Optics*. A study of such typical phenomena as refraction, dispersion, interference, diffraction and polarization. Lectures and laboratory.  
*Three hours, one term.*

## PRIMARILY FOR GRADUATES

200. *Research Laboratory*. Qualified students will have all facilities of the laboratories placed at their disposal and will receive the advice and assistance of the department. Boynton, Caswell.

201. *Thermodynamical Potentials*. A continuation of 121, based upon the work of Gibbs and others upon the various thermodynamic potentials and their application to problems in physics and chemistry. Boynton.  
*Three hours, fall term.*

202. *Statistical Physics*. With especial reference to certain problems in the kinetic theory, such as the equipartition theorem, the nature of entropy, etc. Boynton.  
*Three hours, winter term.*

203. *The Conduction of Heat*. With especial reference to the Fourier theory. Caswell.  
*Three hours, spring term.*

204. *Modern Physical Theories*. A discussion of such topics as the electromagnetic theory of light, the electron theory, relativity and the quantum theory. Caswell.

211-212-213. *Advanced Electrical Theory*. With especial reference to transient phenomena, oscillations and waves, thermionic vacuum tubes, and the modern applications. Courses 114-115-116 are prerequisite. Boynton.  
*Three hours, each term.*

214-215-216. *Advanced Electrical Laboratory*. Designed to accompany the preceding course, dealing with the same topics. Boynton.

*Two hours, each term.*

221. *Advanced Mathematical Physics*. Lectures and assigned readings. The topics treated will be varied from year to year to suit the needs of the students. Boynton, Caswell.

230. *Seminar*. Conferences and reports on assigned topics and current periodical literature. Boynton, Caswell.

## POLITICAL SCIENCE

Professor BARNETT

## FOR GRADUATES AND ADVANCED UNDERGRADUATES

101. *Constitutional Law*. A study of the federal constitution as interpreted by the courts. Chiefly a discussion of leading cases.

*Four hours, one term.*

102. *Administrative Law*. The principles of the law of public officers. Chiefly a discussion of leading cases. Open to students credited with at least one course in law.

*Three hours, one term.*

103. *Law of Municipal Corporations*. The principles of the law of municipal corporations. Chiefly a discussion of leading cases. Open to students credited with at least one course in law.

*Three hours, one term.*

104. *International Law*. The principles of international law.

*Four hours, one term.*

106. *Political Theory*. A study of the main concepts of political theory, mostly from the works of modern writers.

*Four hours, winter term.*

107. *International Political Organization*. The history and present status of the various forms of international organization, with special attention to the league of nations.

*Four hours, spring term.*

108. *Political Parties*. The nature, organization, and operation of political parties, with special attention to conditions in the United States.

*Four hours, fall term.*

## PRIMARILY FOR GRADUATES

201a,b,c. *Research in Political Science*.

## PSYCHOLOGY

Professors CONKIN, WHEELER; Assistant Professors CROSLAND, YOUNG

This department is equipped and authorized to offer work for both of the advanced degrees, master of arts and doctor of philosophy. Its library facilities and laboratory equipment and its scientific productivity meet the requirements of the University for doctoral standing.

Candidates for major work in this department for the degree of doctor of philosophy must have completed the work required by this department for the degree of master of arts, or its equivalent.

Candidates for minor work in this department for the degree of doctor of philosophy must have fulfilled the same requirements made of candidates for major work for the master's degree.

Preparation deficiencies may be worked off in the undergraduate courses of the department.

FOR GRADUATES AND ADVANCED UNDERGRADUATES

103-104-105. *Systematic Psychology*. An intensive study of the physiological correlate of psychology, of psychological systems and of the monographic literature on the more vital problems in experimental psychology. 103, special problems in experimental psychology; 104, concerns psychological systems; 105, the physiological background of psychology. Wheeler. *Three hours, each term.*

106a,b. *Adolescence*. An elaborate study of genetic psychology and the writings of G. Stanley Hall. Conklin. *Three hours, two terms.*

108. *Mental Measurements*. Principles and practice of testing intelligence and individual differences. Young. *Three hours, one term.*

109. *Psychology of Learning*. Genetic and comparative study of learning in the behavior of organisms from the lowest up to and including man. Crosland. *Three hours, one term.*

111. *Character and Personality*. Concerns the growth of character, the integration of personality; use of rating schemes, tests, etc., in studying same. Young. *Three hours, one term.*

113. *Problems in Employment Psychology and Personnel*. Applications of psychology to employment problems, vocational testing, personnel work. Prerequisite, 123. Not offered 1924-25. Young. *Two hours, one term.*

117a,b,c. *Advanced Laboratory*. A thorough training in laboratory technique as used in the problems of general psychology. Wheeler. *Two hours, each term.*

118. *Abnormal Psychology*. Traits and theories of hysterical phenomena, insanity and the borderland phenomena. Conklin. *Three hours, one term.*

122. *Principles of Psychoanalytic Psychology*. An introduction to the literature and concepts of psychoanalysis. Conklin. *Two hours, one term.*

123. *Statistical Methods in Psychology*. A short course designed to meet the needs of students in certain courses in the applications of psychology. Young. *Three hours, one term.*

PRIMARILY FOR GRADUATES

201. *History of Psychology*. The contributions of the classical psychologists from the early Greeks to the founders of modern psychology with consideration of developmental tendencies, schools of thought and culture influences constitute the content of the course. Most of the work is done through class discussion of the assigned readings in original texts. Conklin. *Three hours, one term.*

203. *Methodology*. A comparative study of the various methods used in psychological research. Conklin. *Two hours, one term.*

205. *Advanced Experimental Psychology*. An intensive training in the introspective method and its application to experimental problems. The student is introduced to an experimental problem which he must attempt to solve by the introspective method. The student acts as observer

and the instructor as experimenter. The student is then required to organize and interpret his own results. An analysis of the literature and criticisms of the introspective method. Wheeler. *Two hours, one term.*

206. *Advanced Physiological Psychology*. Devoted to the current experimental literature in the physiology of sensation and the emotions, to such neurological problems as directly affect an understanding of advanced psychology, involving the problems of nerve regeneration and degeneration, localization of function, the nerve structure and function underlying speech, etc. A continuation of work in systematic psychology. Wheeler. *Two hours, one term.*

207. *Research and Thesis*. Original work for thesis purposes under the direction of the instructor in charge. Conklin, Wheeler.

208. *The Higher Thought Process and Volition*. An intensive study of judging, reasoning, the psychology of purpose and the psychology of volition. Each subject is considered historically and genetically, its relations to other mental processes discussed, and the experimental literature thoroughly reviewed. Each process is also studied from various angles—the introspective, the purely subjective, the behavioristic, the objective, the structural and dynamic. Wheeler. *Two hours, one term.*

209. *Behaviorism*. An historical approach to the problem of behaviorism followed by a logical, philosophical, theoretical and experimental examination of its position. In this latter study the more general and fundamental points are first taken up, followed by a detailed application of these general principles to specific problems of sensation, affection, attention, memory, perception, learning and the higher intellectual processes. (Offered alternately with course 205). Wheeler. *Two hours, one term.*

210. *Psychology of Attention and Perception*. A detailed and systematic handling of the various factors and the various aspects of attention phenomena and the phenomena of perception and apperception. Various points of view, of behaviorist, objectivist, centralist, subjectivist, idealist, realist, nativist and empiricist. Special attention to the modern conception of attention and perception so influential in medicine, psychiatry, ethics, and education. Crosland. *Two hours, one term.*

211. *Psychology of Memory and the Image*. A rigorous analytical and synthetic treatment of the various phases of mental organization manifested in conscious memory phenomena and in the image of imagination. Dissociation, assimilation, organization and generalization of memory contents will be thoroughly studied and illustrated, together with many technical as well as practical applications of the facts here presented. Crosland. *Two hours, one term.*

212. *Psychology of Religion*. The place and nature of religious experience in human behavior, social and personal. The psychological aspects of belief, conversion, prayer, sacrifice, myth, ritual and ceremony. Illustrative material from primitive and historical religions. Not given 1924-25. Young. *Three hours, one term.*

213. *Criminal Psychology*. The bio-psychological foundations for the study of criminal types. A critical survey of psychological methods of diagnosis and treatment of crime. Not given 1924-25. Young. *Three hours, one term.*

214. *Special Problems in Social Psychology*. Intensive work in individually assigned topics. Young. *One to three hours, any term.*

215a,b,c. *Psychology Seminar*. This meets weekly and is attended by all members of the teaching staff and graduate students. Topics for presentation and discussion are selected in general conference from term to term.

#### PORTLAND EXTENSION CENTER

Miss HAGER

#### FOR GRADUATES AND ADVANCED UNDERGRADUATES

124. *Advanced Psychology*. A more detailed examination of the mental processes and their physiological correlates; nervous system, reflexes, habit, sensation, and perception. Frequent demonstration of experimental methods. For advanced undergraduates and graduates.

125. *Advanced Psychology*. Deals with the problems of attention, memory, imagination, association, etc.

127. *Genetic Psychology*. A detailed study of the psychology of G. Stanley Hall as it relates to the mental and physical development of youth. The instinctive, emotional, and intellectual life of adolescents studied with a view to controlling their education more intelligently. Critical appreciation of the text and consideration of the cultural implication of its theories will be required of the student.

*Two hours, three terms.*

#### ROMANCE LANGUAGES

Professor CLORAN

The library facilities for graduate work in Romance languages are excellent, including the best editions of the great writers and complete sets of standard periodicals.

Majors in Romance languages may minor in Latin, German, English, history or education.

#### FOR GRADUATES AND ADVANCED UNDERGRADUATES

Graduate credit will be given for these courses only if the student completes considerable additional work of a high grade.

104a,b,c. *French Literature*. (Fourth year). Reading of selections from the great writers of France. Lectures, reports, and explanation of texts. History of French literature. Cloran. *Three hours, each term.*

114a,b,c. *Spanish Literature*. (Fourth year). Reading of selections from the great writers of Spain. Lectures, reports and explanation of texts. History of Spanish literature. Cloran. *Two hours, each term.*

#### PRIMARILY FOR GRADUATES

200a,b,c. *Romanticism, Realism and Naturalism in French Literature in the Nineteenth Century*. Reading of works of representative authors. Reports and discussions. Cloran. *Three hours, each term.*

201a,b,c. *French Literature in the Eighteenth Century*. Readings from Fontenelle, Fenelon, Montesquieu, Voltaire, Le Sage, Marivaux, Saint-Simon, Diderot, Rousseau, Andre Chenier. Cloran.

*Three hours, each term.*

202a,b,c. *French Literature in the Seventeenth Century*. Readings from Malherbe, Pascal, La Rochefoucauld, Boileau, La Fontaine, Bossuet, Madame de Sevigne, La Bruyere. Cloran. *Two hours, each term.*

206a,b,c. *Old French. Phonology and Inflections*. The oldest texts. Readings from the Chanson de Roland, Marie de France, Chretien de Troyes, Aucassin et Nicolette. Cloran. *One hour, each term.*

216a,b,c. *Old Spanish. Phonology and Inflections*. The oldest texts. The poem of the Cid. Cloran. *One hour, each term.*

217a,b,c. *A Survey of Spanish and Latin American-Civilization*. Cloran. *Two hours, each term.*

218a,b,c. *Spanish Literature of the Sixteenth and Seventeenth Centuries*. Cervantes, Lope de Vega, Calderon. Cloran. *Three hours, each term.*

219a,b,c. *Spanish and Spanish-American Literature* from the beginning of the nineteenth century to the present time. Cloran. *Three hours, each term.*

The graduate courses are given in rotation. Only two or three of them are given in any one year.

#### SOCIOLOGY

Dean YOUNG, Professor PARSONS

The candidate for the master's degree taking sociology as his major subject must have included in his program either as undergraduate or as graduate, courses 104, 136 and 202.

#### FOR GRADUATES AND ADVANCED UNDERGRADUATES

104a,b. *Principles of Sociology*. The influences and factors determining human life in association are studied. A comprehensive view of the social process is developed. Bain. *Five hours, fall and winter term.*

105. *The New Social Order*. The factors in the present situation of western civilization causing movements for reorganization are examined. The leading programs for the attainment of a new social order are analyzed. Bain. *Five hours, spring term.*

109-110-111. *Social Work Seminar*. Lectures, readings, written reports and papers designed to harmonize the campus class work with the social work training of the Portland school. The various fields of social work will be discussed and the student will familiarize himself with the literature, periodicals, and conspicuous examples of social work in its numerous phases. Open to juniors and seniors electing the pre-social work major in the school of sociology. Parsons. *Three hours, each term.*

120. *Sociology and Ethics*. The development of a world view with the sociological method and the application of it to the more fundamental and pressing ethical problems of the present time. *Three hours, spring term.*

136a,b. *Theory of Social Progress*. Concepts of the social self and of progress are developed and the roles of the different factors affecting progress are determined. Young. *Three hours, fall and winter terms.*

140. *Community Organization and Development.* The unit or focus of common life is defined and the organization for it that will serve to bring into play most effective functioning for normal development. Young.  
*Three hours, spring term.*

PRIMARILY FOR GRADUATES

202a,b,c. *Sociological Systems.* Selected systems of thought essaying to interpret the course of human history are analyzed with the view of determining their fundamental ideas. The evolution to clearness and scientific character of the hypotheses used, through their receiving increasing support of natural and psychological science, is traced. Prerequisite, 104. Young.  
*Three hours, each term.*

203. *Social Survey.* Diagnosis of social problems and methods of social investigation; formulation of community programs; presentation of social facts and survey findings. Prerequisite, 104. Young.  
*Three hours, spring term.*

204. *Social Statistics.* Principles of statistics and their application to the data furnished by official publications and special investigations; statistical methods applied to both theoretical and practical problems of sociology. Prerequisite, 104. Young.  
*Three hours, winter term.*

205. *Town, City and Regional Planning.* Study of the principles of city planning and the relation to regional, state and national planning. Formulation of programs of development based upon fundamental principles of progress. Prerequisite, 104. Young.  
*Three hours, spring term.*

PORTLAND EXTENSION CENTER  
Professor PARSONS

FOR GRADUATES AND ADVANCED UNDERGRADUATES

123. *Statistics and Graphic Presentation.* An introduction to the science of interpreting social numbers such as statistics of births, marriages, deaths, disease, suicides, etc. Rates and their significance will be studied. The course will include an analysis of the technic of curves and the various other forms of graphic presentation of social phenomena. Parsons.  
*Two hours, fall term.*

125. *Criminology.* A study of the nature and causes of crime and various proposals for its prevention and cure. Parsons.  
*Two hours, spring term.*

PRIMARILY FOR GRADUATES

227. *Research in Social Problems.* This course is designed to permit properly qualified graduate students to undertake research or make first hand studies in local problems necessitating careful study and analysis.

ZOOLOGY

Professor TORREY; Assistant Professor YOCOM

At least half of the work submitted for a master's degree with a major in zoology must be from purely graduate courses of the sort numbered 200 and above.

Candidates for the degree of doctor of philosophy in zoology will ordinarily give one-half the time devoted to their major subject to re-

search. Candidates for the doctorate who elect zoology as their minor subject will ordinarily fulfill the requirements for major work for the master's degree in zoology, with the exception of the prerequisite of a full undergraduate major.

That candidates for higher degrees in zoology may have a broad fundamental training in science, it is strongly recommended that minors be chosen from physics, chemistry and mathematics as well as botany and psychology; the minors are in no sense limited to these subjects.

FOR GRADUATES AND ADVANCED UNDERGRADUATES

101. *Human Physiology:* Muscle, Nerve and Special Senses. An analysis of the sensory and motor adjustment of the body to environmental changes. The physiology of muscular and nervous tissues. The reflex. Relation between structure and function in the chord, brain, autonomic system and special sense organs. Prerequisite: Chemistry 1a,b,c and Physics 4-5-6. Three lectures. Two laboratory periods.  
*Five hours, fall term.*

102. *General Physiology.* A study of the fundamental structure and behavior of living organisms, the analysis of their vital activities and of the physico-chemical nature of the factors underlying them. Prerequisite: Physics 4-5-6 and Chemistry 8a,b. Two lectures. Two laboratory periods.  
*Four hours, spring term.*

103. *Vertebrate Embryology.* This course deals with the principles of development especially as applied to the early development of vertebrate animals. The laboratory work in the main consists of the study of the chick through the first three days of incubation during which time the principal organs have been laid down. Two lectures and six laboratory hours. Yocom.  
*Four hours, spring term.*

104. *General Embryology.* An advanced course dealing with the experimental morphology and physiology of development. Lectures, conferences, reports and laboratory work which will be in the nature of individual problems carried through the term. Two class hours and a minimum of six laboratory hours. Prerequisite, course 103. Yocom.  
*Four hours, spring term.*

107. *Cytology and Comparative Histology.* The fore part of the term's work will consist of a study of the structure of the cell; its metabolism; growth and reproduction; germ cells and their formation and function in reproduction, heredity and evolution. The latter part of the course will deal with the organization of cells into tissues and their relation to the multicellular organism. Two lectures and six laboratory hours. Yocom.  
*Four hours, fall or winter term.*

108. *Comparative Anatomy.* A comparative study of the structure of typical chordates from the standpoint of the development of the individual and of the species, with reference to analogous structures in type invertebrates, and special inference to the structure of man. Every attempt is made to make a correlation between structure and function. Two lectures and six hours of laboratory work.  
*Four hours, fall or winter term.*

109. *Mammalian Anatomy.* An intensive study of a typical mammal with special emphasis on its gross structure; and the correlation of structure with function. The course is comparative in that every attempt is made to apply the knowledge of the animal studied in the laboratory to the human body. One lecture and six hours of laboratory work.  
*Three hours, winter term.*

110. *Advanced Invertebrate Zoology*. A course dealing with the morphology, taxonomy, habits, habitats, and life histories of invertebrate animals, with special reference to the local fauna in its relation to its environment. Lectures, readings, laboratory and field work. Two class periods and six hours of laboratory or field work. Yocom.

*Four hours, spring term.*

111. *Human Physiology*. Circulation, Respiration, Digestion, Secretion and Excretion. A study of the metabolism associated with the assimilation, digestion and utilization of food materials, with the formation and elimination of waste substances and with the liberation and action of secretory products, and of the structural mechanism and physical principals concerned with these processes. Prerequisite: Chemistry 1a,b,c, and Physics 4-5-6. Three lectures and one laboratory period.

*Four hours, winter term.*

115. *Genetics*. An analysis and interpretation of genetic processes in the light of Mendelism and of its recent modifications. A discussion of the modern genetic problems. Prerequisite: course 103 or 107. Term problem, conferences, two lectures.

*Three hours, winter term.*

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

*Four hours, fall term.*

117. *Parasitology*. A consideration of animals in their relation to the cause and transmission of disease especially those important as producers of disease in man and domesticated animals. Two lectures and six laboratory hours. Yocom.

*Four hours, winter term.*

120. *Special Problems*. Department Staff. *Hours to be arranged.*

124. *Field Zoology*. A study of the local fauna, including habits and habitats, life histories, ecological associations, taxonomy, economic problems. Prerequisite course 1a,b,c. Two lectures and six hours of field and laboratory work.

*Four hours, spring term.*

#### PRIMARILY FOR GRADUATES

201a,b,c. *Seminar*. Torrey.

203a,b,c. *Research*. Topics to be arranged upon consultation with the professor in charge of the student's work. Department staff.

204a,b,c. *Problems in Cytology*. Yocom.

205a,b,c. *Genetics*.

207. *The Behavior of Organisms*. Torrey.

#### TEACHING FELLOWS

Thomas Cutsforth, B.A. Oregon 1918, M.A. 1923, Psychology, Riddle.  
Adele Kibre, B. A. California 1921, M.A. 1922, Latin, Berkeley, Calif.  
Harold N. Lee, B.A. Oregon 1922, Philosophy, Newberg.  
Fritz Marti, Ph.D. University of Bern, Switzerland 1922, Philosophy, Eugene.  
Oscar W. Richards, B.A. Oregon 1923, Zoology, Eugene.  
Lawrence K. Shumaker, B.A. Iowa 1922, English, McMinnville.

#### GRADUATE ASSISTANTS

Eleanor Coleman, B.A. Oregon 1922, English, Eugene.  
Meryl Deming, B.A. Oregon 1923, Chemistry, Fresno, Calif.  
Germaine Dew, B.A. Oregon 1922, Romance Languages, Tacoma, Wash.  
Charles E. Franseen, two years Washington, graduate Cheney Normal, Education, Eugene.  
Dorothy Gurley, B.A. in Home Ec. Santa Barbara Teachers College 1923, Household Arts, La Habra, Calif.  
Bertha Hays, B.A. Oregon 1922, Zoology, Corvallis.  
Bryan Hendon, B.A. Oklahoma 1919, Geology, Shawnee, Okla.  
Chester A. Jones, B.A. Penn College, Iowa, 1920, Chemistry, Beacon, Ia.  
Lois Laughlin, B.A. Oregon 1919, English, Carlton.  
Wave Lesley, B.A. Oregon 1923, Mathematics, Eugene.  
Cecile McAlister, Psychology, Eugene.  
E. D. McAlister, Physics, Eugene.  
Edgar R. Means, B.A. Reed College 1918, Education, Eugene.  
Luceil Morrow, B.A. Oregon 1920, English, Portland.  
Leonard J. Neuman, B.S. in E.E., Montana State College 1923, Physics, Libby, Mont.  
Paul Patterson, B.A. Oregon 1923, English, (Law Major), Seattle, Wash.  
Troy A. Phipps, B.A. Oregon 1922, Physics, Ashland.  
Gerald Prescott, B.A. Oregon 1923, Botany, Salem.  
Hugo A. Reed, B.S. Oregon 1922, Chemistry, Astoria.  
Florence Riddle, B.A. Oregon 1922, Psychology, Grants Pass.  
Kate Schaefer, B.A. Oregon 1918, Normal Arts, Portland.  
William Scholl, B.A. Willamette 1923, History, Foster.  
Ivon Taylor, B.A. Reed 1922, Zoology, Portland.

(*Ex.*, Portland Extension Center; S. S., Summer Session)

Frederic D. Aldrich, B.A. Willamette 1921, Education, S. S., Salem.  
Roland Allen, B.S. Linfield 1921, Physiology, *Medical School, Portland*.  
Hilma E. Anderson, B.A. Washington 1919, Education, *Ex.*, Eugene S. S., Colton.  
Virge I. Anderson, B.S. O. A. C. 1917, English, S. S., Aurora.  
Roy C. Andrews, B.A. Oregon 1915, Chemistry, Eugene.  
Guy E. Armantrout, B.A. Oregon 1922, Geology, Eugene.  
Bertha V. Bachtell, B.S. Washington State 1908, Education, *Ex.*, Eugene S. S., Centralia, Wash.  
Lavern L. Baker, B.S. Oregon 1920, Education, *Ex.*, Portland.  
Raymond E. Baker, graduate Kansas Christian College 1900, Education, Albany.  
Beatrice Butler Beebe, B.A. Illinois 1908, LL.B. Oregon 1912, German, Eugene.  
Chester F. Bennett, B.S. Oregon 1923, Education, *Ex.*, Vancouver, Wash.  
H. Omer Bennett, B.S. Valparaiso 1907, B.A. in Ed. 1914, Education, S. S., Lebanon.  
Ronald C. Blackler, B.A. University of Denver 1920, Psychology, *Ex.*, Portland.  
Alta Blood, B. A. Oberlin 1905, English, *Ex.*, Portland.  
Daniel W. Boitnott, B.A. Oregon 1918, Education, S. S., Eugene.  
Guy W. Brace, B.A. Linfield 1915, Education, *Ex.*, Portland.  
Frederick O. Bradshaw, B.A. Drury College, Missouri, 1911, Sociology, S. S., Union.  
Fred A. Brainerd, B.A. Reed 1918, Chemistry, *Ex.*, Portland.  
Jessie L. Brodie, B.A. Reed 1920, Experimental Biology, *Medical School, Portland*.  
Prentiss Brown, B.A. Oregon 1916, Education, S. S., Baker.  
Mary Buckley, B.A. Oregon 1923, Education, *Ex.*, Eugene S.S., Portland.  
Julian C. Bulaon, B.A. University of Philippines 1917, Political Science, Manila, P. I.  
James M. Burgess, B.A. Oregon 1919, Education, S. S., Silver Lake.  
Helen G. Burke, B.S. Oregon 1920, Education, Eugene.  
Loren G. Butler, B.A. Oregon 1917, Mathematics, S.S., Riddle.  
Dale J. Butt, B.A. Stanford 1920, M.D. Oregon 1923, Physiology, *Medical School, Newberg*.  
Walter H. Buxton, B.A. Nebraska 1910, Education, S. S., Gaston.  
Ruth Scott Byrne, B.M., B.A. Oregon 1923, Philosophy, Eugene.  
Edmund F. Carleton, B.A. Pacific University 1900, Education, S. S., Eugene.



Lillian Ackerman Carleton, B.A. Oregon 1898, M.A. 1923, Sociology, Eugene.  
 Hilda B. Carruth B.A. Oregon 1918, Mathematics, *Ex.*, Portland.  
 Geraldine Cartmell, B.A. Oregon 1921, English, *S.S.*, Portland.  
 Margaret Casad, B.A. Oregon 1923, Education, Eugene.  
 Harmon M. Chapman, B.A. Ohio State 1908, Philosophy, Portland.  
 George L. Clark, B.A. Grinnell 1921, Education, *S.S.*, Lebanon.  
 Cora E. Coleman, B.S., Kansas State Normal 1915, Education, *Ex.*, Portland.  
 Mary L. Coleman, B.A. Kansas State Normal 1914, Education, *Ex. S.S.*, Red Lodge, Montana.  
 Bertha F. Comings, B.A. Oregon 1910, French, *S.S.*, Eugene.  
 Chase L. Conover, B.S. Penn College, Iowa, 1917, M.A. Haverford College, Pa., 1921, Education *S.S.*, Newberg.  
 James K. Cossmann, B.A. Oregon 1916, Physical Education, Eugene.  
 Edwin P. Cox, B.S. Oregon 1920, M.S. Calif. Inst. of Tech. 1922, Geology, Salem.  
 Terressa Cox, B.A. Oregon 1919, English, *S.S.*, Ontario.  
 Lulu Crandall, B.S. Oberlin 1920, Education, *S.S.*, Corvallis.  
 Lula W. Currin, B.A. Oregon 1904, English, *S.S.*, Cottage Grove.  
 Faith Sterling Curtiss, B.S. Minnesota 1909, Education, *Ex. S.S.*, Maplewood.  
 Robert P. Dart, B.S. California 1922, Music, San Luis Obispo, Calif.  
 Mabel A. Davenport, B.A. Oregon 1918, English, *S.S.*, Portland.  
 Florence V. Davis, B.A. Washington 1919, History, *Ex.*, Portland.  
 Florence M. Dewhirst, B.A. College of Idaho 1915, English, *Ex.*, Portland.  
 William A. Dewhirst, B.A. Nebraska Wesleyan 1912, Education, *Ex.*, Eugene *S.S.*, Portland.  
 Rollien S. Dickerson, B.A. Oregon 1923, Education, Eugene.  
 William A. Dickson, B.S. in Ed. Oregon 1923, Education, *Ex.*, Portland.  
 Walter B. Dillard, B.A. Oregon 1900, M.A. 1901, LL.B. Willamette 1913, Mathematics, *S.S.*, Eugene.  
 Lee A. Dillon, B.A. Illinois 1909, Education, *Ex. S.S.*, Portland.  
 Henry H. Dirksen, B.A. Oregon 1923, Education, *S.S.*, Portland.  
 Mildred McKenzie Dow, B.S. Oregon 1923, Education, *Ex.*, Portland.  
 Robert H. Down, M.A. Oregon 1920, History, *Ex.*, Portland.  
 Laura Duerner, B.S. Oregon 1921, Mathematics, *S.S.*, Hillsboro.  
 Grace T. Duysing, B.A. Missouri 1923, French, Kansas City, Mo.  
 Richard M. Elliott, B.S. Pacific College 1914, Mathematics, *S.S.*, Eugene.  
 Aage A. Enna, B.A. Birkerød College, Denmark, 1898, French, *Ex. S.S.*, Portland.  
 Lucile Elliott Ewing, B.A. Washington 1922, Sociology, *Ex. S.S.*, Portland.  
 Ray D. Fisher, Ph.B. Syracuse 1904, M.A. Oregon 1909, English, *S.S.*, McMinnville.  
 Emma McCann Folsom, B.A. Washington State 1910, English, Puyallup, Wash.  
 Franklin G. Forrester, B.A. Reed 1920, Psychology, *Ex. S.S.*, Portland.  
 Dorothy E. Foster, B.S. Oregon 1921, English, *S.S.*, Portland.  
 Wilmot C. Foster, B.A. Oregon 1916, M.D. 1920, M.A. 1923, Physiology, *Medical School*, Portland.  
 Charles A. Fowler Jr., B.S. Oregon 1914, Education, *Ex.*, Portland.  
 Daniel Freeman, Ph.B. Earlham College, Indiana, 1894, Ph.M. Chicago 1912, Zoology, Albany.  
 Ruth Saluson Freeman, B.A. Washington 1920, English, *Ex.*, Portland.  
 John T. Ganoe, B.S. Oregon 1923, History, Portland.  
 Elmer B. Gardner, LL.B. Arkansas 1907, B.A. Oklahoma 1913, Education, *Ex.*, Canby.  
 Evelyn Saylor Gearheart, B.S. Oregon 1923, English, *Ex.*, Portland.  
 Elizabeth Baker Geiser, B.S. Oregon 1923, Education, Portland.  
 Effie G. Gibson, B.A. Oregon 1921, Sociology, Long Beach, Calif.  
 Bruce J. Giffen, B.A. Erskine College, S. Car., 1897, M.A. Princeton 1899, B.D. Princeton Seminary 1903, Philosophy, Eugene.  
 Isolene Shaver Gilbert, B.A. Oregon 1910, English, *S.S.*, Eugene.  
 Robert A. Gilmore, B.A. Iowa 1909, English, *S.S.*, Astoria.  
 Margaret Bannard Goodall, B.A. Oregon 1916, English, *S.S.*, Eugene.  
 Zoe Gore, B.A. Colorado 1919, English, *Ex.*, Portland.  
 Frank L. Grannis, B.A. Willamette 1906, Education, *S.S.*, Eugene.  
 Lois E. Gray, B.A. Oregon 1916, French, Eugene.  
 Bess R. Green, B.A. Illinois 1907, M.A. 1910, Zoology, Eugene.  
 Dorothy Green, B.A. Nebraska 1907, Education, *S.S.*, Lincoln, Nebr.  
 Ethel E. Griffith, B.A. Nebraska 1903, English, *Ex.*, Portland.  
 Olin C. Hadley, B.A. Pacific College 1914, B.S. Oregon 1916, History, *S.S.*, Athena.  
 Ione B. Harkness, B.S. Oregon 1923, History, Eugene.  
 Frank E. Harrigan, B.L. Wisconsin 1901, History, *Ex.*, Portland.  
 Marion Harrington, B.A. Oregon 1917, History, *Ex.*, Portland.  
 Raymond W. Hausler, B.A. Oregon 1918, M.D. Iowa 1921, M.A. Oregon 1923, Physiology, *Medical School*, Portland.  
 Boyd W. Haynes, B.A. Oregon 1921, Education, *S.S.*, Eugene.  
 Alfred R. Hedrick, B.A. Chicago 1904, English, *Ex.*, Portland.  
 Grace Brewer Hiestand, B.S., O. A. C. 1916, Sociology, *Ex.*, Portland.  
 Minnie M. Holman, B.A. Oregon 1913, Mathematics, *S.S.*, La Grande.  
 John W. Homewood, B.A. Oregon 1923, Physics, *S.S.*, Eugene.  
 Cynthia J. Hornbrook, B.A. Willamette 1910, English, *Ex. S.S.*, Walla Walla.  
 Benjamin Horning, B.S., O. A. C. 1914, M.S. Oregon 1922, Zoology, Eugene.  
 Elbert L. Hoskin, B.S. Hiram College, Ohio, 1914, Education, Portland.  
 Lola Howe, B.A. Oregon 1905, Education, *S.S.*, Eugene.  
 Warren C. Hunter, B.A. Albany 1920, Pathology, *Medical School*, Portland.

Lorenzo D. Inskip Jr., B.A. California 1921, Anatomy, *Medical School*, Portland.  
 Mabel McMurry Jackson, B.A. Washington 1910, Biology, *Ex.*, Portland.  
 Ruby I. S. Jacobson, B.A. Montana 1915, German, *Ex.*, Missoula, Mont.  
 Harry B. Johnson, B.A. Gustavus Adolphus College, Minn., 1913, Education, *S.S.*, Roseburg.  
 Ossie S. Johnson, B.A. Indiana 1917, History, Freedom, Ind.  
 Arthur C. Jones, B.A. Pacific University 1921, Anatomy, *Medical School*, Forest Grove.  
 David Jones, B.Ed. Washington 1922, Education, Eugene.  
 Leonard B. Jordon, B. A. Oregon 1923, Economics, Enterprise.  
 Katherine J. Kaye, English, Jacksonville.  
 Mae D. Kensey, B.A. Oregon 1905, English, *S.S.*, Eugene.  
 Mary E. Kent, B.A. Oregon 1906, Philosophy, Eugene.  
 Germany Klemm, B.A. Oregon 1921, Normal Art, *S.S.*, Eugene.  
 Ruth Kneeland, Education, Eugene.  
 Frederic S. Knight, B.A. Pacific University, 1911, Education, *S.S.*, Forest Grove.  
 Wily W. Knighten, B.B.A. Oregon 1920, Education, *S.S.*, Grass Valley.  
 Erma Laird, B.A. Oregon 1919, English, *S.S.*, Creswell.  
 Newton M. Layne, B.A. University Southern Calif. 1909, M.A. 1911, Philosophy, *S.S.*, Eugene.  
 Gordon B. Leitch, B.Sc. Saskatchewan 1921, M.Sc. 1922, Bacteriology, *Medical School*, Regina, Sask.  
 Earl E. Leslie, B.B.A. Oregon 1922, Physical Education, *S.S.*, Coquille.  
 Charles E. Lewis, B.A. Earlham College, Indiana, 1917, Education, *Ex.*, Multnomah.  
 Frances E. London, B.A. Oregon 1921, English, *Ex.*, Portland.  
 Christ Loukas, B.A. Pacific University 1923, Philosophy, *Ex. S.S.*, Forest Grove.  
 Hope L. MacKenzie, B.A. Oregon 1922, Psychology, *S.S.*, Portland.  
 Robert L. McArthur, B.A. Oregon 1920, Education, *S.S.*, Baker.  
 Margaret McDonald, B.A. Albany 1916, History, *Ex. S.S.*, Forest Grove.  
 Rose A. McGrew, German, Eugene.  
 William C. McInnis, B.A. Stanford 1900, Education, *S.S.*, Eugene.  
 Ira A. Manville, M.A. Oregon 1922, M.D. 1923, Physiology, *Medical School*, Portland.  
 Minnie G. Marcy, B.S. Idaho 1901, M.A. 1909, English, *S.S.*, Grants Pass.  
 Emma Goddard Marsh, B.L. Wisconsin 1885, English, *Ex.*, Portland.  
 Emily L. Marshall, B.S. Oregon 1923, Psychology, *Ex.*, Portland.  
 W. H. L. Marshall, B.A. Hiram College, Ohio, 1909, B.D. Yale Seminary 1910, Education, Eugene.  
 Sister Mary Frances Clare, B.A. St. Mary's College, Portland, 1907, Botany, *S.S.*, Portland.  
 Helen Kerr Maxham, B.A. Oregon 1921, Psychology, Eugene.  
 Thomas L. Meador, B.A. Oregon 1921, Chemistry, Prairie City.  
 Sister M. Milburge, B.A. St. Mary's College, Portland, 1905, Botany, *S.S.*, Oswego.  
 Majorie M. Minton, B.A. Willamette 1922, History, *S.S.*, Salem.  
 Martha F. Montague, B.A. Albany 1910, History, *Ex.*, Portland.  
 Leon W. Moore, B.S. (C.E.) Cornell 1900, C.E. 1903, B.D. Drew Theological Seminary, New Jersey, 1911, Mathematics, Albany.  
 Willette Moore, B.S., O. A. C. 1916, English, *S.S.*, Eugene.  
 Katherine L. Neugebauer, B.A. Reed 1922, Psychology, *S.S.*, Portland.  
 Walter E. Nichol, B.S. Oregon 1920, Zoology, *S.S.*, Eugene.  
 Karl W. Onthark, B.A. Oregon 1913, M.A. 1915, Education, Eugene.  
 Father Odilo Ortmann, B.A., Mt. Angel College, 1914, *S.S.*, St. Benedict.  
 Forest Owens, B.A. Montana 1918, Education, Eugene.  
 Elvie B. Page, B.A. Washington 1918, Mathematics, *S.S.*, Olympia, Wash.  
 William C. Painter, B.A. Kansas 1913, Education, *Ex.*, Portland.  
 Alva P. Patten, B.A. Pacific University 1915, Education, *Ex.*, Eugene *S.S.*, Portland.  
 Grace L. Patten, B.A. Oregon 1916, Education, *Ex.*, Portland.  
 William W. Patterson, B.S. in Ed. Oregon 1919, Mathematics, *S.S.*, Eugene.  
 Ruth Carpenter Peck, B.A. York College 1912, Spanish, *Ex.*, Portland.  
 Arthur H. Pengra, B.A. Oregon 1917, Education, Springfield.  
 Clifford E. Perry, B.S. in Ed. Oregon 1923, Education, *Ex.*, Portland.  
 Ruth E. Porter, B.A. Montana 1918, Mathematics, *S.S.*, Missoula, Mont.  
 Ruth Eliot Prentiss, B.A. Reed 1921, English, *Ex.*, Portland.  
 Margaret Ramsey, B.S. Linfield 1920, Botany, *S.S.*, McMinnville.  
 Ruth M. Richards, B.A. Willamette 1922, Education, *Ex. S.S.*, Milwaukie.  
 Matthew C. Riddle, M.A. Oregon 1922, Zoology, Eugene.  
 Sara Stone Riddle, B.A. Oregon 1912, Education, *Ex.*, La Grande.  
 Josephine M. Roche, B.A. Oregon 1923, English, *Ex.*, Portland.  
 Sister Mary Rohret, B.A. Columbia College, Portland, 1921, Education, *Ex. S.S.*, Portland.  
 Lillian Roseman, B.S. in Ed. Pennsylvania, 1917, Education, Philadelphia.  
 Irene J. Rugh, B.A. Oregon 1921, English, *S.S.*, Eugene.  
 Ruth Pearce Rugh, B.A. Oregon 1923, English, Eugene.  
 Homer P. Rush, M.D. Oregon 1921, B.A., M.A. 1923, Physiology, *Medical School*, Portland.  
 William L. Rutherford, B.A. Montana 1920, Education, *S.S.*, Portland.  
 Leta M. Sabin, B.S. (H.Ec.) Idaho 1921, Education, Parma, Idaho.  
 Sheldon F. Sackett, B.A. Willamette 1922, Pol. Sc., *S.S.*, Sheridan.  
 Beth Crandall Sawyer, B.A. Pacific University 1920, French, *S.S.*, Hillsboro.  
 Lilli Schmidt, B.A. Oregon 1918, Education, *Ex. S.S.*, Oregon City.  
 Florah M. Schroeder, B.A. Nebraska 1907, Education, Condon.  
 Charles E. Scott, B.A. Lake Forest College, Illinois, 1906, Education, *Ex.*, Troutdale.

Jessie Naismith Scott, B.S. Oregon 1923, English, *Ex.*, Portland.  
 Hazel Seeley, B.A. Oregon 1922, English, *Ex.*, Portland.  
 Imogene Hurlburt Seton, B.A. Washington 1920, History, *Ex.*, Portland.  
 Rosamund Lee Shaw, B.A. Oregon 1918, English, *Ex.*, Portland.  
 Alfred Skei, B.A. Oregon 1914, Education, *Ex.*, Portland.  
 Sara E. Slater, B.S. Wisconsin 1923, Education, Eugene.  
 Helen Crouch Snyder, B.S. (H. Ec.) Syracuse 1923, English, Eugene.  
 Peter L. Spenser, B.S. in Ed. Oregon 1922, Education, Eugene.  
 Amos C. Stanbrough, B.A., B.S. Pacific College 1893, Education, S. S., Newberg.  
 Charles F. Stein, Education, S. S., Eugene.  
 Gertrude M. Stephenson, B.M. Idaho 1912, History, Bountiful, Utah.  
 Jon V. Straumfjord, B.A. Manitoba 1923, Medicine, Eugene.  
 Frank W. Sylvester, graduate, Concordia Seminary, Missouri, 1905, German, *Ex.*,  
 Portland.  
 Ralph W. Tavener, B.S. California 1912, Education, Independence.  
 Clinton H. Thienes, B.A. Oregon 1918, M.A. M.D. 1923, Pharmacology, *Medical School*,  
 Portland.  
 Thorwald S. Thompson, B.S. in Ed. Oregon 1923, S. S., Eugene.  
 Frances Jackson Thorpe, B.A. Ellsworth College, Iowa, 1914, Botany, Eugene.  
 Jessie O. Todd, B.S. Oregon 1922, Drama and Speech Arts, S. S., Eugene.  
 Joseph E. Torbet, B.S. Albany 1900, B.A. Oregon 1922, Education, S. S., Springfield.  
 M. Veronica Tracy, B.A. Oregon 1921, History, Eugene.  
 Lucille Tucker, B.A. Willamette 1922, Drama and Speech Arts, S. S., Salem.  
 L. W. Turnbull, B.A. Minnesota, Education, S. S., Tillamook.  
 Ira L. Ullery, B.A. Washington 1908, Education, S. S., Drain.  
 Augustus C. Voelker, B.S. Drake, 1908, Education, S. S., Helix.  
 Ethel H. Wakefield, B.A. Oregon 1920, Education, Eugene.  
 Eley N. Walker, B.A. Pacific University 1916, Mathematics, S. S., Forest Grove.  
 Eugene P. Walters, Fine Arts, Eugene.  
 Cora M. Warner, B.A. Whitman 1915, English, S. S., Freewater.  
 Orson M. Washburn, B.S. Minnesota 1897, Education, *Ex.*, Portland.  
 Angeline E. Watson, B.A. Oregon 1918, Education, *Ex.*, Portland.  
 Marian P. Watts, B.A. Oregon 1921, History, Eugene.  
 Irene Whitfield, B.A. Oregon 1922, English, Eugene.  
 Florence Whyte, B.A. California 1915, Spanish, Eugene.  
 Ruth A. Wilson, B.A. Oregon 1918, Mathematics, S. S., Eugene.  
 Betty B. Wise, B.A. Smith 1923, English, Joplin, Mo.  
 Dorothy Wootton, B.A. Oregon 1921, Psychology, S. S., Astoria.  
 Martha Westwood Wyatt, B.S. Oregon 1923, Psychology, *Ex.*, Portland.  
 Thomas D. Wyatt, B.S. Oregon 1923, Physiology, *Medical School*, Portland.  
 Lovisa A. Youngs, B.A. Michigan 1921, Education, Eugene.  
 Don Z. Zimmerman, Geology, S. S., Eugene.

## STATISTICAL SUMMARY OF GRADUATE SCHOOL ENROLLMENT †

Fall and winter, 1923-24 .....	83*
Portland Extension Center .....	52
Summer Session 1923	
Eugene .....	91
Portland .....	20
	<hr/>
	111 .....
	<hr/>
Total enrollment .....	246
Less duplicates .....	7
	<hr/>
Net enrollment .....	239

\*Including thirteen students in the Medical School in Portland working for the master's degrees and the doctor of philosophy degree.

†This enrollment does not include students carrying graduate work looking toward professional degrees.

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