

THE UNIVERSITY OF
OREGON
BULLETIN



CATALOG 1929-1930
—
ANNOUNCEMENTS
1930-1931

(Authorized by the State Board of Higher Education)

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SPECIAL ANNOUNCEMENTS

A complete index will be found on pages 282 and 283 of the catalog.

A calendar for the school year, 1930-31, will be found on page 7.

General information about the University, including entrance requirements, registration, graduation requirements, expenses, living accommodations, self-support, fees, loan funds, etc., will be found summarized on pages 31 to 49.

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

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THE UNIVERSITY OF OREGON



CATALOG 1929-30 ANNOUNCEMENTS 1930-31

PUBLISHED BY THE UNIVERSITY
UNIVERSITY PRESS
EUGENE

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HIGHER EDUCATION IN OREGON

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

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

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

OREGON STATE AGRICULTURAL COLLEGE—CORVALLIS

THE UNIVERSITY OF OREGON—EUGENE AND PORTLAND

I. DEGREE-GRANTING SCHOOLS AND DEPARTMENTS

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

II. SERVICE SCHOOLS AND DEPARTMENTS

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

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

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

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

III. RESEARCH AND EXPERIMENTATION

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

IV. EXTENSION SERVICE

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

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

(A) *Degree-Granting Departments:*

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

(B) *Service Department:*

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

II. THE PROFESSIONAL SCHOOLS

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

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

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

IV. RESEARCH

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

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

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

CALENDAR, 1930

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

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

CALENDAR, 1931

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

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

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

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

UNIVERSITY OF OREGON CALENDAR, 1930-31

FALL TERM

September 22-27 Freshman Week and registration.
 September 29, Monday University classes begin.
 October 11, Saturday Last day to enter the University.
 October 11, Saturday Last day to add a course.
 November 11, Tuesday Armistice day, a holiday.
 November 27-30, Thursday to Sunday Thanksgiving vacation.
 December 15-19, Monday to Friday Fall term examinations.
 December 20, Saturday Christmas vacation begins.

WINTER TERM

January 5, Monday Registration day.
 January 6, Tuesday University classes begin.
 January 17, Saturday Last day to enter the University.
 January 17, Saturday Last day to add a course.
 March 15-20, Monday to Friday Winter term examinations.
 March 21, Saturday Spring vacation begins.

SPRING TERM

March 30, Monday Registration day.
 March 31, Tuesday University classes begin.
 April 11, Saturday Last day to enter the University.
 April 11, Saturday Last day to add a course.
 May 15-17, Friday to Sunday Junior Week-End (classroom exercises suspended).
 May 30, Saturday Memorial day, a holiday.
 June 8-12, Monday to Friday Spring term examinations.
 June 13, Saturday Alumni day.
 June 14, Sunday Baccalaureate sermon.
 June 15, Monday Commencement.

SUMMER SESSIONS

June 22, Monday Registration day.
 June 23, Tuesday University classes begin.
 July 4, Saturday Independence day, a holiday.
 July 31, Friday Summer session ends.
 August 3, Monday Post session begins.
 August 23, Friday Post session ends.
 August 28, Friday Summer School Commencement.

1931-32

September 21-26, Monday to Saturday Freshman Week and registration.
 September 28, Monday University classes begin.

STATE BOARD OF HIGHER EDUCATION

OFFICERS

HON. C. L. STARR, *President*
HON. A. R. WATZEK, *Temporary Secretary*

EXECUTIVE COMMITTEE

HON. C. L. STARR, *Chairman*
HON. A. R. WATZEK HON. E. C. SAMMONS

APPOINTED BY THE GOVERNOR

Name and Address	Term Expires
HON. HERMAN OLIVER, Canyon City.....	July 1, 1930
HON. A. R. WATZEK, Portland.....	July 1, 1931
HON. F. E. CALLISTER, Albany.....	July 1, 1932
HON. E. C. PEASE, The Dalles.....	July 1, 1933
HON. ALBERT BURCH, Medford.....	July 1, 1934
HON. E. C. SAMMONS, Portland.....	July 1, 1935
HON. C. L. STARR, Portland.....	July 1, 1936
HON. B. F. IRVINE, Portland.....	July 1, 1937
HON. C. C. COLT, Portland.....	July 1, 1938

OFFICERS OF ADMINISTRATION

THE UNIVERSITY

ARNOLD BENNETT HALL, A.B., J.D., LL.D.....	<i>President of the University</i>
BURT BROWN BARKER, A.B., LL.B.....	<i>Vice President of the University</i>
KARL W. ONTHANK, M.A.....	<i>Executive Secretary of the University</i>
LOUIS H. JOHNSON.....	<i>University Comptroller</i>
PAUL W. AGER, B.A.....	<i>Assistant Comptroller</i>
EARL M. PALLETT, M.S.....	<i>Registrar and Acting Dean of Men</i>
HUGH L. BIGGS, B.A.....	<i>Assistant Dean of Men</i>
VIRGINIA JUDY ESTERLY, M.A.....	<i>Dean of Women</i>
HAZEL PRUTSMAN SCHWERING, Ph.B.....	<i>Assistant Dean of Women</i>
M. H. DOUGLASS, M.A.....	<i>University Librarian</i>
GRETRUDE BASS WARNER, M.A.....	<i>Director, Oregon Museum of Fine Arts</i>

THE COLLEGE AND SCHOOLS

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

THE FACULTY OF THE UNIVERSITY

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

ARNOLD BENNETT HALL, A.B., J.D., LL.D.....	<i>President of the University</i> A.B., Franklin College, 1904; scholarship, law school, University of Chicago, 1904-07, J.D. (cum laude), 1907; graduate student, Chicago, 1907-09, fellow in political science, 1908-09; LL.D., Franklin, 1924. Lecturer, Chicago School of Civics and Philanthropy, 1908-10; faculty, Northwestern, 1909-10; Wisconsin, 1910-1926; present position from 1926. Founder, National Conference on Science of Politics, 1923, president, 1923 to present time; member, Wisconsin War History Committee, since 1919; member, Social Science Research Council since 1924, chairman, committee on problems and policy; first vice president, American Political Science Association.
BURT BROWN BARKER, A.B., LL.B.....	<i>Vice President of the University</i> A.B., University of Chicago, 1897; LL.B., Harvard Law School, 1901. Faculty, Mc-Minnville (Linfield) College, 1897-8. Practicing lawyer, Chicago, 1901-17; New York, 1917-28. Chairman, Committee of Defense of Poor Persons Accused of Crime of the Chicago Bar Association; secretary, Chicago Bar Association; member, Legal Advisory Board of New York City during the war; director and vice president of the Montclair Art Association.
PERCY PAGET ADAMS, B.A., B.S.....	<i>Assistant Dean of the School of Architecture and Allied Arts; Professor of Graphics</i> B.A., Oregon, 1901; B.S., 1902. Faculty, Oregon, from 1902.
PAUL W. AGER, B.A.....	<i>Assistant Comptroller</i> B.A., Oregon, 1926. Statistician, Northwestern Electric Co., Portland, Oregon, 1928-29. Oregon, from 1929.
FLORENCE D. ALDEN, M.A.....	<i>Professor of Physical Education; Director of Department for Women</i> A.B., Smith, 1904; M.A. Teachers' College, N. Y. C., 1928. Faculty, Central School of Physical Education, New York City; Oregon, from 1921.
ERIC W. ALLEN, B.A.....	<i>Dean of the School of Journalism and Professor of Journalism</i> 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; dean of the school of journalism, from 1916.
WILLIAM F. ALLEN, Ph.D.....	<i>Professor of Anatomy, School of Medicine, Portland</i> A.B., A.M., Stanford; Ph.D., Minnesota; assistant to E. P. Allis, Mentone, France, 1902-07; Dr. J. Lcebe, 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.
LOUIS P. ARTAU.....	<i>Instructor in Music</i> Johns Hopkins University, 1917-18; Lehigh University, 1918-19; Peabody Conservatory, 1917, 1919-20; Bethlehem Conservatory, 1918; Los Angeles Conservatory of Music and Arts, 1920-22; pupil of David Samuels; Harold Randolph; Alfred Butler; Leopold Godowsky. Faculty, Oregon, from 1924.
VICTORIA AVAKIAN, B.A.....	<i>Instructor in Industrial Art</i> B.A., Oregon, 1927; student, California School of Arts and Crafts. Faculty, Tempe Normal, Arizona; Oregon, from 1920.
KATHRYN A. BAILEY, B.A.....	<i>Instructor in Business Administration</i> B.A., Montana, 1924; graduate student, Chicago, 1924-25. Faculty, Oregon, from 1925.
DONALD G. BARNES, Ph.D.....	<i>Professor of History</i> 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; Cambridge, England, 1922. Faculty, Oregon, from 1922.
WALTER CARL BARNES, B.A. (Oxon).....	<i>Professor of History</i> A.B., Colorado College, 1912; graduate student, California, 1912-13; Rhodes scholar, Honour School of Modern History, Oxford University, England, 1913-16; B.A. (Oxon), 1916. Faculty, British Columbia, 1917-18; California, 1918-20; Oregon, from 1920.

- JAMES DUFF BARNETT, Ph.D.**.....*Professor of Political Science*
A.B., Emporia, 1890; fellow in political science, Wisconsin, 1902-03; assistant in political science, 1903-05; Ph.D., 1905. Faculty, Oklahoma, 1905-08; Oregon, from 1908; head of department, from 1909.
- OLIVER L. BARRETT**.....*Instructor in Modeling*
Studied under Albert Herter; Emil Jacques, Avard Fairbanks. Faculty, Oregon, from 1927.
- CHANDLER BAKER BEALL, A.B.**.....*Assistant Professor of Romance Languages*
A.B., Johns Hopkins, 1922; graduate student, Johns Hopkins, 1923-24, 1925-27; Diplôme, Sorbonne, 1921; graduate student, University of Florence, Italy, 1924-25, summer, 1923. Instructor in French, South Carolina, 1922-23; instructor in French, Johns Hopkins, 1923-24, 1925-26; instructor in French, Amherst College, first semester, 1926-27; assistant professor of French, Maryland, second semester, 1927; assistant professor of French, George Washington University, 1927-29. Faculty, Oregon, from 1929.
- W. G. BEATTIE, B.A.**.....*Extension Lecturer*
B.A., Oregon, 1901; graduate student, Oregon, 1915, 1921, 1927; graduate student, Stanford University, 1925. Faculty, Oregon, from 1926.
- ANNE LANDBURY BECK, B.A.**.....*Professor of Music*
Student, Simpson College; Colorado Normal; California; B.A., Oregon, 1919. Faculty, Oregon, from 1918.
- HUGH L. BIGGS, B.A.**.....*Assistant Dean of Men*
B.A., Oregon, 1927. Oregon, from 1928.
- GEORGE V. BLUE, M.A.**.....*Assistant Professor of History*
B.A., Oregon, 1922; M.A., California, 1923; teaching assistant, California, 1922-23, 1925-26. Faculty, Hawaiian University, 1923-25; traveling fellow, California; University of Paris, 1926-28. Faculty, Oregon, from 1928.
- JOSEPH BROWN BILDERBACK, M.D.**.....*Professor of Pediatrics, School of Medicine, Portland*
M.D., Oregon, 1905; post-graduate study in New York, Boston, Berlin, London, and Vienna. Faculty, Oregon, from 1910.
- ARTHUR BOARDMAN**.....*Professor of Voice and Head of the Department of Voice*
Head of voice, Simpson College, Indianola, Iowa, 1925-26. Studied Vittorio Trevisan, Chicago; Giuseppe Pais, Franco Capuana, Milano; operatic acting, Emilio Picozzi, Milano; leading tenor, Teatro Comunale, Modena, Italy, 1927-28; leading tenor, Teatro Regio, Torino, Italy, 1928-29. Faculty, Oregon, from 1929.
- RICHARD W. BOCK**.....*Professor of Sculpture*
Student, Academy of Fine Arts, Berlin; Kustgewerbe Museum, Berlin; and l'Ecole de Beaux Arts, Paris. Faculty, Oregon, from 1929.
- JESSE H. BOND, Ph.D.**.....*Professor of Business Administration*
B.A., Oregon, 1909; M.A., 1913; Ph.D., University of Wisconsin, 1915. Faculty, University of Idaho, 1915-17; Simpson College, 1917-18; University of North Dakota, 1919-26, 1927-28; Princeton University, 1926-27. War department, 1918-19. Faculty, Oregon, from 1928.
- NELSON L. BOSSING, Ph.D.**.....*Associate Professor of Education*
B.A., Kansas Wesleyan, 1917; M.A., Northwestern, 1922; Ph.D., Chicago, 1925. Faculty, Simpson College, 1924-27; Oregon, from 1927.
- JOHN FREEMAN BOVARD, Ph.D.**.....*Dean of the School of Physical Education and Professor of Physiology*
B.A., California, 1903; M.A., 1906; graduate student, Harvard, 1914-15; Ph.D., California, 1916. Faculty, Oregon, from 1906; present position, from 1920.
- RAY PRESTON BOWEN, Ph.D.**.....*Professor of Romance Languages*
A.B., Harvard, 1905; A.M., Cornell, 1915, Ph.D., 1916; University of Geneva, Switzerland, University of Grenoble, France, 1911-12; University of Paris, 1921-22. Faculty, Huron College, 1909-14; Cornell, 1914-18; Syracuse, 1916-18; Earlham, 1918-19; Colorado College, 1919-20; Sorbonne (lecteur d'américain), 1921-22; Syracuse, 1920-25; Oregon, head of department, from 1925.
- C. V. BOYER, Ph.D.**.....*Professor of English*
B.S., Princeton, 1902; M.A., 1909, Ph.D. 1911; University of Pittsburg Law School, 1902-04; Oxford, England, 1905; American Academy, Rome and Athens, 1906. Faculty, Illinois, 1911-26; Oregon, head of department, from 1926.
- WILLIAM PINGRY BOYNTON, Ph.D.**.....*Professor of Physics*
A.B., Dartmouth, 1890; M.A., 1893; graduate scholar in physics, Dartmouth, 1893-94; Scholar and fellow in physics, Clark, 1894-97; Ph.D., 1897. Faculty, Southern California, 1890-93; California, 1897-1901; California College, 1901-03; Oregon, from 1908; head of department, from 1906.

- CAPTAIN CLARENCE H. BRAGG**.....*Assistant Professor of Military Science and Tactics*
Oregon Agricultural College, 1915-17; U. S. Army since 1917. Faculty, Oregon, from 1927.
- EYLER BROWN, M.Arch.**.....*Instructor in Architecture*
B.A., Oregon, 1916; B.S. in Arch., 1917; M.Arch., Massachusetts Institute of Technology, 1922. Faculty, Oregon, from 1922.
- ROY GRIFFIN BRYSON, A.B.**.....*Instructor of Voice*
A.B., Oregon, 1925; pupil of Percy Rector Stephens and Horace Hunt. Faculty, Oregon, from 1928.
- JULIA BURGESS, M.A.**.....*Professor of English*
B.A., Wellesley, 1894; M.A., Radcliffe, 1901. Faculty, Oregon, from 1907.
- GEORGE E. BURGET, Ph.D.**.....*Professor of Physiology, School of Medicine, Portland*
A.B., Indiana State Normal School; Ph.D., Chicago. Faculty, Oregon, from 1917.
- O. K. BURRELL, M.A.**.....*Assistant Professor of Business Administration*
Cornell College, 1917-19; B.S., Iowa, 1921; M.A., 1927. Faculty, Oregon, from 1927.
- PRINCE G. CALLISON, B.B.A.**.....*Instructor in Physical Education*
B.B.A., Oregon, 1923; student, Washington, summer session, 1922. Faculty, Oregon, from 1929.
- CHARLES E. CARPENTER, A.M., LL.B.**.....*Dean of Law School and Professor of Law*
A.B., Kansas, 1903; fellow in sociology and history, 1902-04; A.M., 1904; LL.B., Harvard, 1908. Law faculty, North Dakota, 1909-14; Illinois, 1914-18; Washburn, 1919; dean, law school, Washburn, 1920-22; faculty, Oregon, from 1922. Present position, from 1927.
- RALPH D. CASEY, Ph.D.**.....*Professor of Journalism*
A.B., Washington, 1913; M.A., 1924; fellow in political science, Wisconsin, 1929; Ph.D., 1929. News staff, Seattle Post-Intelligencer, 1913-16; graduate student, Washington, 1914-16; news staff, New York Herald, 1920-21; editorial staff, American Boy Magazine, 1926. Faculty, Montana, 1916-19; Washington, 1919-20; Wisconsin, 1927-29; Oregon, from 1922. Present position, from 1929.
- ALBERT EDWARD CASWELL, Ph.D.**.....*Professor of Physics*
A.B., Stanford, 1908; Ph.D., 1911; national research fellow, Princeton, 1919-20. Faculty, Purdue, 1911-13; Oregon, from 1913.
- *DAN ELBERT CLARK, Ph.D.**.....*Professor of History, Assistant Director of Extension Division*
B.A., Iowa, 1907; Ph.D., Iowa, 1910. Faculty, Iowa, 1909-1918; associate editor, State Historical Society of Iowa, 1908-1918; various positions with American Red Cross, 1918-1921. Faculty, Oregon, from 1921.
- PRUDENCE E. CLARK**.....*Professor of Voice*
Student, Cornell College. Mount Vernon, Iowa; pupil, Mme. Phoebe Ara White, Los Angeles; Clara Munger, Boston; Florence Hinkle and Herbert Witherspoon, Chicago. Faculty, Oregon, from 1926.
- 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, 1893-97; Idaho, 1899-1900; Vanderbilt, 1900-04; Oregon, from 1906; head of department, 1906-1925.
- MELTRUDE COE, B.A.**.....*Instructor in Education*
B.A., Oregon, 1923. Present position, University High School, from 1927.
- PERCY M. COLLIER, A.B., LL.B.**.....*Extension Lecturer*
A.B., Oregon, 1911; LL.B., Michigan, 1914. Faculty, Oregon, from 1929.
- EDMUND S. CONKLIN, Ph.D.**.....*Professor of Psychology*
B.H., 1908, Springfield, Mass.; A.M., Clark, 1909; fellow in psychology, Clark, 1909-11; Ph.D., 1911. Faculty, Oregon, from 1911; head of department from 1913.

* Leave of absence, 1929-30.

- RAYMOND D. COOL, Ph.D. *Instructor in Chemistry*
B.S., Bridgewater College, Virginia, 1922; M.S., Virginia, 1926; Ph.D., Virginia, 1928. Teaching fellow in chemistry, Virginia, 1925-27; du Pont fellow in chemistry, Virginia, 1927-28; instructor in chemistry, Nevada, 1928-29. Faculty, Oregon, from 1929.
- MARGARET D. CREECH, B.A. *Assistant Professor of Applied Sociology*
B.A., Reed College, 1915; visitor for the Social Welfare Association, Grand Rapids, Michigan; executive secretary of the Home Service Section, Portland Center, American Red Cross; secretary of the Confidential Exchange, Portland, 1920-23. Faculty, Oregon, from 1923.
- LUTHER SHEELEIGH CRESSMAN, Ph.D. *Professor of Sociology*
B.A., Pennsylvania State College, 1918; S.T.B., Gen Theological Seminary, New York, 1923; M.A., Columbia, 1923; Ph.D., 1925. Instructor in sociology, College of the City of New York, 1925-28; instructor in sociology, Seth Low Junior College of Columbia University, 1928; John Alsop King, traveling fellow in Europe, 1925-26; professor of sociology, Washington State Normal, 1928-29. Faculty, Oregon, from 1929.
- HAROLD RANDOLPH CROSLAND, Ph.D. *Associate Professor of Psychology*
A.B., South Carolina, 1913; A.M., Clark, 1914; Ph.D., 1916; fellow in experimental psychology, Clark, 1913-16. Faculty, Minnesota, 1916-17; Arkansas, 1917-18; Pittsburgh, 1918-20; Oregon, from 1920.
- MARGARET L. DAIGH, A.B. *Instructor in Household Arts*
A.B., Washington, 1924. Faculty, Oregon, from 1925.
- DAVID R. DAVIS, Ph.D. *Assistant Professor of Mathematics*
B.A., Indiana, 1917; M.A., 1923; Ph.D., Chicago, 1926. Faculty, Illinois State Teachers' College, 1926; Oregon, from 1926.
- BURCHARD WOODSON DEBUSK, Ph.D. *Professor of Education*
B.A., Indiana, 1904; fellow, Clark, 1909-10, 1914-15; Ph.D., 1915; acting director of psychology laboratory, Indiana, 1908-09. Faculty, Teachers' College, Colorado, 1910-14; Oregon, from 1915.
- EDGAR EZEKIEL DECOU, M.S. *Professor of Mathematics*
B.S., Wisconsin, 1894; M.S., Chicago, 1897; graduate student, Chicago, 1899-1900; graduate scholarship, Yale, 1900-01. Faculty, Bethel College, Kentucky, 1897-99, 1901-02; acting president, 1902; head of department of mathematics, Oregon, from 1902.
- LEROY ELLSWORTH DETLING, A.M. *Instructor in Romance Languages*
Ph.B., Philomath, 1920; A.B., Oregon, 1921; A.M., Stanford, 1923; Sorbonne, 1926. Faculty, Oregon, from 1927.
- JOHN FOREST DICKSON, M.B., M.D., L.R.C.P.Ed. *Emeritus Professor of Ophthalmology*
M.B., Toronto, 1880; M.D., Victoria, 1880; Royal College Physicians, Edinburgh, 1889; post-graduate study in New York, Edinburgh, London and Paris, 1889-91; New York, London, Paris, Vienna and Berlin, 1902-04; New York, Boston, Philadelphia, etc., 1910; Vienna, Berlin, Paris, London, and New York, 1911-14. Faculty, Oregon, from 1915.
- RICHARD B. DILLEHUNT, M.D. *Dean of the School of Medicine, Portland*
Illinois, 1904-06; M.D., Chicago, 1910. Faculty, Oregon, from 1912.
- MATTHEW HALE DOUGLASS, M.A. *University Librarian*
B.A., Grinnell, 1895; M.A., Grinnell, 1898. Present position from 1908.
- MINNIE G. DOUGLASS. *Instructor in Music*
Oberlin Conservatory, 1898-99, 1900-03; pupil of Charles W. Morrison, George W. Andrews, E. B. Scheve, Francis Frothingham, Julia Lois Carruthers, Jane Waterman, and Jane Thacher. Faculty, Oregon, from 1920.
- MARGARET M. DUNCAN, B.S. *Instructor in Physical Education for Women*
B.S., Washington, 1927. Assistant instructor in physical education, Washington, 1927-29. Faculty, Oregon, from 1929.
- FREDERIC STANLEY DUNN, A.M. *Professor of Latin*
A.B., Oregon, 1892; A.M., 1899; A.B., Harvard, 1894; holder of Austin Teachers' Scholarship at Harvard, 1902-03; A.M., 1903. Faculty, Willamette, 1895-98; head of department, Oregon, from 1898; leave of absence in Italy, 1918-19.
- VIRGIL D. EARL, B.A. *Professor of Physical Education;*
Director of Department of Athletics
B.A., Oregon, 1906. Faculty, Oregon, from 1923.

- ELTON R. EDGE, M.A. *Demonstrator in Biology*
B.A., Oregon, 1928; M.A., Princeton, 1929. Assistant, biology, Princeton, 1928-29; graduate assistant, Oregon, spring, 1928. Present position from 1929.
- J. EARL ELSE, M.D., M.S., F.A.C.S. *Assistant Professor of Surgery,*
School of Medicine, Portland
Ph.G., South Dakota State College, 1900; B.S., 1901; M.D., Northwestern University Medical School, 1905; M.S., Washington State College, 1910; University of Vienna, 1912-13. Faculty, Oregon, from 1913.
- *DONALD M. ERB, M.A. *Assistant Professor of Economics*
B.S., Illinois, 1922; graduate assistant, Illinois, 1923-25; M.S., Illinois, 1924; graduate student, Harvard, 1925-27; Thayer fellow, Harvard, 1926-27; Ricardo prize, Harvard, 1927; M.A., Harvard, 1927. Faculty, Oregon, from 1927.
- ALICE HENSON ERNST, M.A. *Assistant Professor of English*
B.A., Washington, 1912; Denny fellow in English, 1913; M.A., 1913; graduate student, Radcliffe, 1919-20. Faculty, Washington, 1920-23. Studied theatres in Europe, 1924; graduate student, Yale University, 1928. Faculty, Oregon, from 1924.
- RUDOLF HERBERT ERNST, Ph.D. *Associate Professor of English*
B.A., Northwestern College, Wisconsin, 1904; student, Theological Seminary, Wauwatosa, Wisconsin, 1905-07; University of Rostock, Germany, 1908-09; University of Leipzig, 1909-10; Sorbonne, Paris, 1910; M.A., Harvard, 1912; Ph.D., 1918; Thayer Fellowship, Harvard. Faculty, Northwestern College, 1904-05, 1907-08; Washington, 1912-23; Oregon, from 1923.
- VIRGINIA JUDY ESTERLY, M.A. *Dean of Women*
B.A., California, 1923; M.A., 1930. Dean of women of intersession, California, 1923; summer session, California, 1924. Present position, from 1923.
- JOHN STARK EVANS, B.A. *Associate Dean of the School of Music and Professor of Music*
B.A., Grinnell, 1913; pupil of Rudolph Ganz, New York; Rubin Goldmark, New York; Charles Widor, France; Isidor Philippe, Vienna. Faculty, Oregon, 1917; present position, from 1920.
- ROBERT D. FANER, M.A. *Instructor in English*
B.A., Alleghany College, 1927; M.A., Iowa, 1928. Faculty, Oregon, from 1928.
- DAVID E. FAVILLE, M.B.A. *Dean, School of Business Administration, and*
Professor of Business Administration
B.A., Stanford, 1922; M.B.A., Harvard, 1925. Research supervisor, Harvard Bureau of Business Research, 1927. Faculty, Harvard, 1927-28; Oregon, 1925-27; dean, from 1928.
- RALPH ALBERT FENTON, M.D. *Clinical Professor of Otolaryngology and*
Head of the Department
A.B., Oregon, 1903; M.D., Chicago, 1906. Senior house officer, Illinois Charitable Eye and Ear Infirmary, Chicago, 1906-07. Faculty, Oregon, from 1911. Present position from 1928.
- ANDREW FISH, Ph.D. *Assistant Professor of History*
A.B., Oregon, 1920; M.A., 1921; Clark, 1921-22; Ph.D., 1923. Faculty, Oregon, from 1920.
- DOROTHY GURLEY FISH, B.A., B.S. *Instructor in Household Arts*
B.A., State Teachers' College, Santa Barbara, California, 1923; graduate assistant, Oregon, 1923-24; B.S., Oregon, 1925. Faculty, Oregon, from 1924.
- MARJORIE B. FORCHEMER, M.A. *Instructor in Physical Education for Women*
B.S., Columbia, 1921; M.A., 1927. Instructor in physical education, Washington, 1921-24; associate in physical education, University of California at Los Angeles, 1924-26; head of department, Colorado, summer session, 1926. Faculty, Oregon, from 1929.
- WILLIAM A. FOWLER, M.B.A. *Associate Professor of Business Administration*
B.S., Whitman College, 1925; M.B.A., Oregon, 1927. Graduate student, Oregon, 1925-28. Faculty, Oregon, from 1928.
- LEO FRIEDMAN, Ph.D. *Assistant Professor in Chemistry*
B.S., Maine, 1925; Ph.D., Wisconsin, 1928. Faculty, Oregon, 1928. Present position, from 1929.
- DANIEL D. GAGE, JR., M.B.A. *Associate Professor of Business Administration*
A.B., Stanford, 1924; M.B.A., Harvard, 1925. Escrow officer, Security Title Insurance and Guarantee Co., Los Angeles, California, 1927-28; escrow and loan officer, Mortgage Guarantee Co., Los Angeles, 1928-29. Faculty, Oregon, from 1929.

* Leave of absence, 1929-30.

- ERNST GELLHORN, M.D., Ph.D. *Professor of Animal Biology*
M.D., Heidelberg, 1919; Ph.D., Muenster, 1919. Assistant professor of animal biology, University of Halle, 1921; associate professor, 1925. Faculty, Oregon, from 1925.
- ANDREW JACKSON GIESY, M.D. *Emeritus Professor of Clinical Gynecology, School of Medicine, Portland*
- JAMES HENRY GILBERT, Ph.D. *Dean of the College of Literature, Science and the Arts, and Professor of Economics*
B.A., Oregon, 1908; Ph.D., Columbia, 1907. Faculty, Oregon, from 1907; head of department from 1920; acting dean of the college, 1925-27. Present position from 1927.
- GEORGE H. GODFREY, B.S. *Assistant Professor of Journalism*
B.S., Oregon, 1929. Staff, Eugene Register, 1923-24; Eugene Guard, 1924-25; editor, Hilo, Hawaii, Tribune-Herald, 1927; correspondent, Christian Science Monitor, Eugene, 1928-25; Territory of Hawaii, 1926-27; correspondent, New York Times, Territory of Hawaii, 1926-27. Faculty, Oregon, from 1927.
- MARGARET BANNARD GOODALL, B.A. *Instructor in Education*
B.A., Oregon, 1904. Present position, supervisor of English in University High School, from 1916.
- MOZELLE HAIR, B.A. *Assistant Professor of Sociology; Director of Organization and Administration of Correspondence Study, Extension Division*
B.A., Oregon, 1908; graduate student, Columbia, 1921-22. Faculty, Oregon, from 1908.
- ROBERT C. HALL, *Associate Professor of Journalism and Superintendent, University Press*
Faculty, Oregon, from 1918.
- FRED ORIN HARRIS, B.F.A. *Assistant Professor of Design*
B.F.A., Washington, 1925. Faculty, Oregon, from 1929.
- HOWARD D. HASKINS, M.A., M.D. *Professor of Biochemistry, School of Medicine, Portland*
A.B., Michigan; M.D., Western Reserve; M.A., Oregon, 1923. Faculty, Western Reserve, 1907-15; Oregon, from 1915.
- WILLIAM L. HAYWARD, *Professor of Physical Education*
Coach, Olympic Games, since 1912. Faculty, Oregon, from 1903.
- LOUIS F. HENDERSON, M.A. *Research Professor in Plant Biology; Curator of Herbarium*
Ph.B., Cornell, 1874; M.A., Oregon, 1926. Faculty, Idaho, 1893-1909; curator of the herbarium and research fellow, Oregon, from 1925. Present position, from 1929.
- GILBERT L. HERMANCE, B.S. *Instructor in Physical Education*
B.S., Oregon, 1927; graduate student, Columbia, 1927. Faculty, Oregon, from 1927.
- JACK ERNEST HEWITT, A.B. *Instructor in Physical Education*
A.B., California, 1928; graduate student, 1923-29. Supervisor of playground, Oakland Recreation Department, Oakland, California, summers, 1927-29; assistant instructor in physical education, California, 1927-29. Faculty, Oregon, from 1929.
- EDWIN T. HODGE, Ph.D. *Professor of Geology*
B.A., Minnesota, 1913; M.A., 1914; Ph.D., Columbia, 1915; William Bayard Cutting Traveling Fellowship, Columbia, 1916. Faculty, Minnesota, 1913-15; Columbia, 1915-16; British Columbia, acting head of department, 1917-20; Oregon, from 1920.
- RALPH C. HOEBER, M.A., J.D. *Assistant Professor of English; Head of Speech Division*
B.A., Oregon, 1922; M.A., 1922; J.D., Stanford, 1922. Practicing attorney, 1927-29; part-time instructor in English and economics, Oregon, 1921-23; instructor in English and economics, summer sessions, 1923, 1924; regular session, 1923-24; extension lecturer, 1927-29. Present position, from 1929.
- WILLIAM BURROUGHS HOLDEN, M.D., F.A.C.S. *Clinician in Surgery, School of Medicine, Portland*
Battle Creek College, Mich., 1889-93; Michigan, 1893-94; Rush Medical College, 1895-97; M.D., 1897. Faculty, Oregon, from 1914.
- GEORGE P. HOPKINS, B.A. *Professor of Piano and Head of Department*
B.A., Oregon, 1921. Student, Peabody Conservatory, Baltimore. Piano with Alfred Butler, Los Angeles; Harold Randolph, Baltimore; Ernest Hutcheson, New York. Composition with Gustave Strube, Baltimore; Sigismund Stojowski and Rubin Goldmark, New York. Faculty, Oregon, 1919-23, and from 1925 to present time. Present position from January, 1930.
- CHARLES G. HOWARD, B.A., J.D. *Professor of Law*
B.A., Illinois, 1920; J.D., 1922. Practicing lawyer, 1922-27. Faculty, University of Illinois, 1924-28; Oregon, from 1928.

- HERBERT CROMBIE HOWE, B.L., A.B. *Professor of English*
B.L., A.B., Cornell, 1893; graduate scholar in philosophy, Cornell, 1893-95. Faculty, Oregon, from 1901; head of department, 1906-1925.
- CHARLES G. HOWELL, M.A. *Instructor in Romance Languages*
M.A., Syracuse, 1928. Teaching fellow, Oregon, 1928. Present position, from 1929.
- RALPH R. HUESTIS, Ph.D. *Associate Professor of Genetics*
B.S.A., McGill, 1914; M.S., California, 1920; Ph.D., 1924; research assistant, Scripps Institution for Biological Research, 1920-24. Faculty, Oregon, from 1924.
- CARL L. HUFFAKER, Ph.D. *Professor of Education*
Central Teachers' College, Oklahoma, 1907-11; B.S., Chicago, 1915; superintendent of schools, Iowa, 1915-22; M.A., Iowa, 1922; research assistant, Iowa, 1922-23; Ph.D., 1923. Faculty, Arizona, 1923-27; Oregon, from 1927.
- WARREN C. HUNTER, M.D. *Assistant Professor of Pathology*
A.B., Albany College, 1920; M.D., Oregon, 1924; M.A., Michigan, 1927. Faculty, Oregon, from 1929.
- PHILIP W. JANNEY, B.A., C.P.A. *Assistant Professor of Business Administration, Portland Extension Center*
B.A., Oregon, 1920; formerly with Whitfield, Whitcomb & Co.; C.P.A., 1922. Faculty, Oregon, from 1921.
- ARLIE JOHNSON, M.A. *Assistant Director and Assistant Professor of Applied Sociology*
B.A., Reed College, 1917; M.A., Columbia University, 1922; graduate student, Chicago, 1927-29. Instructor, New York School of Social Work; associate in sociology, University of Washington, 1923-27. Faculty, Oregon, from 1929.
- JAMES ARTHUR JOHNSTON, M.A. *Associate Professor of Business Administration*
B.S., Mt. Union College, 1905; Ph.C., Pittsburg, 1905; M.A., Iowa, 1925. Faculty, Southwestern (La.), 1920-23; Iowa, 1923-25; Oregon, from 1925.
- NOBLE WILEY JONES, M.D. *Clinician in Medicine, School of Medicine, Portland*
Wisconsin, 1891-94; Stanford, 1894-95, A.B., 1895; Rush Medical College, 1898-1901, M.D., 1901; University of Vienna, 1905-06; University of Halle, Germany, 1913-14; University College, London, England, 1923-24. Faculty, Oregon, from 1913.
- SIMEON EDWARD JOSEPHI, M.D., LL.D. *Dean Emeritus and Professor of Nervous and Mental Diseases, School of Medicine, Portland*
Faculty, Oregon, from 1887.
- C. LYLE KELLY, Ph.B., C.P.A. *Associate Professor of Accounting*
Ph.B., Chicago, 1911; graduate student, Ohio, 1919-20; Nebraska, 1921. Faculty, Nebraska Wesleyan, 1921-22; Oregon, from 1922; associate member, American Institute of Accountants.
- MAUDE I. KERNS, B.A., B.S. *Assistant Professor of Normal Art*
B.A., Oregon, 1899; Hopkins Art Institute, San Francisco, 1900-01; B.S. with diploma in fine arts, Columbia, 1906; associate of Ralph Johnnot, 1912-18; student, Académie Moderne, Paris; pupil, E. A. Taylor and Jessie King Taylor, 1913; pupil of William Chase, 1914; Arthur W. Dow, 1917; studied in museums in France, Germany, Italy. Faculty, Oregon, from 1921.
- FREDERICK ANDREWS KIEHLE, M.D. *Clinical Professor of Ophthalmology and Head of the Department, School of Medicine, Portland*
A.B., Minnesota, 1894; M.D., 1901. Student, University of Vienna, 1907, 1911, 1928. Faculty, Minnesota State Normal School, 1896-97; University of Minnesota Medical School, 1897-1902; Oregon, 1914-18. Present position from 1929.
- JAMES CHARLES ELLIOTT KING, M.D. *Emeritus Professor of Dermatology, School of Medicine, Portland*
A.B., Minnesota, 1886; M.D., Northwestern, 1890. Faculty, Oregon, from 1908.
- LYLE B. KINGERY, M.D. *Clinical Professor of Dermatology and Syphilology and Head of the Department, School of Medicine, Portland*
B.S., Michigan, 1914; M.D., 1916. Resident instructor, assistant professor, department of syphilology and dermatology, Michigan, 1916-22. Faculty, Oregon, from 1922.
- ERNESTO ROY KNOLLIN, M.A. *Associate Professor of Physical Education*
A.B., Stanford, 1914; M.A., 1929; graduate student, Illinois, 1919-21. Instructor in physical education, Stanford, 1915-17; acting director, 1917-18; instructor in coaching school, Illinois, 1919-21. Faculty, Oregon, from 1929.
- EDMUND P. KREMER, Dr. juris utriusque *Assistant Professor of Germanic Languages and Literature*
University of Freiburg, Baden, 1913-14; University of Munich, Bavaria, 1914; University of Berlin, 1919-20; University of Frankfurt a Main, 1922-24; Dr. juris utriusque, 1924. Faculty, University of Frankfurt a Main, 1925-26; Oregon, from 1928.

- EDMOND J. LABBE, M.D.....*Emeritus Professor of Obstetrics, School of Medicine, Portland*
University of Virginia; M.D., Columbia. Faculty, Oregon, from 1899.
- JOHN J. LANDSBURY, Mus.D.....*Dean of the School of Music and Professor of Music*
Mus.B., Simpson College, Iowa, 1900; Mus.D., 1909; pupil Max Bruch, Berlin; 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., F.A.I.A.....*Dean of the School of Architecture and Allied Arts,*
Professor of Architecture
B.S., M.S., Massachusetts Institute of Technology; Fellow, American Institute of Architecture. Honorary president, Oregon Building Congress; past director and vice president, American Institute of Architects; formerly member, Portland Housing Commission, and Portland City Planning Commission. On jury of award for competition for Portland Public Auditorium, Bank of Italy, San Francisco, and War Memorial, Honolulu, Hawaii, and San Francisco Stock Exchange. Faculty, Oregon, from 1914.
- FELIX LEGRAND.....*Part-time Instructor in Romance Languages*
Brevet d'Enseignement Primaire Supérieur, conferred by the Académie de Bordeaux (France), 1918; studied at St. Cricq (École Supérieure et Professionnelle); St. Ignatius Law School, California, 1928. Faculty, Oregon, from 1928.
- E. C. A. LESCH, Ph.D.....*Assistant Professor of English*
B.A., Illinois, 1925; M.A., 1926; Ph.D., Princeton, 1928. Faculty, Oregon, from 1928.
- LESLIE L. LEWIS, M.A.....*Instructor in English*
B.A., Illinois, 1925; M.A., Colorado, 1927. Faculty, Colorado, 1926-28; Oregon, from 1928.
- ALFRED L. LOMAX, M.A.....*Professor of Business Administration, Extension Division*
B.B.A., Oregon, 1923; formerly with George Wills & Sons, Ltd. (export merchants); United States Shipping Board; McCarger, Bates & Lively; M.A., Pennsylvania, 1927. Faculty, Oregon, from 1919.
- EDWARD DORRIS MCALISTER, Ph.D.....*Assistant Professor of Physics*
B.A., Oregon, 1923; M.A., 1925; Ph.D., California, 1928. Teaching fellow, California, 1925-26, 1927-28; Whiting fellow, California, 1926-27; graduate student, Oregon, 1923-25. Faculty, Oregon, from 1928.
- 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.
- CLARENCE JOSEPH MCCUSKER, M.D.....*Clinical Professor of Obstetrics and*
Head of the Department, School of Medicine, Portland
B.S., Iowa State College, 1898; M.D., Rush Medical College, Chicago, 1903. Faculty, Oregon, from 1929.
- ROSE MCGREW.....*Professor of Music*
Pupil of Haenisch and Von Kotzebue, Dresden; Zimmerman, Berlin; soprano, Court Theatre, Mecklenburg-Schwerin; Royal Theatre, Hanover; prima donna, Breslau, Germany; created role of Octavian in Strauss' "Rosenkavalier"; decorated with Order of the Silver Laurel (Germany). Faculty, Oregon, from 1920.
- ALBERT EDWARD MACKAY, M.B., M.D.C.M., F.A.C.S.....*Professor of Genito-Urinary*
Diseases, School of Medicine, Portland
M.B., Toronto; M.D.C.M., Trinity University, Toronto. Faculty, Oregon, from 1890.
- IRA ALBERT MANVILLE, M.A., M.D.....*Associate in Physiology, School of Medicine, Portland*
B.A., Oregon, 1913; M.A., 1922; M.D., 1923. Faculty, Oregon, from 1923.
- EDGAR R. MEANS, M.A.....*Instructor in Education*
B.A., Reed, 1918; graduate assistant, Oregon, 1923-24; M.A., 1927. Faculty, Oregon, from 1924.
- FRANK R. MENNE, B.S., M.D.....*Professor of Pathology, School of Medicine, Portland*
B.S., Wisconsin; M.D., Rush Medical College. Faculty, Oregon, from 1911.

- JOHN RICHARD MEZ, Ph.D.....*Associate Professor of Economics and Political Science*
D.H.H.L., Leipsic, 1906; M.A. and Ph.D., Heidelberg, 1910. Secretary, chamber of commerce, Mannheim, 1908-10; secretary, Institute for International Organization, Munich, 1911-13; national secretary, International Relations Club, New York, 1915-16; correspondent, Conference for Limitation of Armaments, Washington, 1921-22; lecturer, Wm. B. Feakins, Inc., Lecture Bureau, New York Public Lectures, 1923; assistant professor of economics, Arizona, 1924-29. Faculty, Oregon, from 1929.
- FRED NATHAN MILLER, A.M., M.D.....*Director, University Health Service*
A.B., Lafayette, 1914; A.M., 1916; M.D., Rush Medical, 1924. Present position from 1925.
- WILLIAM EDMUND MILNE, Ph.D.....*Professor of Mathematics*
A.B., Whitman, 1912; A.M., Harvard, 1913; Ph.D., 1915. Faculty, Bowdoin, 1915-18; Oregon, from 1919.
- ERNEST GEORGE MOLL, A.M.....*Assistant Professor of English*
A.B., Lawrence College, 1922; A.M., Harvard, 1923. Faculty, Colorado, 1923-28; Oregon, from 1928.
- ARTHUR RUSSELL MOORE, Ph.D.....*Professor of General Physiology*
B.A., Nebraska, 1904; Ph.D., California, 1911; lecturer, Woods Hole Marine Biology Laboratory, 1916-19; guest, Naples Zoological Station, 1923; table, American Association, Advancement of Science, Naples, 1925; lecturer, general physiology, Hopkins Marine Station, Stanford, from 1926. Faculty, California, 1911-13; Bryn Mawr, 1918-16; Rutgers, 1916-26; head of department of animal biology, Oregon, from 1926.
- HENRIETTA E. MOORE, Ph.D.....*Associate Professor of English, Portland Extension Center*
B.A., Oregon, 1888; M.L., California, 1896; M.A., Columbia, 1901, Ph.D., 1904. Faculty, Los Angeles State Normal; Idaho; Oregon, from 1924.
- RALPH U. MOORE, B.A.....*Assistant Professor of Education*
B.A., Oregon, 1923. Present position (principal, University High School), from 1925.
- VICTOR P. MORRIS, Ph.D.....*Assistant Professor of Economics*
B.A., Oregon, 1915; M.A., 1920; Ph.D., Columbia, 1929. Faculty, Grinnell College, 1922-24; Oregon Agricultural College, 1924-26; Oregon, from 1926.
- PAT V. MORRISSETTE, M.A.....*Instructor in English*
B.A., Oregon, 1925; M.A., 1926; graduate student, Princeton, 1928-29. Graduate assistant in English, Oregon, 1925-26. Present position, from 1926.
- WAYNE LYMAN MORSE, M.A., LL.B.....*Assistant Professor of Law*
Ph.B., Wisconsin, 1923; M.A., 1924; LL.B., Minnesota, 1928; candidate for J.D., Columbia, 1929. Instructor in argumentation, Wisconsin, 1924; assistant professor of argumentation, Minnesota, 1924-28; fellow in law, Columbia, 1929. Faculty, Oregon, from 1929.
- JOHN H. MUELLER, Ph.D.....*Assistant Professor of Sociology*
B.A., Missouri, 1920; M.A., 1921; University of Montpellier, France, 1919; graduate student, Chicago, 1922-24, Ph.D., 1928. Faculty, Missouri, 1920-22, 1925-26; Chicago, 1923-25; Oregon, from 1926.
- MICHAEL J. MUELLER, B.F.A., F.A.A.R.....*Professor of Painting*
B.F.A., Yale, 1925; F.A.A.R., American Academy, Rome, 1928. Faculty, Oregon, from 1929.
- GUSTAV MÜLLER, Ph.D.....*Assistant Professor of Philosophy*
B.A., University of Bern, 1917; M.A., 1920; Heidelberg, 1921; Bern and Florence, Italy, 1921-23; Ph.D., Bern, 1923; University of London, 1923-24. Faculty, Oregon, from 1925.
- HAROLD B. MYERS, M.D.....*Professor of Pharmacology, School of Medicine, Portland*
A.B., Wisconsin; M.D., Western Reserve; collaborator, Journal of Pharmacology. Faculty, Oregon, from 1915; associate dean, school of medicine, from 1917.
- KARL W. ONTHANK, M.A.....*Executive Secretary of the University*
B.A., Oregon, 1913; M.A., 1915. Secretary to president, 1916-17; executive secretary, from 1917; administrative committee of University, 1924-26.
- WILMOTH OSBORNE, M.D.....*University Physician and Medical Consultant for Women*
A.B., Reed, 1918; M.D., Oregon, 1924. Present position from 1925.
- EDWIN E. OSGOOD, M.D.....*Assistant Professor of Biochemistry and Medicine,*
School of Medicine, Portland
B.A., Oregon, 1923; M.A., M.D., 1924. Student, University of Vienna, 1927-28. Faculty, Oregon, from 1921. Present position from 1929.

- EARL L. PACKARD, Ph.D. *Professor of Geology*
A.B., Washington, 1911; M.A., 1912; fellow in paleontology, California, 1912-14; Ph.D., 1915. Faculty, Washington, 1915-16; Oregon, 1916-17; Mississippi A. & M. College, head of department, 1917-18; Oregon, from 1919; acting head of department, 1920-22.
- EARL M. PALLETT, M.S. *Registrar and Acting Dean of Men*
Platteville Normal School, Wisconsin, 1912-14; Toulouse, 1919; Wisconsin, 1919; B.S., 1921; M.S., 1922; Chicago, 1923. Director of extension, Eastern State Teachers' College, Madison, South Dakota, 1921-27; faculty, Oregon, from 1927.
- MABLE HOLMES PARSONS, M.A. *Professor of English, Portland Extension Center*
A.B., Michigan, 1904; M.A., 1905. Faculty, Oregon, from 1912.
- PHILIP ARCHIBALD PARSONS, Ph.D., LL.D. *Dean, School of Applied Social Science, and Head of the Department of Sociology*
A.B., Christian University, Missouri, 1904; M.A., 1905; student, Union Theological Seminary, 1904-06; graduate student, Columbia, and research fellow, School of Philanthropy, 1908-09; Ph.D., 1909; LL.D., Culver-Stockton College, 1927. Faculty, Syracuse, 1909-20; director of university settlement, Syracuse; lecturer, Department of Immigrant Education, State of New York, 1912-18; director of Portland School of Social Work, 1920-27; dean, Portland School of Social Work, 1927-29; present position, from 1929.
- EDITH BAKER PATTEE, M.A. *Instructor in Education*
A.B., Oregon, 1911; M.A., 1913. Supervisor of languages, University High School, from 1919.
- MARY HALLOWELL PERKINS, M.A. *Professor of English*
B.A., Bates, 1898; M.A., Radcliffe, 1908; graduate student, Columbia, 1916-17; University of London, 1925-26. Faculty, Oregon, from 1903.
- GRACE PHELPS, R.N. *Instructor in Hospital Administration*
R.N., Cincinnati General Hospital, 1900; superintendent, Eleanor Hospital (for children), Indianapolis, Indiana, 1905-08; St. Luke's Hospital, San Francisco, 1915; director of nursing, Multnomah County Hospital, Portland, 1916; director of nursing of Portland Chapter, American Red Cross, 1917; chief nurse, Base Hospital No. 46, A. E. F., France, 1918-19; superintendent, Portland Eye, Ear, Nose and Throat Hospital, 1920-26; president, Oregon State Board for Examination and Registration of Graduate Nurses since 1921; superintendent, Doernbecher Memorial Hospital since 1926; director of nursing, University of Oregon Medical School, from 1929.
- CORNELIA PIPES, M.A. *Instructor in Romance Languages*
B.A., Oregon, 1924; M.A., 1929. Faculty, Oregon, from 1925.
- ALFRED POWERS, B.A. *Dean of Extension Division, Director of Portland Center, Professor of Journalism*
B.A., Oregon, 1910. Faculty, Oregon, 1917; U. S. Army, 1918-19; director of public information and Junior Red Cross, Northwestern division, American Red Cross, 1919-20; University editor, school of journalism, 1920-22; assistant director, extension division, 1922-26; present position from 1926.
- JOHN M. RAE, M.B.A. *Associate Professor of Business Administration*
Ph.B., University of Wisconsin, 1923; M.B.A., Harvard, 1928. Faculty, Oregon, from 1923.
- GEORGE REBEC, Ph.D. *Dean of the Graduate School and Professor of Philosophy*
A.B., Michigan, 1891; student at Strassburg, 1893-94; Ph.D., Michigan, 1896; student in Florence, Italy, 1908-09. Faculty, Michigan, 1894-1909; Oregon, 1912-18; director, Portland Extension Center, 1918-23; professor of education, Reed College, 1920-21; head of department of philosophy and dean of Graduate School, Oregon, from 1920.
- JAMES MELVIN REINHARDT, Ph.D. *Assistant Professor of Sociology*
B.A., Berea College, Kentucky, 1923; M.A., North Dakota, 1925; Ph.D., 1929; graduate student, Chicago, summer sessions, 1924, 1925. Part-time instructor in sociology, North Dakota, 1924-25; instructor in sociology, 1925-27; assistant professor in sociology, 1927-28; professor of sociology, Morris Harney College, West Virginia, 1928-29. Faculty, Oregon, from 1929.
- KURT REINHARDT, Ph.D. *Assistant Professor of Germanic Languages and Literature*
University of Munich; University of Heidelberg; University of Freiburg, Ph.D., 1922. Editor, Herder Publishing Company, Freiburg (Germany), 1922-25; Zuerich (Switzerland), 1926; correspondent, Canada, 1927. Faculty, University Extension, University of Freiburg, 1923-25; University of Zuerich, 1926; Oregon, from 1928.
- WILLIAM J. REINHART. *Instructor in Physical Education*
Oregon, three years. Present position, from 1923.

- ALWIN EBERT RIGG, M.Arch. *Assistant Professor of Architecture*
B.S., Minnesota, 1925; M.Arch., Massachusetts Institute of Technology, 1929. Assistant professor of architecture, North Dakota State College, 1925-28. Faculty, Oregon, from 1929.
- GEORGE W. ROBBINS, M.B.A. *Assistant Professor of Business Administration*
A.B., University of California at Los Angeles, 1926; M.B.A., Harvard, 1928. Research director, the Farrar Co., Los Angeles, 1928-29. Faculty, Oregon, from 1929.
- R. C. ROMIG, M.D. *Physician, University Health Service*
B.S., Idaho, 1919; M.D., Rush Medical College, 1926. Present position, from 1926.
- HUGH E. ROSSON, B.S., LL.B. *Associate Professor of Law*
B.S., Knox, 1916; LL.B., Iowa, 1920. Faculty, Kansas State Agricultural College, 1921-23; Oregon, from 1923.
- CHARLES EASTON ROTHWELL, B.A. *Instructor in Education*
B.A., Reed College, 1924; Oregon, 1925-27. Faculty, University High School, Oregon, from 1927.
- ETHEL I. SANBORN, Ph.D. *Assistant Professor of Plant Biology*
B.S., South Dakota State College, 1903; B.A., South Dakota, 1904; M.A., 1907; Ph.D., Stanford, 1923. Faculty, Oregon, from 1918.
- EMERSON P. SCHMIDT, M.A. *Assistant Professor of Economics*
B.A., North Central College, 1923; M.A., University of Toronto, 1924; graduate student, University of Wisconsin, 1926-28. Faculty, Marquette University, 1924-26; assistant in economics, University of Wisconsin, 1926-28; Oregon, from 1928.
- FRIEDRICH GEORG G. SCHMIDT, Ph.D. *Professor of Germanic Languages and Literature*
Student, University of Erlangen, Bavaria, 1888-1890; Johns Hopkins, university scholar and fellow, 1894-96; Ph.D., 1896. Faculty, Cornell College, 1896-97; head of department of modern languages, Oregon, 1897-1905; head of department of German, from 1905.
- LOUISE BARROWS SCHEOFF. *Instructor in Painting*
Graduate, Museum of Fine Arts School, Boston, Mass., 1904; Fontainebleau School, France, 1924; pupil of Edmund Tarbell, Frank Benson, Philip Hale, Denman Ross, Arthur Dow, Jean Despujols, Aug. Fr. Gorguet, G. L. Jaulmes. Faculty, Oregon, from 1926.
- WALDO SCHUMACHER, Ph.D. *Professor of Political Science*
B.A., Bluffton, 1917; M.A., Ohio State, 1918; assistant and fellow in political science, Wisconsin, 1921-23; Ph.D., 1923. Faculty, Bluffton College, 1919-21; Syracuse University, 1923-25; Grinnell College, 1925-26; Oklahoma, 1926-28; Oregon, from 1928.
- HAZEL PRUTSMAN SCHWERING, Ph.B. *Assistant Dean of Women*
Ph.B., Chicago University, 1926; graduate student, Oregon, 1927-28; acting dean of women, 1928-29. Present position from 1929.
- GERTRUDE SEARS, B.S. *Supervisor of English, Roosevelt Junior High School*
B.S., Oregon, 1929. Library, Illinois, 1921. Faculty, Oregon, from 1927.
- HARRY J. SEARS, Ph.D. *Professor of Bacteriology, School of Medicine, Portland*
A.B., Stanford, 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.
- ROBERT HOLMES SEASHORE, Ph.D. *Associate Professor of Psychology*
B.A., Iowa, 1923; M.S., 1924; Ph.D., 1925. Faculty, Ohio State University, 1925-26; National Research Council fellow in biological sciences, Stanford University, 1926-28. Faculty, Oregon, from 1928.
- OTTILIE TURNBULL SEYBOLT, M.A. *Assistant Professor of English and Director of Dramatics*
B.A., Mt. Holyoke College, 1910; M.A., Wisconsin, 1915; graduate student, Wisconsin, 1916-18; graduate student, Columbia University, 1912, 1913, 1924; graduate student, California, 1920-21. Faculty (summers), Wisconsin, 1918, 1919, 1924, 1925; faculty, Yassar College, 1921-25; Smith College, 1925-26; faculty, Colorado (summer), 1926; faculty, Minnesota, 1926-27; Mills College, 1927-28; Oregon, 1928.
- LAURENCE SELLING, M.D. *Clinical Professor of Medicine, School of Medicine, Portland*
A.B., Yale, 1904; M.D., Johns Hopkins Medical School, 1908. Faculty, Oregon, from 1912.
- HELEN MILLER SENN, B.A. *Instructor in Public Speaking, Portland Extension Center*
B.A., Michigan, 1907; National Conservatory of Dramatic Art, New York City, 1907-09; student and faculty, Boston School of Expression. Faculty, Buena Vista College, Iowa, 1914; Willamette, 1915-17; Oregon, from 1918.

- HENRY DAVIDSON SHELDON, Ph.D. *Dean of the School of Education and Professor of Education and History*
A.B., Stanford, 1896; A.M., 1897; Ph.D., Clark, 1900; student, Leipzig, 1911-12. Faculty, Oregon, 1900-11; Pittsburg, 1912-14; Oregon, from 1914; chairman, administrative committee of University, 1924-26.
- FREDERICK LAFAYETTE SHINN, Ph.D. *Professor of Chemistry*
B.A., Indiana, 1901; M.A., 1902; scholar, Yale, 1902; Ph.D., Wisconsin, 1906. Faculty, Wisconsin, 1902-04, 1905-07; Indiana, 1904-05; Oregon, from 1907; acting head of department, 1918-22.
- CLARA MILLERD SMERTENKO, Ph.D. *Associate Professor of Latin and Greek*
A.B., Grinnell College, 1895; Ph.D., Chicago, 1902; Berlin, 1906-07. Faculty, Grinnell College, 1903-19; Columbia University, 1920-22; Skidmore College, 1923-25; Oregon, from 1927.
- S. STEPHENSON SMITH, B.Litt. (Oxon) *Associate Professor of English*
A.B., Reed College, 1915; B.Litt., Oxford, England, 1923. Faculty, Oregon, from 1925.
- WARREN 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, 1905-14, 1920-22.
- VERNON G. SORRELL, Ph.D. *Assistant Professor of Economics*
A.B., Iowa, 1922; A.M., Illinois, 1924; Ph.D., California, 1929. Assistant in sociology, Illinois, 1923-24; instructor in economics, State Normal University, Illinois, summer session, 1924; assistant professor of economics, St. Mary's College, California, 1926-29. Faculty, Oregon, from 1929.
- CLARENCE WILEY SPEARS, M.D. *Professor of Physical Education; Head Football Coach, and Physician in the University Health Service*
B.S., Dartmouth, 1917; M.D., Rush Medical College, Chicago, 1921. Freshman football coach, Dartmouth, 1916; head coach, 1917, 1919-20; head football coach, West Virginia, 1921-24; professor of physical education and head football coach, Minnesota, 1925-30. Faculty, Oregon, from 1930.
- CARLTON E. SPENCER, A.B., J.D. *Associate Professor of Law*
A.B., Oregon, 1913; LL.B., 1915; J.D., 1925. Secretary and instructor, Oregon Law Department, Portland, 1913-17; registrar, Oregon, 1919-27. Faculty, Law School, 1923-24. Present position from 1927.
- ORIN FLETCHER STAFFORD, A.M. *Professor of Chemistry*
A.B., Kansas, 1900; A.M., 1902; graduate student, Nernst laboratory, Berlin, 1908-09. Faculty, Oregon, from 1900; head of department from 1902.
- JOHN H. STEHN, M.S. *Instructor in Wind Instruments; Director of Band*
A.B., Grinnell College, 1925; M.S., Iowa, 1927. Faculty, Oregon, from 1929.
- FRED L. STETSON, M.A. *Professor of Education*
B.A., Washington, 1911; M.A., 1913; research scholar, Teachers' College, 1919-20. Faculty, Washington, 1912-13; Oregon, from 1913; director of summer session, Eugene, 1924-26.
- ARTHUR B. STILLMAN, B.A. *Assistant Professor of Business Administration*
B.A., Oregon, 1928. Faculty, Oregon, from 1922.
- JOHN STRAUB, Lit.D. *Emeritus Dean of Men; Professor of Greek Language and Literature*
B.A., Mercersburg, 1876; M.A., 1879; Lit.D., Franklin and Marshall, 1913. Faculty, Oregon, from 1878; dean of the College of Literature, Science, and the Arts, 1839-1920; dean of men, 1920-25.
- ALBERT RADDIN SWEETSER, M.A. *Professor of Plant Biology*
B.A., Wesleyan, 1884; M.A., 1887; graduate student, Massachusetts Institute of Technology, 1884-85; Harvard, 1893-97. Faculty, Radcliffe, 1896-97; Pacific University, 1897-1902; Oregon, from 1902; head of department, from 1909.
- HOWARD RICE TAYLOR, Ph.D. *Associate Professor of Psychology*
A.B., Pacific University (Ore.), 1914; A.M., Stanford, 1923; Cubberly fellow, Stanford, 1924-25; Ph.D., 1927. Faculty, Oregon, from 1925.
- LOURENE E. TAYLOR, B.A. *Instructor in Plant Biology*
B.A., Oregon, 1918. Faculty, Oregon, from 1922.
- JANE THACHER *Professor of Music*
Student, Vienna; pupil of Karl Pflieger; Teodor Leschetizky; concert pianiste. Faculty, Oregon, from 1916.

- W. F. G. THACHER, M.A. *Professor of English and Advertising*
A.B., Princeton, 1906; M.A., 1906; graduate student, Chicago, 1906; associate editor of Pacific Monthly, 1902-04. Faculty, Oregon, from 1914.
- ANNA M. THOMPSON, M.A. *Assistant Professor of Romance Languages*
B.A., Western Maryland College, 1900; M.A., 1901; graduate student, Columbia, 1909-10; Institut Français (branch University of Toulouse at Madrid), 1916-17; Centro de Estudios Historicos, Madrid, diploma, 1919; University of Mexico, summer, 1922. Faculty, International Institute, Madrid, Spain, 1910-20; Oregon, from 1920.
- ELNORA E. THOMSON, R.N. *Professor of Applied Sociology; Director of Nursing Education*
Executive secretary, Illinois Society for Mental Hygiene; director of Public Health Nursing Course, Chicago School of Civics and Philanthropy; member of American Red Cross Tuberculosis Commission to Italy, 1918-19; director of Far Western Extension Office, American Child Health Association, 1923-25; director of Nursing Service, Marion County Child Health Demonstration, from 1925; present position, 1921-23, and from 1925.
- HARRIET W. THOMSON, A.B. *Professor of Physical Education*
A.B., Michigan, 1904; graduate student, 1904-05; assistant in Orthopaedic Hospital-School, 1922. Faculty, Oregon, from 1911.
- LILIAN E. TINGLE *Professor of Household Arts*
Student, Robert Gordon's College, Aberdeen, Scotland; University of Aberdeen; University of London; special study in Germany and Italy. Faculty, State Normal Industrial School, North Dakota; general supervisor of home economics, Portland public schools, 1908-17; head of department of household arts, Oregon, from 1917.
- H. G. TOWNSEND, Ph.D. *Professor of Philosophy*
A.B., Nebraska Wesleyan University, 1908; Ph.D., Cornell, 1913; Sage fellow in philosophy, Cornell. Faculty, Central College, 1910-14; Smith College, 1914-26; Oregon, from 1926.
- ERNESTINE ANN TROEMEL, B.S. *Instructor in Physical Education*
B.S., Wisconsin, 1925. Faculty, Oregon, from 1925.
- GEORGE TURNBULL, A.B. *Professor of Journalism*
A.B., Washington, 1915; editorial staff, Seattle Post-Intelligencer, 1905-16; Seattle Times, 1916-17. Faculty, Oregon, from 1917.
- HAROLD S. TUTTLE, M.A. *Assistant Professor of Education*
B.S., College of Pacific, 1905; M.A., 1911; B.D., Pacific School of Religion, 1911; student, California, 1908-11; B.A., Pacific University, 1923. Faculty, Oregon, from 1926.
- AURORA POTTER UNDERWOOD, B.M. *Assistant Professor of Music*
B.M., Oregon, 1921; pupil of Ethel Newcombe and Edwin Hughes, New York, 1921-22; Fanny Bloomfield Zeisler, 1924; Philippe, Fontainebleau, 1925. Faculty, Oregon, from 1922.
- REX UNDERWOOD *Professor of Music*
Chicago Musical College, pupil, Joseph Olheizer, 1904-06; Leipzig Conservatory, pupil, Hans Becker, 1907-08; Royal Bavarian School of Music, Wurzburg, pupil of Walter Schulze-Prisca, 1910; pupil, Michael Press, Berlin, 1911; studied in London, 1912; with Leon Sametion, and Eric Delamartre, Chicago, 1924; with Remy, Fontainebleau, 1925; violin virtuoso diploma, Fontainebleau, 1925. Concert violinist and teacher, 1913-19; faculty, Oregon, from 1919.
- GERTRUDE BASS WARNER, M.A. *Director, Oregon Museum of Fine Arts*
M.A. in Public Service, Oregon, 1929; student, Vassar. Member, American Association for Advancement of Science, American Anthropological Association, Japan Society, Zaidan Hojin Meiji Sietoku Kinen Gakkai (Meiji Japan Society); present position, from 1922.
- F. MIRON WARRINGTON, Diplôme de l'Université de Paris. *Professor of Business Administration, Portland Extension Center*
Upper Canada College, Toronto, 1897; French interpreter, Canadian federal courts, 1900-08; student, University of Mexico, 1916-17; student, University of Madrid, 1921; diplôme de l'Université de Paris, 1922; instructor, Portland Center, 1918. Present position, from 1919.
- RAYMOND E. WATKINS, M.D., F.A.C.S. *Clinical Professor of Gynecology and Head of the Department, School of Medicine, Portland*
M.D., University of Illinois, 1909. Faculty, Oregon, from 1929.
- *EARL WIDMER, A.M. *Assistant Professor of Physical Education*
B.S., Columbia, 1921; A.M., Teachers' College, 1925. Faculty, Columbia, 1920-22; Oregon, from 1922.

* Leave of absence, 1929-30.

- W. R. B. WILLCOX, F.A.I.A. *Professor of Architecture*
Three and a half years, Kalamazoo College, Mich.; University of Pennsylvania, 1898-94; European study, 1907. Practicing architect, Burlington, Vermont, 1894-1906; Seattle, Wash., 1908-22; faculty, Oregon, from 1922. Fellow, American Institute of Architects; director, 1914-17; chairman, city planning committee, 1915; vice president, 1918; jury of fellows, 1928-26.
- ROGER JOHN WILLIAMS, Ph.D. *Associate Professor of Chemistry*
B.S., Redlands, 1914; M.S., Chicago, 1918; Ph.D. (magna cum laude), 1919. Research chemist, The Fleischmann Co., 1919-20. Faculty, Oregon, from 1920.
- GEORGE WILLIAMSON, Ph.D. *Assistant Professor of English*
B.A., Stanford, 1920; M.A., Harvard, 1925; Ph.D., Stanford, 1928; instructor in English, Washington State College, 1920-22; assistant professor of English, Washington State College, 1923-25. Faculty, Pomona College, 1925-27; instructor and graduate student, Stanford University, 1927-28. Faculty, Oregon, from 1928.
- GEORGE FLANDERS WILSON, M.D. *Emeritus Professor of Surgery,
School of Medicine, Portland*
M.D., University of Virginia, College of the City of New York; Medical Corps, U. S. Army. Faculty, Oregon, from 1880.
- LOUIS AUBREY WOOD, Ph.D. *Associate Professor of Economics*
B.A., Toronto, 1905; B.D., Montreal Presbyterian College, 1908; Ph.D., Heidelberg, 1911. Faculty, Robertson College, Alberta, 1912-13; University of Western Ontario, 1914-28. Sterling research fellow, Yale, 1928-29. Faculty, Oregon, from 1924.
- JANET WOODRUFF, M.A. *Assistant Professor of Physical Education*
Diploma, Kellogg School of Physical Education, Michigan, 1922; B.S., Teachers' College, Columbia, 1926; M.A., 1929. Assistant professor of physical education, Oklahoma A and M College, 1922-24; instructor in physical education, Kansas State Teachers' College, 1926-27. Faculty, Oregon, from 1929.
- LEAVITT OLDS WRIGHT, Ph.D. *Associate Professor of Romance Languages*
A.B., Harvard, 1914; B.D., Union Theological Seminary, 1917; M.A., California, 1925; Ph.D., 1928; graduate student, Teachers' College, 1915-17; California, 1924-26. Faculty, Columbia, 1916-17; Pomona College, 1917-18, 1921-24; director, del Colegio Internacional, Guadalajara, Mexico, 1918-21. Faculty, Oregon, from 1926.
- ROSALIND WULZEN, Ph.D. *Assistant Professor of Animal Biology*
B.S., California, 1904; M.S., 1910; Ph.D., 1914. Faculty, Mills College, 1909-13; California, 1914-28; Oregon, from 1928.
- HARRY BARCLAY YOCOM, Ph.D. *Professor of Zoology*
A.B., Oberlin, 1912; graduate assistant in zoology, California, 1915-17; M.A., California, 1916; Ph.D., 1918. Faculty, Wabash, 1912-13; Kansas Agricultural, 1913-15; Washburn, 1917-18; College of City of New York, 1919-20; Oregon, from 1920.
- NOWLAND B. ZANE *Associate Professor of Design*
Drexel Institute, 1912-14; Art Institute of Chicago, 1914; Penn State College, 1915-19; Pennsylvania Academy of Fine Art, 1916; art instructor, Portland public schools, and University Extension Center. Faculty, Oregon, from 1924.

TEACHING FELLOWS

- ALICE BAHRS, M.A., California, 1926; Animal Biology; Loomis, California.
JOHN DEWITT DAVIS, B.A., Idaho, 1913; Education; Moscow, Idaho.
ROLLAND J. MAIN, B.S., Rutgers College, 1927; Animal Biology; Perth Amboy, N. J.
IRVING MATHER, B.S., Oregon State College, 1920; Education, Eugene.
CHARLES TENNEY, M.A., Oregon, 1929; English; Gooding, Idaho.
RALPH LEIGHTON, B.A., College of Idaho, 1926; Education; Eugene.
WILLIAM D. WILKINSON, B.A., Oregon, 1923; Geology; The Dalles.
RICHARD ROEHM, B.S., Oregon, 1928; Chemistry; Eugene.
WAYNE WOODMANSEE, M.A., Oregon, 1929; History; Eugene.

GRADUATE ASSISTANTS

- GRACE ASH, B.A., Oregon, 1928; Architecture and Allied Arts; Rupert, Idaho.
FRANCES BACON, B.A., Oregon, 1929; English; Bellingham, Washington.
FARRELL BARNES, B.A., Oregon, 1929; Geology; Prineville.
LEWIS BRESON, B.A., Oregon, 1927; History; Eugene.
NELLIE G. BEST, B.A., Oregon, 1929; Architecture and Allied Arts; Portland.
ELIZABETH BRADWAY, B.A., Oregon, 1928; Chemistry; Eugene.
RAYMOND W. BRESHNARS, B.A., Oregon, 1928; Business Administration; Eugene.
MALCOLM CAMPBELL, B.A., Reed College, 1928; Psychology; Portland.
HELEN CHOZIER, B.S., Montana State College, 1928; Mathematics; Bozeman, Montana.
EDWARD G. DANIEL, B.A., Oregon, 1929; Economics; Elkton.
LAURANCE DERUYCKE, B.B.A., Oregon, 1929; Business Administration; Eugene.

- DOROTHY DELZELL, B.A., Oregon, 1928; English; Salem.
*JEANNETTE EDGE; Animal Biology; Eugene.
MARTIN ERICKSON, B.A., Oregon, 1928; Romance Languages; Eugene.
DONALD EVANS, B.A., Linfield College, 1926; Chemistry; Eugene.
CARL FURR, B.S., Utah State Agricultural College, 1929; Romance Languages; Mesa, Arizona.
FRED GERKE, B.A., Oregon, 1930; Business Administration; Portland.
CHARLES GOONWIN, B.S., Oregon State College, 1927; Physics; Corvallis.
PHYLLIS GOVE, B.S., Utah, 1928; Physical Education; Salt Lake City, Utah.
FRANKLIN HALL, B.A., Oregon, 1927; Economics; Eugene.
MYRTLE HUBBARD, B.A., Lake Forest College, 1928; English; Libertyville, Illinois.
RUTH JACKSON, B.A., Oregon, 1929; English; Eugene.
BERTRAM JESSUP, B.A., Oregon, 1927; English; Portland.
GERALD JENSEN, B.A., Utah, 1929; Education; Cleveland, Utah.
EWART JEWELL, B.A., Albany College, 1929; Mathematics; Portland.
FLORENCE JONES, B.A., Oregon, 1928; English; Salem.
FRANCIS JONES, A.B., Pacific University, 1928; Chemistry; Forest Grove.
MARY KIRKWOOD, B.A., Montana, 1926; Architecture and Allied Arts; Missoula, Montana.
VASILY KNASEFF, M.S., Oregon, 1928; Biology, Eugene.
JACK M. J. LA FORGE, A.B., Indiana State Teachers' College, 1924; Romance Languages; North Manchester, Indiana.
MRS. EDNA LANDROS, M.A., Arizona, 1923; Latin; Tucson, Arizona.
HERSCHEL LANDRU, B.A., Oregon, 1928; History; Eugene.
MARJORIE LANDRU, B.A., Oregon, 1929; Physical Education; Eugene.
ELSIE MCDOWALL, B.A., Montana, 1926; English; Exeter, California.
ELSIE MOLLER, B.A., Oregon, 1929; Mathematics; Myrtle Point.
ELIZABETH MORWOOD, B.A., Cambridge University, 1929; English; Belfast, Ireland.
LILLIAN B. PATTERSON, B.A., Oregon, 1928; Biology; Klamath Falls.
J. ROLLO PATTERSON, B.S., Oregon, 1928; Biology; Eugene.
ERIC PETERSON, B.S., Oregon, 1928; Physics; Lakeview.
EDA PRIEST, B.A., Washington State College, 1928; Psychology; Pateros, Washington.
FRANK ROUBAL, B.A., Oberlin College, 1919; Education; Lakewood, Ohio.
JOHN SCHEFFER, B.A., Oregon, 1928; English; Portland.
GRACE SMITH, B.A., Carleton College, 1929; Philosophy; Monte Vista, Colorado.
*CELIA STODDARD; English; Baker.
WILLIAM SWEET, B.S., Pacific College, 1929; Chemistry; Newberg.
JOHN TRUESDILL, B.A., University of Redlands, 1928; Chemistry; Eugene.
HILBERT UNGER, B.A., Reed College, 1928; Physics; Portland.
JAN VAN DER VATE, B.A., Whitman College, 1929; History; Bellingham, Washington.
ROBERT WALKER, B.A., Oregon, 1929; Psychology; Eugene.
HILDA WANKER, B.A., Oregon, 1929; Architecture and Allied Arts; Portland.
SAMUEL WHONG, B.S., Huron College, 1927; Biology; Syun Chun, Korea.
BURFORD WILKERSON, A.B., Pacific University, 1929; Chemistry; Vernonia.
RUTH WINCHELL, B.A., Reed College, 1926; Chemistry; Portland.
ELIZABETH WYLAND, B.A., California, 1929; Social Science; Santa Rosa, California.

RESEARCH ASSISTANTS

- JOHN W. BUTLER, B.A., Oregon, 1929; Geology; Marshfield.
*RONALD HUBBS; Business Administration; Silverton.
ROBERT F. JACKSON, B.A., Oregon, 1929; Mechanics; Eugene.
ELIZABETH PERRY, B.A., Mt. Holyoke College, 1929; Animal Biology; Worcester, Mass.
DEETTA ROBNETT, B.A., Oregon, 1928; Education; Eugene.
ELSIE SINCLAIR, B.A., Mt. Holyoke College, 1929; Cedar Rapids, Iowa.
THEODORE VAN GUILDER, B.A., Oregon, 1926; Business Administration; Portland.

RESEARCH FELLOWS IN CRIME SURVEY

- ALLAN W. EAST, B.A., Oregon, 1929; Portland.
RONALD BEATTIE, J.D., Oregon, 1928; Eugene.
CLARA W. CHAMBERLAIN, B.S., Northwestern, 1923; Portland.
LAURA MEAD, M.A., Teachers' College, Columbia University, 1929; Portland.
BERNICE RASOR, B.A., Oregon, 1929; Portland.

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* To be granted B.A. degree from Oregon, June, 1930.

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GERLINGER CUP: Virginia Judy Esterly, chairman; Mrs. W. F. Jewett, Mrs. F. L. Chambers, Dr. Wilmoth Osborne, president Women's League, president Mortar Board.

GERLINGER HALL: Virginia Judy Esterly, chairman; J. F. Bovard, K. W. Onthank.

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WARNER PRIZES: J. R. Mez, chairman; G. H. Godfrey, G. V. Blue.

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LIBRARY: M. H. Douglass, chairman; H. D. Sheldon, E. W. Allen, George Rebec, H. B. Yocom, R. J. Williams, R. H. Ernst, J. H. Mueller, C. E. Spencer.

LOWER DIVISION GROUP COMMITTEES:

- I. LANGUAGE AND LITERATURE: C. V. Boyer, chairman; L. L. Lewis, Clara M. Smertenko, F. G. G. Schmidt, L. O. Wright, F. S. Dunn.
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STUDENT ADVISORY: K. W. Onthank, chairman; Virginia Judy Esterly, J. H. Gilbert, H. L. Biggs, V. D. Earl, P. A. Parsons, H. E. Rossen.

STUDENT AFFAIRS: Virginia Judy Esterly, chairman; Dr. Wilmoth Osborne, H. R. Taylor, C. E. Spencer, H. L. Biggs, president Associated Women Students, president A. S. U. O.

VESPERS: Virginia Judy Esterly, chairman; Mrs. P. L. Campbell, M. H. Douglass, J. J. Landsbury.

THE UNIVERSITY OF OREGON

HISTORICAL

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

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

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

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

LOCATION AND CLIMATE

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

GOVERNMENT

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

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

ENDOWMENT AND SUPPORT

The University of Oregon is one of the four state-supported institutions which derive their income from the millage taxes. The millage income of the University for the year 1930 is approximately \$916,000. In addition, there is a considerable income from fees, incidental, laboratory, and resident and non-resident tuition.

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

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

ORGANIZATION AND DEGREES

The University is organized into the following establishments:

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

- (D) *The Extension Division* is the agency through which the University renders service to individuals, organizations and communities of the state outside the campus. Under the extension division are the evening classes given in Portland and other cities of the state, for adults who are employed during the daytime, and the correspondence study department, as well as other activities such as lectures, surveys, etc. The summer sessions of six weeks, given simultaneously in Eugene and Portland, with a post session of four weeks in Eugene, are also organized under the extension division.

EQUIPMENT

GROUNDS

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

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

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

BUILDINGS

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

THE UNIVERSITY LIBRARY

STAFF

M. H. DOUGLASS, M.A.	.....	Librarian
BEATRICE J. BARKER, Ph.B.	.....	Head Cataloger
MABEL EATON MCCLAIN, B.A., B.S.	.....	Circulation Librarian
MARIAN P. WATTS, B.A.	.....	Reference Librarian
LENORE CASFORD, B.A.	.....	Periodical Librarian
MABELLE BEAKLEY, B.A.	.....	Reserve Assistant
MARY E. CAMERON, B.A.	.....	Reserve Assistant
MARGUERITE R. CARPENTER, B.A.	.....	Cataloger's Assistant
ELLA S. CARRICK, B.A.	.....	Cataloger
MILDRED CONKLIN	.....	Reference and Periodical Assistant
ELIZABETH A. CRAWFORD, B.A., B.S.	.....	Acting Reference Assistant
ETHELYN FORREST, B.A.	.....	Accessions Clerk
ALICE GARDINER	.....	Periodical Clerk
MABEL HOUCK	.....	Librarian, School of Architecture and Allied Arts
JACQUOISE KIRTLEY, B.A.	.....	Law Librarian and Cataloger
MABEL KLOCKARS, B.A.	.....	Reserve Librarian and Oriental Museum Librarian
GUINEVERE LAMSON, B.A.	.....	Circulation Assistant
MRS. ELLEN PENNELL	.....	Assistant
MARJORIE REYNOLDS	.....	Reserve Assistant
BERNICE RISE, B.A., B.S.	.....	First Assistant, Circulation Department
KATHRYN C. RUTHERFORD, B.S.	.....	Reserve Assistant
MARGUERITE SCHWAB	.....	Cataloger

CORWIN V. SEITZ, B.A.	Order Clerk
ELSA SMITH	Circulation Assistant
BETTY MAE STAMM, B.A.	Order Assistant
PAULINE WALTON, M.A.	Indexer
GLADYS A. YODER	Secretary and Bookkeeper

The University library is a well-selected and steadily growing collection, now numbering about 210,000 volumes. It is well equipped for the undergraduate work of the University and is each year making some progress in securing materials needed for advanced research.

The library is supplied with the standard general and special reference books and with the files of the principal American and foreign periodicals of general interest as well as those of special value in connection with the work of the various departments of instruction. It receives regularly about 2395 periodicals and 170 newspapers. There is available each year from various sources for books, periodicals, and binding, about \$38,000. During the past twenty years a total of more than \$340,000 has been expended for additions to its resources of books and periodicals.

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

The law library of 18,175 volumes shelved in the law building includes substantial gifts from the libraries of Lewis Russell, Judge Matthew P. Deady, and the Kenneth Lucas Fenton Memorial library of 8,000 volumes given by Judge W. D. Fenton in memory of his son.

The Oregon Museum Oriental library of 1,500 volumes was presented by Mrs. Gertrude Bass Warner, and is maintained by her in connection with the Oregon Museum of Fine Arts. It includes rare and valuable books and periodicals dealing with the history, literature, civilization, and especially the art of China, Japan and other Oriental countries.

A reference collection for the use of students of architecture is provided in the architecture building. Mr. Ion Lewis, prominent Portland architect, in 1929 presented his valuable architectural library to the University of Oregon School of Architecture and Allied Arts. This is the nucleus of a permanent collection for the school.

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

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

THE OREGON MUSEUM OF FINE ARTS

Director	MRS. GERTRUDE BASS WARNER
Chinese Collection, Curator	MRS. LUCY PERKINS
Mongolian Collection	
Japanese Collection, Curator	MRS. EMILY B. POTTER
Korean Collection	
Cambodian Collection	
The Murray Warner Museum Library, Librarian	MABEL R. KLOCKARS
The North American Indian Collection, Curator	MRS. P. L. CAMPBELL

The Murray Warner Collection of Oriental Art is at present housed on the third floor of Gerlinger hall, as is also the Ada Bradley Millican Collection of North American Indian Art.

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

The Warner collection is especially distinguished by the rarity and perfect preservation of the objects composing it. At the present time only a small part of the Chinese collection is on display. Included in the material exhibited at present is a large collection of Chinese paintings by old masters, and tapestries and embroideries; fine examples of cinnabar lacquer; old jade; Chinese porcelains, including specimens of old blue and white of the Ming period; rare peach blow, oxblood and other varieties; ancient bronzes dating from the Chou, Han, and Sung dynasties. Especially interesting is a display representing the throne room of the rulers of the Manchu dynasty and four antique robes used in the yearly ancestral ceremonies, embossed in gold and silver thread, and various robes from the Ming and Manchu dynasties including robes worn by the emperor when he worshipped at the Altar of Heaven.

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

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

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

The Cambodian collection contains many sampots of silk and gold; some beautiful stone carvings, fragments from the ruins at Anchor and obtained through a representative of the French government, and large

plaster-cast reproductions of the wonderful bas-reliefs from the famous temple of Anchor-Wat.

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

The Ada Bradley Millican North American Indian collection, given to the University of Oregon by Mrs. Millican, was acquired by her when she was a teacher in Indian schools in Arizona, Utah and Washington and while on a trip to Alaska. There are articles from many different tribes in this section of the museum, and it is a rare collection of Indian basketry, weaving and pottery.

The collections mentioned above will later be installed in the Campbell Memorial Fine Arts building now under construction. This structure of superior architecture and internal arrangement, designed to be a "temple of things beautiful and significant" has been made possible by gifts from the citizens of Oregon. The first unit will cost approximately \$200,000.

UNIVERSITY PROCEDURE

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

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

ADMISSION TO THE UNIVERSITY

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

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

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

ACCREDITED HIGH SCHOOLS

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

ADMISSION TO FRESHMAN STANDING

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

Plan A. Presentation of fifteen units from a four-year high school or twelve units from a senior high school. Part of these units are to be grouped into majors (a major is three units in one field) and minors (a minor is two units in one field). The distribution from a four-year high school must include two majors and three minors, of which two majors and one minor or one major and two minors must be selected from some of the following fields: English; languages other than English; mathematics; laboratory science; and social science. One of the majors must be in English. The distribution from a senior high school must include two majors and two minors, of which two majors and one minor or one major and two minors must be selected from some of the following fields: English; languages other than English; mathematics; laboratory science; and social science. One of the majors or one of the minors must be in English. No credit

is granted for penmanship, spelling, physical education, or any subject classified as a student activity.

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

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

ADMISSION TO ADVANCED STANDING

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

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

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

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

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

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

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

ADMISSION AS A SPECIAL STUDENT

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

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

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

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

REGISTRATION

Freshmen are expected to report at the University by Monday, September 22, 1930, for freshman week, consisting of English, physical and psychological examinations and orientation lectures.

Each freshman will be sent a program of freshman week events after his credentials have been passed upon. Credentials for entering students should be filed by September first.

Registration material will be released to juniors and seniors on Monday, September 22, 1930, and to all other students on Wednesday, September 24, 1930. Registration will take place from Thursday to Saturday noon, September 25 to 27, 1930. Study programs will be arranged for the entire year at that time and must be filed in the registrar's office before September 29, at which date classes begin.

Registration Procedure:

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

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

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

4. A late filing fee of \$1.00 must be paid by any student who files his study program on Monday, September 29, 1930, with a cumulative fee for each day of delay thereafter.

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

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

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

SCHOOLS AND DEPARTMENTS

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

COLLEGE OF LITERATURE, SCIENCE AND THE ARTS				
LANGUAGE AND LITERATURE GROUP				
English	Germanic Languages	Greek	Latin	Romance Languages
SOCIAL SCIENCE GROUP				
Economics	History	Philosophy	Political Science	Sociology
MATHEMATICS AND PHYSICAL SCIENCE GROUP				
Mathematics	Chemistry	Geology and Geography	Mechanics and Astronomy	Physics
BIOLOGICAL SCIENCE GROUP				
Animal Biology	Plant Biology			Psychology
UNAFFILIATED DEPARTMENTS				
Military Science				*Household Arts
PROFESSIONAL SCHOOLS				
SCHOOL OF APPLIED SOCIAL SCIENCE				
Social Work	Public Welfare	Nursing and Health Education	Community Organization	
SCHOOL OF ARCHITECTURE AND ALLIED ARTS				
Architecture	Painting	Sculpture	Design	Normal Art
SCHOOL OF BUSINESS ADMINISTRATION				
SCHOOL OF EDUCATION				
SCHOOL OF JOURNALISM				
SCHOOL OF LAW				
SCHOOL OF MEDICINE				
The pre-medical years of the school of medicine are given in the college where the adviser in the department of animal biology has arranged pre-medical curricula.				
SCHOOL OF MUSIC				
SCHOOL OF PHYSICAL EDUCATION				
Physical Education for Men		Physical Education for Women		

GRADUATION REQUIREMENTS

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

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

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

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

Hours Required in Upper Division Subjects. At least 62 hours (or 45 hours for professional schools) must have been earned in upper division courses subsequent to the receipt of the junior certificate. (The junior certificate is granted upon completion of lower division requirements.)

* A service department only.

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

- I. Unusual excellence.
- II. High quality. Classes I and II together constitute approximately the highest fourth or fifth of the class.
- III. Satisfactory.
- IV. Fair. Grades III and IV constitute from 55 to 65 per cent of the class.

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

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

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

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

F., Failure.

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

A student whose major interest lies within one of the schools must complete during his freshman and sophomore years (1) the school requirements for the freshman and sophomore years, (2) a freshman foundation or sophomore option of one year in length and not less than 9 term-hours in groups one or two, and (3) a freshman foundation or sophomore option of one year in length and not less than 9 term-hours in groups three or four.

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

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

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

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

Each of these sciences must include not less than one credit hour a week of laboratory time.

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

Each of these sciences must include not less than one credit hour a week of laboratory time.

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

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

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

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

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

Required Subjects:

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

Military training must be taken by all men during the freshman and sophomore years.

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

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

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

DEGREE WITH HONORS

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

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

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

2. Two types of honors are granted:

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

GENERAL HONORS

3. The degree with general honors will be granted to those candidates who have done satisfactory work in approved honors courses in three different fields (i. e., schools or departments as at present organized). At least one of the three courses should be completed by the end of the junior year. In each of these courses the instructor will provide a more individual and comprehensive type of work with especial emphasis upon discussion and wide reading with a minimum of lectures. Such instruction may take one of two forms.

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

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

HONORS WITH THESIS

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

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

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

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

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

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

STUDENT LIVING

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

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

HALLS OF RESIDENCE

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

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

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

In connection with the new dormitory and served from the same kitchen is a dining room which accommodates students living outside the hall at the same price per week as the board furnished to students living in the halls of residence.

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

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

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

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

Room rent is payable by the term in advance. However, upon recommendation by the dean of men or the dean of women the comptroller will accept payment of the term's rental in three monthly installments. Room

rentals do not include the period between terms. If dormitories are kept open for the convenience of students between terms the University reserves the right to transfer the students resident in the dormitories during vacation periods to such quarters therein as can be most economically provided.

Board is at the rate of \$7.00 per week but payable in advance one month at a time.

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

Applications for Rooms. Application for rooms in the women's halls of residence should be made to the office of the dean of women, while those for the men's halls should be made to the dean of men.

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

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

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

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

INVITATIONAL HOUSES

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

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

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

The following women's organizations are represented on the campus: Alpha Chi Omega, Alpha Delta Pi, Alpha Gamma Delta, Alpha Omicron Pi, Alpha Phi, Alpha Xi Delta, Chi Delta, Chi Omega, Delta Delta Delta, Delta Gamma, Delta Zeta, Zeta Tau Alpha, Gamma Phi Beta, Kappa Alpha Theta, Kappa Delta, Kappa Kappa Gamma, Phi Mu, Pi Beta Phi, Sigma Kappa.

ROOMS IN PRIVATE FAMILIES

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

Lists of approved rooming and boarding places in town available to upper division students are assembled each year by the fifteenth of September, and are furnished to entering students without charge.

Students engaging rooms or rooms and board with private families are required to take them for a period of not less than one University term of twelve weeks.

Those who do not wish to take permanent rooms on entering the University may obtain temporary ones which are listed with the dean of women, and at the Y. M. C. A. Hut.

THE HEALTH SERVICE

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

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

The Infirmary. The University infirmary provides free care and medical attention for regularly registered students for a limited period, with moderate charges for longer service. Beginning September 1, 1930, the free service will be limited to two weeks with a charge of \$3.00 per day for service thereafter. In all cases where a special nurse is deemed necessary the expense must be taken care of by the student. The infirmary (and dispensary) service does not extend, however, to cases requiring the care of a specialist, or involving major operations or chronic diseases.

The 1929 legislature appropriated \$50,000 toward a new University Infirmary building, provided an additional \$50,000 for the purpose be raised from gifts. The Gift Campaign is being conducted with this end in view at the present time.

SELF-SUPPORT

Approximately seventy per cent of the students attending the University are either wholly or in large part earning their own way by work in the summers and during the college year. The work available during the session consists of janitor work, typewriting, reporting, tutoring, waiting on table, clerking, clothes pressing, odd jobs, etc. The University is glad to be of all possible assistance to those desiring to find work and maintains through the Y. M. C. A. and Y. W. C. A. free employment bureaus for students. However, remunerative employment cannot be guaranteed to all who may desire it, and the new student should have sufficient funds to cover the expenses of at least the first term. In writing regarding employment, address Mrs. Charlotte Donnelly, secretary of employment for men, Y. M. C. A. Hut, or for women, Miss Dorothy Thomas, secretary of the Y. W. C. A.

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

STUDENT EXPENSES

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

Item	Low	Medium	High
Fixed fees at registration	\$ 78.75	\$ 78.75	\$ 78.75
Other fees	22.50	30.00	45.00
Books, supplies, etc.	15.00	25.00	35.00
Military deposit (returnable)	5.00	5.00	5.00
*Gymnasium suit deposit (payable only once)	12.00	12.00	12.00
Board	250.00	275.00	300.00
Room	72.00	108.00	120.00
Incidentals (church, recreation, laundry, etc.)	75.00	150.00	200.00
	\$530.25	\$683.75	\$795.75

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

FEEES

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

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

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

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

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

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

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

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

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

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

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

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

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

Privilege Fees.

(1) **Late Registration Fee.** Students registering on September 29, 1930, or later, pay a \$1.00 privilege fee for late registration, with a cumulative fee of \$1.00 a day for the first five days.

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

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

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

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

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

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

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

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

REFUNDS OF FEES AND DEPOSITS

Registration Fees. Students who withdraw before the end of the third week of any term and who have complied with the regulations governing withdrawals, will be allowed the following rebates on fees paid at registration.

<i>Registration Fees Paid per Term</i>	<i>Refunds Allowed</i>		
*Resident Tuition Fee	\$15.00	One-half, less Building Fee	\$ 5.00
Infirmary Fee	3.00	No part	
Physical Education Fee	3.00	One-half	1.50
Associated Student Fee	5.25	Less Emerald	4.50
	\$26.25		
Non-resident Tuition Fee	\$50.00	One-half	\$11.00
			\$25.00

An additional deduction of \$1.00 will be made from the Student Body refund for each event punched on the Student Body ticket.

Between the third and sixth week after the beginning of the term the same rebates may be allowed on petition approved by the Registration Committee which requires evidence that the student has been forced to withdraw for good reasons beyond his personal control. After the sixth week no refunds of registration fees are allowed.

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

Dormitory Board. No allowance is made for temporary absences nor for holidays except those between terms. When students are obliged to

* Includes Building Fee \$5.00 not returnable.

withdraw from the University, the unused portion of board paid in advance will be returned.

Students who are permitted by the Dormitory Committee to discontinue boarding at the dormitory during any month for illness or other special reason, but who continue in the University, may be allowed, at the discretion of the Committee, a refund not to exceed one-half of the unused portion of the month's board.

Dormitory Room Rent. When a term's rent is paid in advance, the full amount of any whole month in which a student has, with proper permission, not occupied his room, is refunded. If the student withdraws from college within the first four weeks of the term, one-half the rental is returned, after this date none is returnable.

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

Miscellaneous Deposits. R. O. T. C., Gymnasium Suit Deposits, Key Deposits, etc., are refunded on regularly approved vouchers from the departments concerned, the amount refunded being contingent upon the regulations of those departments, which provide for specific deductions for materials not accounted for.

STUDENT LOAN FUNDS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The D. P. Thompson Loan Fund of \$1,000, established by the estate of the late D. P. Thompson, of Portland.

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

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

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

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

ADMINISTRATION OF LOAN FUNDS

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

1. *Preference to upperclassmen.* As a general rule, loans are not made to members of the freshman class, excepting in case of surplus funds, or where the circumstances of the loans are such as to overcome the common objections to freshmen borrowing. It is believed that a student should avoid going in debt during his first year. Borrowing so early in the college career frequently is the foundation for a very large indebtedness before a student has graduated. Many times it leads to discouragement and depression, and in some cases has been found to be the direct cause of a student quitting before he has completed his course. The freshman, therefore, is advised to depend on his own resources during his first year in college. Loans of limited amounts are made to worthy sophomores. Generally the maximum loaned to any sophomore is from \$100 to \$150. Juniors and seniors are preferred borrowers, since they have demonstrated their ability to do college work successfully, and have indicated qualities of perseverance and resourcefulness from which their later success can be rather accurately predicted. They are within a year or two of graduation and their accumulated indebtedness is not likely to be a burden too heavy for them to carry.
2. *Amount of Loans.* Rarely is more than \$300 loaned to any individual student. This is considered the maximum amount available from the University Loan Funds to a single borrower. Some others permit more.
3. *Period of Loans.* It is the policy of the University to encourage repayment of loans as soon as the borrower is able to pay. The maximum time is two years, with the privilege of renewal where the borrower has in every way proved himself worthy of this consideration. It is necessary with our rather limited funds that they be kept active so that a greater number of students can thereby be accommodated.
4. *Security.* The University has not the machinery to accept various forms of collateral which most money lenders require for security of loans. The only security accepted is the signature of two responsible citizens in addition to that of the student borrower, as sureties on his obligation. It is desirable to have one such citizen the parent or guardian of the borrower.
5. *Interest Rate.* Interest on all University loans is charged at the rate of six per cent, payable annually. The Crawford Fund Loans bear interest at the rate of five per cent, payable annually.
6. *Personal Qualities.* In considering the applications, these personal qualities of the student weigh heavily in the minds of the committee:
 - a. Scholastic record.
 - b. Reputation for reliability, honesty, and industry.
 - c. Need for aid, and the probability of wise expenditure.
 - d. Amount of present indebtedness.
 - e. Ability to repay.
 - f. Effort which the student has made to assist himself.

No discrimination is made against women or graduate students.

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

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

SCHOLARSHIPS

The Mary Spiller Scholarship. The Mary Spiller scholarship, given by the alumnae of the University in honor of Mrs. Mary Spiller, the first woman member of the faculty, will not be awarded in 1929-30. An endowment fund for this scholarship is being raised by the alumnae of the University. Information concerning it may be obtained from Mrs. Lawrence T. Harris, care Harris, Smith and Bryson, Eugene, Oregon

Bernard Daly Scholarships for Lake County Students. The Bernard Daly Educational Fund was established by the will of the late Dr. Bernard Daly, of Lakeview, Oregon, to be used in educating young men and women of Lake county in higher educational institutions.

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

PRIZES

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

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

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

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

The Albert Prize. The Albert cup, presented by J. H. Albert of Salem, is awarded at commencement to the senior student who, during his college course, shall have made the greatest progress toward the ideal in character, scholarship and wholesome influence. The award is made on the basis of character, scholarship, and qualities of leadership in student activities.

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

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

The Gertrude Bass Warner Prizes. Three prizes of \$150, \$100 and \$75, donated by Mrs. Gertrude Bass Warner, are awarded to the American upperclass students writing the best essays on the subject of promoting closer relations of friendship between the Orient and United States. A second contest is restricted to students from the Orient. Four prizes, each of \$100, are awarded to the Japanese, Filipino, Chinese and Indian students (each competing only with his own countrymen), who write the best essays on the subject of "How may relations between my country and the United States be improved?" A third contest, open to freshmen only, carries two prizes of \$50 and \$25 for the two best essays on the improvement of Oriental-American relations.

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

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

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

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

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

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

THE ASSOCIATED STUDENTS

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

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

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

ALUMNI ASSOCIATION

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

OFFICERS OF THE ALUMNI ASSOCIATION FOR 1930

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

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

THE GRADUATE SCHOOL

THE GRADUATE COUNCIL

GEORGE REBEC, Ph.D.	Dean, Philosophy
C. V. BOYER, Ph.D.	English
EDMUND S. CONKLIN, Ph.D.	Psychology
CARL L. HUFFAKER, Ph.D.	Education
OLOF LARSELL, Ph.D.	School of Medicine
EARL L. PACKARD, Ph.D.	Geology
FRIEDRICH G. G. SCHMIDT, Ph.D.	German
WALDO SCHUMACHER, Ph.D.	Political Science
HENRY D. SHELDON, Ph.D.	Education

GRADUATE SCHOOL FACULTY

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

* Leave of absence, 1930-31.

** Leave of absence, 1929-30.

RALPH R. HUESTIS, Ph.D.	Professor of Genetics
CARL L. HUFFAKER, Ph.D.	Professor of Education
WARREN C. HUNTER, M.D.	Assistant Professor of Pathology, School of Medicine, Portland
JAMES ARTHUR JOHNSTON, M.A.	Associate Professor of Business Administration
C. LYLE KELLY, Ph.B., C.P.A.	Associate Professor of Business Administration
ERNESTO ROY KNOLLIN, M.A.	Associate Professor of Physical Education
EDMUND P. KREMER, Dr. juris utriusque	Assistant Professor of Germanic Languages and Literature
JOHN J. LANDBURY, Mus.D.	Dean of the School of Music
OLOF LARSELL, Ph.D.	Professor of Anatomy, School of Medicine, Portland
ELLIS F. LAWRENCE, M.S., F.A.I.A.	Dean of the School of Architecture and Allied Arts and Professor of Architecture
EDWARD C. A. LESCH, Ph.D.	Assistant Professor of English
WILLIAM K. LIVINGSTON, M.A., M.D.	Instructor in Parasitology and Surgery, School of Medicine, Portland
ALFRED L. LOMAX, B.B.A., M.A.	Professor of Business Administration, Extension Division
EDWARD D. MCALISTER, Ph.D.	Assistant Professor of Physics
EDWARD HIRAM MCALISTER, M.A.	Professor of Mechanics and Astronomy
ALBERT EDWARD MACKAY, M.B., M.D.C.M., F.A.C.S.	Professor of Genito-Urinary Diseases, School of Medicine, Portland
IRA ALBERT MANVILLE, M.A., M.D.	Associate in Physiology, School of Medicine, Portland
FRANK R. MENNE, B.S., M.D.	Professor of Pathology, School of Medicine, Portland
JOHN RICHARD MEZ, Ph.D.	Associate Professor of Economics and Political Science
WILLIAM EDMUND MILNE, Ph.D.	Professor of Mathematics
ARTHUR RUSSELL MOORE, Ph.D.	Professor of General Physiology
VICTOR P. MORRIS, Ph.D.	Assistant Professor of Economics
JOHN H. MUELLER, Ph.D.	Associate Professor of Sociology
MICHAEL J. MUELLER, B.F.A., F.A.A.R.	Professor of Painting
GUSTAV MÜLLER, Ph.D.	Assistant Professor of Philosophy
HAROLD B. MYERS, M.D.	Associate Dean and Professor of Pharmacology, School of Medicine, Portland
WILMOTH OSBORNE, M.D.	University Physician and Medical Consultant for Women
EDWIN E. OSGOOD, M.D.	Assistant Professor of Biochemistry and Medicine, School of Medicine, Portland
EARL L. PACKARD, Ph.D.	Professor of Geology
MABLE HOLMES PARSONS, M.A.	Professor of English, Portland Extension Center
PHILIP ARCHIBALD PARSONS, Ph.D., LL.D.	Dean of the School of Applied Social Science, Head of the Department of Sociology, and Professor of Applied Sociology
MARY HALLOWELL PERKINS, M.A.	Professor of English
ALFRED POWERS, B.A.	Dean of the Extension Division, Director of Portland Center, and Professor of Journalism
CARLETON P. PYNN, M.D.	Instructor in Physiology, School of Medicine, Portland
JOHN M. RAE, M.B.A.	Associate Professor of Business Administration
JAMES MELVIN REINHARDT, Ph.D.	Assistant Professor of Sociology
KURT REINHARDT, Ph.D.	Assistant Professor of Germanic Languages and Literature
HUGH E. ROSSON, B.S., LL.B.	Associate Professor of Law
ETHEL I. SANBORN, Ph.D.	Assistant Professor of Plant Biology
FRIEDRICH GEORG G. SCHMIDT, Ph.D.	Professor of Germanic Languages and Literature
WALDO SCHUMACHER, Ph.D.	Professor of Political Science
HARRY J. SEARS, Ph.D.	Professor of Bacteriology, School of Medicine, Portland
ROBERT HOLMES SEASHORE, Ph.D.	Associate Professor of Psychology
HENRY DAVIDSON SEELDON, Ph.D.	Dean of the School of Education and Professor of History
FREDERICK LAFAYETTE SHINN, Ph.D.	Professor of Chemistry
CLARA MILLER SMERTENKO, Ph.D.	Associate Professor of Greek and Latin
S. STEPHENSON SMITH, B.Litt. (Oxon)	Associate Professor of English
WARREN DUFRE SMITH, Ph.D.	Professor of Geology
VERNON G. SORRELL, Ph.D.	Assistant Professor of Economics
CLARENCE WILEY SPEARS, M.D.	Professor of Physical Education and Physician in University Health Service
CARLTON E. SPENCER, J.D.	Professor of Law
ORIN FLETCHER STAFFORD, A.M.	Professor of Chemistry
FRED L. STETSON, M.A.	Professor of Education
JOHN STRAUB, Lit.D.	Emeritus Dean of Men and Professor of Greek Language and Literature
ALBERT RADDIN SWEETSER, M.A.	Professor of Plant Biology
HOWARD RICE TAYLOR, Ph.D.	Associate Professor of Psychology
W. F. G. THACHER, M.A.	Professor of English
ELNORA E. THOMSON, R.N.	Professor of Applied Sociology; Director of Nursing Education, School of Applied Social Science
HARRIET W. THOMSON, B.A.	Professor of Physical Education
H. G. TOWNSEND, Ph.D.	Professor of Philosophy
GEORGE TURNBULL, B.A.	Professor of Journalism
REX UNDERWOOD	Professor of Music
F. MIRON WARRINGTON, Diplome de l'Universite de Paris	Professor of Business Administration, Portland Extension Center
W. R. B. WILLCOX, F.A.I.A.	Professor of Architecture

ROGER JOHN WILLIAMS, Ph.D.	Professor of Chemistry
GEORGE WILLIAMSON, Ph.D.	Assistant Professor of English
LOUIS AUBREY WOOD, Ph.D.	Professor of Economics
LEAVITT OLDS WRIGHT, Ph.D.	Associate Professor of Romance Languages
ROSALIND WULZEN, Ph.D.	Assistant Professor of Animal Biology
HARRY BARCLAY YOCOM, Ph.D.	Professor of Zoology
NOWLAND B. ZANE	Associate Professor of Design

ORGANIZATION OF THE GRADUATE SCHOOL

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

The four divisions of the Graduate School are:

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

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

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

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

Architecture	Design
Painting	Sculpture
Music	

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

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

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

ADMISSION

Graduates of standard colleges and universities are admitted to the graduate school by the registrar upon presentation of an official transcript of the credits upon which their bachelor's degree is based. But admission to candidacy for an advanced degree is determined only after a preliminary examination, given when a student has completed a material amount of graduate work.

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

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

DEPARTMENTAL REQUIREMENTS

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

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

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

CANDIDACY FOR ADVANCED DEGREES

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

REQUIREMENTS FOR DEGREES

THE MASTER'S DEGREE

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

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

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

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

THE MASTER OF FINE ARTS DEGREE

The degree of master of fine arts is a degree in full course, and ranks on a level with the degrees of master of arts and master of science. It is open to students who hold a bachelor of arts or of science, and who show

a high measure of ability as creative artists. The residence requirement and the credit requirement are the same as for the usual master's degree, but the arrangement of work and the major and minor requirements differ. The thesis is expected to be a piece of creative work.

THE DOCTOR'S DEGREE

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

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

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

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

The candidate presents a thesis embodying the results of his own original investigation. The general field and, if possible, the subject of this research, should be selected and such preliminary investigation of the field made as will justify an expectation of its fruitfulness before and as one of the grounds of the promotion to candidacy. The thesis, if approved, is to be deposited in triplicate bound copies in the office of the Dean, for the use of the examining committee. Before the conferring of the degree or the delivery of the diploma, each candidate must deliver an abstract of his thesis, in suitable form for publication.

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

THE SUMMER SESSION

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

The regular summer sessions, held simultaneously at Eugene and Portland, are six weeks in length. The 1930 session begins June 23. At Eugene, a post session of four weeks from August 4 to August 29, offers work in education, economics, English, history, and psychology.

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

FINANCIAL

All graduate students not members of the instructional staff pay in three installments of \$19.00 each, the University registration fee for each year in which they do resident work. Members of the instructional staff, including graduate assistants, registering for graduate work, pay a registration fee of \$11.00 each term. Laboratory fees are given in detail in the schedule of courses published at the beginning of each year. Graduate students are exempt from the non-resident fee.

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

ASSISTANTS AND FELLOWS

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

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

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

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

GRADUATE BULLETIN

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

THE COLLEGE OF LITERATURE, SCIENCE AND THE ARTS

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D. *President of the University*
 BURT BROWN BARKER, A.B., LL.D. *Vice President of the University*
 JAMES H. GILBERT, Ph.D. *Dean of the College of Literature, Science and the Arts,*
Professor of Economics, and Head of Department
 EARL M. PALLETT, M.S. *Registrar of the University*

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

HAROLD R. CROSLAND, Ph.D. *Associate Professor of Psychology*
 RALPH R. HUESTIS, Ph.D. *Associate Professor of Genetics*
 JOHN R. MEZ, Ph.D. *Associate Professor of Economics and Political Science*
 JOHN H. MUELLER, Ph.D. *Associate Professor of Sociology*
 ROBERT H. SEASHORE, Ph.D. *Associate Professor of Psychology*
 CLARA M. SMERTENKO, Ph.D. *Associate Professor of Latin and Greek*
 S. STEPHENSON SMITH, B.A., B.Litt. *Associate Professor of English*
 HOWARD R. TAYLOR, Ph.D. *Associate Professor of Psychology*
 ROGER J. WILLIAMS, Ph.D. *Associate Professor of Chemistry*
 LOUIS A. WOOD, Ph.D. *Associate Professor of Economics*
 LEAVITT O. WRIGHT, Ph.D. *Associate Professor of Romance Languages*

CHANDLER B. BEALL, A.B. *Assistant Professor of Romance Languages*
 GEORGE VERNE BLUE, M.A. *Assistant Professor of History*
 CAPTAIN CLARENCE H. BRAGO *Assistant Professor of Military Science and Tactics*
 *DONALD M. ERB, M.A. *Assistant Professor of Economics*

* Leave of absence, 1929-30.

DAVID R. DAVIS, Ph.D. *Assistant Professor of Mathematics*
 ANDREW FISH, Ph.D. *Assistant Professor of History*
 LEO FRIEDMAN, Ph.D. *Assistant Professor of Chemistry*
 LIEUTENANT GEORGE F. HERBERT *Assistant Professor of Military Science and Tactics*
 RALPH C. HOEBER, M.A., J.D. *Assistant Professor of English*
 LIEUTENANT J. E. MCCAMMON *Assistant Professor of Military Science*
 VICTOR P. MORRIS, Ph.D. *Assistant Professor of Economics*
 GUSTAV MÜLLER, Ph.D. *Assistant Professor of Philosophy*
 ETHEL I. SANBORN, Ph.D. *Assistant Professor of Plant Biology*
 EDMUND P. KREMER, Dr. juris utriusque *Assistant Professor of Germanic Languages*
 EDWARD C. A. LEECH, Ph.D. *Assistant Professor of English*
 EDWARD D. MCALISTER, Ph.D. *Assistant Professor of Physics*
 ERNEST MOLL, A.M. *Assistant Professor of English*
 ANNA M. THOMPSON, M.A. *Assistant Professor of Romance Languages*
 K. REINHARDT, Ph.D. *Assistant Professor of Germanic Languages*
 JAMES M. REINHARDT, Ph.D. *Assistant Professor of Sociology*
 EMERSON P. SCHMIDT, M.A. *Assistant Professor of Economics*
 OTTILIE SEYBOLT, M.A. *Assistant Professor of English and Director of Drama*
 L. K. SHUMAKER, A.B. *Supervisor of English Bureau*
 VERNON G. SORRELL, Ph.D. *Assistant Professor of Economics*
 GEORGE WILLIAMSON, Ph.D. *Assistant Professor of English*
 ROSALIND WULZEN, Ph.D. *Assistant Professor of Animal Biology*

MARGARET L. DAIGH, B.A. *Instructor in Household Arts*
 LEROY E. DETLING, M.A. *Instructor in Romance Languages*
 ROBERT D. FANER, M.A. *Instructor in English*
 DOROTHY GURLEY FISH, B.A., B.S. *Instructor in Household Arts*
 CELIA V. HAGER, M.A. *Part-time Instructor in Psychology*
 WALTER E. HEMPSTEAD, B.A. *Instructor in English*
 ARTHUR C. HICKS, M.A. *Instructor in English*
 CHARLES G. HOWELL, M.A. *Instructor in Romance Languages*
 FELIX LEGRAND *Part-time Instructor in Romance Languages*
 LESLIE L. LEWIS, M.A. *Instructor in English*
 PAT V. MORRISSETTE, M.A. *Instructor in English*
 CORNELIA PIPES, B.A. *Instructor in Romance Languages*
 LOURENE E. TAYLOR, B.A. *Instructor in Plant Biology*

LOWER DIVISION GROUPS

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

To facilitate the operation of this lower division program, the departments of the college were grouped into four main divisions as follows: I Language and Literature, II Social Science, III Mathematics and Physical Science, and IV Biological Science. Two departments (Household Arts and Military Science) are not included within these groups, since the work of these two departments is largely service work taken by students whose principal interest lies in other fields.

Group and Departmental Announcements

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

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

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

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

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

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

I. LANGUAGE AND LITERATURE

DESCRIPTION OF COURSES

FRESHMAN SURVEY COURSES

ENGLISH

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

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

LATIN

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

ROMANCE LANGUAGES

French

103a,b,c. *French Literature*. Reading of masterpieces of various periods. A general review of French literature. Lectures. Beall, Detling, Howell, Myers.
Three hours, each term.

Spanish

109a,b,c. *Spanish Literature*. Reading of masterpieces of various periods. A general survey of Spanish literature. Lectures. Wright, Thompson.
Three hours, each term.

SOPHOMORE OPTION COURSES

ENGLISH

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

204a,b,c. *Literature of the Ancient World*. Greek and Latin writers considered with especial reference to their influence on English literature. The Bible. Masterpieces of Oriental literature which have been incorporated into English literature through translations of literary value. Smertenko.
Two or three hours, each term.

205-206-207. *German Literature*. Given in English. Open to upper-classmen. Outside reading and papers on assigned topics. Reinhardt.
Three hours, each term.

208a,b,c. *Literature of the Modern World*. The Renaissance in Italy, France, Spain and England; Pascal and Puritanism in England; French and English Classicism; the novel and other prose forms; the romantic revolt; Victorian literature; Parnassians and Symbolists; Ibsen and the modern drama; some consideration of recent development in literature. Ernst.
Two or three hours, each term.

GERMANIC LANGUAGES AND LITERATURE

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

GREEK

204a,b,c. *Literature of the Ancient World*. (See English, above.)

LATIN

204a,b,c. *Literature of the Ancient World*. (See English above.)

ROMANCE LANGUAGES

FRENCH

203a,b,c. *French Literature*. Reading of masterpieces of various periods. A general review of French literature. Lectures. Beall, Detling, Howell, Myers.
Three hours, each term.

204a,b,c. *Seventeenth Century French Literature*. Reading of representative works of Corneille, Molière, Racine, La Fontaine, Madame de Sévigné, Descartes and Pascal. Bowen.
Three hours, each term.

SPANISH

209a,b,c. *Spanish Literature*. Reading of masterpieces of various periods. A general survey of Spanish literature. Lectures. Wright.
Three hours, each term.

OTHER LOWER DIVISION COURSES

(For description look under department heading)

ENGLISH

Literature

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

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

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

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

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

211. *Ruskin.* *Three hours, spring term.*
- 224,225,226. *American Poetry.* *Two hours, each term.*
- Written English
- 250-251-252. *Report Writing.* *Two hours, each term.*
- 253-254-255. *Business English.* *Two hours, each term.*
- 256-257-258. *Exposition.* *Three hours, each term.*
- 260a,b,c. *Short Story Writing.* *Two hours, each term.*
- 261-262-263. *Magazine Writing.* *Two hours, each term.*
- 264-265-266. *Narration, Description and Exposition.* *Three hours, each term.*
- Spoken English
- 180a,b,c. *Introductory Course in Speech.* *Two hours, each term.*
181. *Extempore Speaking.* *Three hours, any term.*
- 280a,b,c. *Argumentation and Debate.* *Two hours, each term.*
281. *Advanced Public Speaking—The Oration.* *Two hours, fall term.*
282. *Advanced Public Speaking—A Study of Masterpieces.* *Two hours, winter term.*
283. *Advanced Public Speaking—The Public Lecture.* *Two hours, spring term.*
284. *Intercollegiate Oratory.* *Two hours, winter term.*
285. *Intercollegiate Debate.* *Two hours, winter term.*
- Drama and Play Production
- 140a,b,c. *The Speaking Voice.* *Three hours, each term.*
- 241-242-243. *Interpretation.* *Three hours, each term.*
- 247-248-249. *Theatre Workshop.* *Two hours, each term.*
- GERMANIC LANGUAGES AND LITERATURE
- 1a,b,c. *Elementary German.* *Four hours, each term.*
- 3a,b,c. *Second Year German.* *Four hours, each term.*
- 111a,b,c. *Classical German.* *Three hours, each term.*
- 112a,b,c. *German Fiction and Contemporary Literature.* *Three hours, each term.*
- 113, 114, 115. *Modern German Drama.* *Three hours, each term.*
- Scandinavian Language and Literature
- 11a,b,c. *Elementary Norse.* *Three hours, each term.*
- 21a,b,c. *Elementary Swedish.* *Three hours, each term.*
- GREEK
- 1a,b,c. *Beginning Greek.* *Four hours, each term.*

- 50a,b,c. *Xenophon, Homer, and Greek Grammar.* *Four hours, each term.*
- 51a,b,c. *Greek Grammar, Greek Prose, and Greek Sight Translation.* *Two hours, each term.*
- 111a,b,c. *Greek Literature.* *Hours to be arranged.*
- LATIN
- 1a,b,c. *Elementary Latin and Caesar.* *Four hours, each term.*
- 2a,b,c. *Cicero's Orations and Vergil's Æneid.* *Four hours, each term.*
- 211a,b,c. *Latin Literature, Comedy.* *Three hours, each term.*
- 301a,b,c. *Latin Literature, The Silver Age.* (See upper division. Open to sophomores.) *Three hours, each term.*
- ROMANCE LANGUAGES
- FRENCH
- Students who have entrance credit for *two years* of high school French or Spanish take the *second year* in college. No credit is given if the first year of high school is repeated in college. Students who have entrance credit for *three years* of high school French or Spanish take the *third year* French or Spanish literature courses in college. No credit is given if the second year work is repeated in college.
- 1a,b,c. *First Year French.* *Four hours, each term.*
- 2a,b,c. *Second Year French.* *Four hours, each term.*
- 3a,b. *First Year French.* *Six hours, winter and spring terms.*
- SPANISH
- 11a,b,c. *First Year Spanish.* *Four hours, each term.*
- 12a,b,c. *Second Year Spanish.* *Four hours, each term.*
- 13a,b. *First Year Spanish.* *Six hours, winter and spring terms.*
- ITALIAN
- 32a,b,c. *First Year Italian.* *Three hours, each term.*
- 33a,b,c. *Second Year Italian.* *Three hours, each term.*

II. SOCIAL SCIENCE

DESCRIPTION OF COURSES

FRESHMAN SURVEY COURSES AND ELECTIVES

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

tion. Insight, rather than mere information, is the aim and object of the course. Schumacher and staff. *Three hours, each term.*

PHILOSOPHY

201-202-203. *Reflective Thinking*. Designed as a freshman elective as well as a sophomore option. (For description see 201-202-203, below.)

Three hours, each term.

SOPHOMORE OPTION COURSES

ECONOMICS

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

HISTORY

204,205a,b. *Modern Europe*. The history of Europe from the death of Louis XIV to the present. Treats the Old Regime, the spirit of reform, the French revolution, the nineteenth century struggles for nationality and democracy, the colonial expansion of Europe, the world war, and the problems of peace. Economic, social, intellectual, and religious factors will be included. *Four hours, each term.*

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

PHILOSOPHY

201-202-203. *Introduction to Reflective Thinking*. Problems of knowledge—a study of the methods of inquiry, understanding and proof. Problems of belief and conduct. Townsend, Müller. *Three hours, each term.*

POLITICAL SCIENCE

201-202-203. *Modern Governments*. (1) American National government. The national government, with special attention to practical operation and contemporary reforms. (2) State and local governments. The state and local governments, with special attention to practical operation and contemporary reforms in Oregon. (3) European governments. The organization and operation of the governments of England, France, Germany, Italy, Russia, and Switzerland, with special attention to the government of England. Barnett, Schumacher, Mez. *Four hours, each term.*

OTHER LOWER DIVISION COURSES

(For description look under department heading)

HISTORY

211-212-213. *World History*. *Four hours, each term.*

241. *Europe Since 1870*. *Five hours, spring term.*

III. MATHEMATICS AND PHYSICAL SCIENCE

DESCRIPTION OF COURSES

FRESHMAN SURVEY COURSES AND ELECTIVES

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

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

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

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

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

SOPHOMORE OPTION COURSES

CHEMISTRY

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

210a,b,c. *Second Year Chemistry*. This course is a sequel to the basic general chemistry course 201a,b,c, and is prerequisite to the courses of the upper division. Three lectures and one or more laboratory periods. Stafford. *Four or five hours, each term.*

GEOLOGY AND GEOGRAPHY

Geography

205. *Principles of Geography*. *Three hours, fall term.*

206. *Economic Geography*. *Three hours, winter term.*

207. *Regional Geography*. *Three hours, spring term.*

208-209-210. *Geography Laboratory*. *One hour, each term.*

Geology

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

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

203a,b. *General Geology Laboratory*. Wilkinson. *One hour fall and winter terms.*

204. *Historical Geology Laboratory*. Wilkinson. *One hour, spring term.*

MATHEMATICS

201-202-203. *Differential and Integral Calculus*. A fundamental course laying a thorough foundation for all future work in mathematics and its applications. May be taken for upper division credit. DeCou. *Four hours, each term.*

PHYSICS

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

OTHER LOWER DIVISION COURSES

(For description look under department heading)

CHEMISTRY

92a,b,c. *Elementary Chemistry*. *Four hours, each term.*

GEOLOGY AND GEOGRAPHY

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

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

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

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

MATHEMATICS

91. *Solid Geometry*. *Four hours, one term.*

92. *Intermediate Algebra*. *Four hours, fall or winter terms.*

93. *Advanced Algebra*. *Four hours, any term.*

94. *Plane Trigonometry*. *Four hours, winter or spring terms.*

96. *Mathematics of Finance*. *Four hours, spring term.*

117. *Elements of Statistical Methods*. *Four hours, one term.*

300. *Plane Geometry*. Upper division course open to lower division students. *Four hours, fall term.*

IV. BIOLOGICAL SCIENCE

DESCRIPTION OF COURSES

FRESHMAN SURVEY COURSES

101a,b,c. *Elementary Biology*. A general introduction to the fundamental principles and problems of biology as exemplified by plants and animals. Given jointly by the departments of plant and animal biology. Two lectures and one three-hour laboratory period. Sweetser, Moore, Taylor, Wulzen. *Three hours, each term.*

SOPHOMORE OPTION COURSES

ANIMAL BIOLOGY

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

PLANT BIOLOGY

204-205. *Plant Morphology*. Ecology and Economy. This course is a continuation of Biology 101 a,b,c. It gives a more comprehensive review of plant forms, their relation to their environment, and their economic uses. Three lectures and one three-hour laboratory period. Sweetser and Sanborn. *Four hours, fall and winter terms.*

206. *Systematic Botany*. A study of the structure and classification of Oregon plants. Three lectures and one three-hour laboratory period. Sweetser and Sanborn. *Four hours, spring term.*

PSYCHOLOGY

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

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

OTHER LOWER DIVISION COURSES

(For description look under department heading)

ANIMAL BIOLOGY

213. *Organic Evolution*. *Two hours, fall term.*

214. *Heredity*. *Two hours, winter term.*

215. *Eugenics*. *Two hours, spring term.*

DIVISION OF BIOLOGY

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

An undergraduate major in biology will comprise:

1. (a) Course 101a,b,c. Elementary Biology.
(b) Second year elective in either plant or animal biology.
(c) 24 hours of upper division courses including senior problem and thesis.
2. General chemistry, one year of physics, one year of geology, and one year of mathematics.
3. Reading knowledge of French or German—both languages if possible.
4. Fulfillment of group and all other requirements of the University for the bachelor's degree.

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

DESCRIPTION OF COURSES

LOWER DIVISION

(For description look under Biological Science)

101a,b,c. *Elementary Biology.* *Three hours, each term.*

FOR ADVANCED UNDERGRADUATES AND GRADUATES

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

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

PRIMARILY FOR GRADUATES

501a,b,c. *Biological Seminar.* (Three year cycle.) Required of all graduate fellows and assistants. Selected topics. Moore. *One hour, each term.*

ANIMAL BIOLOGY

Professors A. R. MOORE, HARRY B. YOCOM;
Associate Professors ERNST GELLHORN, RALPH R. HUESTIS;
Assistant Professor ROSALIND WULZEN;
Demonstrator ELTON EDGE;
Teaching Fellows ALICE BAHRS, ROLLAND J. MAIN;
Research Assistant ELIZABETH PERRY;
Graduate Assistants V. KNIASEFF, ALINE BUSTER MAXWELL,
LILLIAN BRAMHALL PATTERSON, SAMUEL H. WHONG

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

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

of birds and mammals, made and presented by Dr. A. G. Prill, of Scio, Oregon.

DESCRIPTION OF COURSES

LOWER DIVISION

FRESHMAN SURVEY COURSES

(For description look under Biological Science)

101a,b,c. *Elementary Biology.* *Three hours, each term.*

SOPHOMORE OPTION COURSES

(For description look under Biological Science)

201, 202, 203. *Advanced Zoology.* *Four hours, each term.*

OTHER LOWER DIVISION COURSES

213. *Organic Evolution.* A study of the biological facts which bear upon theories of plant and animal development. For students without previous biological training. Not open to major students in biology. Huestis. *Two hours, fall term.*

214. *Heredity.* A preliminary study of heredity and variation in plants and animals. For students without previous biological training. Not open to major students in biology. Huestis. *Two hours, winter term.*

215. *Eugenics.* The application of our knowledge of hereditary differences among human beings to questions of individual behavior and social policy. Prerequisite, heredity. Huestis. *Two hours, spring term.*

UPPER DIVISION

302a,b. *Elementary Human Physiology.* For students of physical education, pre-nursing, and others. Two lectures or quiz periods, one laboratory period. Prerequisites, elementary chemistry and biology. Gellhorn. *Three hours, fall and winter terms.*

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

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

375a,b,c. *Advanced Histology and Embryology.* The early development of mammals. One lecture and two three-hour laboratory periods. Yocom. *Four hours, each term.*

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

397a,b,c. *Honors Reading.* Same as 396. Senior year. *Three to twelve hours.*

FOR ADVANCED UNDERGRADUATES AND GRADUATES

401a,b,c. *General Physiology.* The principles of physiology and their application to life processes in plants and animals. Prerequisites, general

chemistry and general physics. Two lectures, one hour journal club, and one three-hour laboratory period. Moore. *Four hours, each term.*

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

403a,b,c. *Invertebrate Zoology.* Advanced course in the taxonomy, structure, physiology, ecology and life histories of the invertebrates. Special attention to animals of economic importance, especially those of parasitic habits. Laboratory material from representatives of the invertebrate fauna of Oregon. Lectures, conferences, field and laboratory work. Yocom. *Four hours, each term.*

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

408a,b,c. *Biophysics.* The consideration of certain fundamental physiological processes from a quantitative standpoint. Special emphasis is placed upon the study of muscle and nerve. Lectures and seminars. Laboratory, one period, optional. Gellhorn. *Three or four hours, each term.*

409a,b,c. *Assistants' Conference.* Staff. *One hour, each term.*

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

420a,b,c. *Problems in Animal Biology.* To be undertaken under the direction of the appropriate member of the staff. *Hours to be arranged.*

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

476a,b,c. *Advanced Protozoology.* A course for students able to carry on semi-independent work on protozoological subjects of special interest to them. Yocom. *Two to four hours, each term.*

PRIMARILY FOR GRADUATES

502a,b,c. *Physiology of the Central Nervous System.* Moore. *Hours to be arranged.*

504a,b,c. *Research.* May be undertaken by those properly prepared in the first year of graduate study; must be started in the second year of graduate work. Departmental staff. *Hours to be arranged.*

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

506a,b,c. *Thesis.* Departmental staff. *Nine hours.*

PRE-MEDICAL CURRICULA

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

The first is a three year course of study and is designed for the able and ambitious student. A student finishing this curriculum is entitled to

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

THREE-YEAR PRE-MEDICAL CURRICULUM

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

FOUR-YEAR PRE-MEDICAL CURRICULUM

	FRESHMAN		
	Fall	Winter	Spring
Elementary Biology	3	3	3
Mathematics	4	4	4
German	4	4	4
History or Literature	3	3	3
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16	16	16
SOPHOMORE			
General Chemistry	4	4	4
German	4	4	4
General Physics	4	4	4
Written English	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
	16	16	16
JUNIOR			
Advanced Zoology	4	4	4
Analytical Chemistry	4	4	4
Elective	8	8	8
	16	16	16
SENIOR			
General Physiology	4	4	4
Organic Chemistry	4	4	4
Sanitation	3		
Bacteriology		4	
Physical Chemistry			4
Elective	4	4	4
	15	16	16

PLANT BIOLOGY

Professor ALBERT R. SWEETSER;
 Assistant Professor ETHEL I. SANBORN;
 Instructor LOURENE E. TAYLOR;
 Research Professor and Curator LOUIS F. HENDERSON

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

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

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

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

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

DESCRIPTION OF COURSES

LOWER DIVISION

(For description look under Biological Science)

FRESHMAN SURVEY COURSES

101a,b,c. *Elementary Biology.* *Three hours, each term.*

SOPHOMORE OPTION COURSES

204-205. *Plant Morphology.* (Ecology and Economy.)
Four hours, fall and winter terms.

206. *Systematic Botany.* *Four hours, spring term.*

UPPER DIVISION

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

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

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

Hours to be arranged.

311. *Bacteriological Problem.*

Hours to be arranged.

312. *Biological Pedagogy.* Intended only for those planning to teach. Minimum prerequisite, Biology 101a,b,c, or its equivalent and one year of education. Sweetser. *Three hours, winter term.*

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

One hour, each term.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

401, 402. *Plant Histology.* A study of plant tissue. Two lectures and one three-hour laboratory. Prerequisites, 101a,b,c and 204-205, and 206 or equivalent. Sanborn. *Three hours, fall and winter terms.*

403. *Algae.* Study of the morphology of types of the four groups, with taxonomy of our local forms. Two lectures and one three-hour laboratory. Prerequisites, 101a,b,c, and 204-205 and 206 or equivalent. Sanborn. *Three hours, fall and winter terms.*

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

Two or three hours, spring term.

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

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

PRIMARILY FOR GRADUATES

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

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

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

516. *Thesis.* *Nine hours.*

CHEMISTRY

Professors ORIN F. STAFFORD, FREDERICK L. SHINN, ROGER J. WILLIAMS;
 Assistant Professor LEO FRIEDMAN;
 Instructor RAYMOND D. COOL;

Graduate Assistants ELIZABETH BRADWAY, CHARLES DAWSON, DONALD EVANS,
 FRANCIS P. JONES, JOHN H. TRUESDALL, WILLIAM M. SWEET, RUTH WINCHELL;
 Fleischmann Fellow RICHARD R. ROEHM

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

The requirement for graduation as a major in chemistry is the completion of at least 48 hours of work in the department. Under this requirement it is possible for students wishing to avoid specialization during undergraduate years to range widely among other University depart-

ments and at the same time secure a substantial foundation in chemistry, useful both as a feature in modern educational equipment and as foundational work upon which to build further as may be desired during a period of graduate or professional study.

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

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

DESCRIPTION OF COURSES

NOTE—Where an average grade lower than IV is made in any course in chemistry, admission to subsequent courses may be refused until by an approved amount of additional work of satisfactory character, the fitness of the student to engage in advanced work is established. This rule is to apply particularly to students seeking entrance to organic chemistry after one year's work in general chemistry.

LOWER DIVISION

SOPHOMORE OPTION COURSES

(For description look under Mathematics and Physical Science)

201a,b,c. *General Chemistry*. Open to qualified freshmen.

Four hours, each term.

210a,b,c. *Second Year Chemistry*. Prerequisite, General Chemistry, but open to students who have done well in high school chemistry.

Four or five hours, each term.

OTHER LOWER DIVISION COURSES

92a,b,c. *Elementary Chemistry*. A course introductory to chemistry. Stafford.

Four hours, each term.

UPPER DIVISION

320, 321, 322. *Analytical Chemistry*. The first part of the course is devoted to the identification of the common metal and acid radicals, accompanied by a discussion of the principles upon which their separations are based. This is followed by work in the theory and technique of standard quantitative analytical procedures. Two or three laboratory periods and one lecture a week. Cool. *Three or four hours, each term.*

FOR ADVANCED UNDERGRADUATES AND GRADUATES

401-403-405. *Advanced Inorganic Chemistry*. The chemical elements are first discussed as regards their practical and theoretical importance. Finally, such topics as radio-activity, the periodic table, and atomic structure are taken up. A minimum of two years work in chemistry is prerequisite. Three lectures per week. Stafford. *Three hours, each term.*

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

410, 411, 412. *Applied Chemistry*. Prerequisite, 30 term hours in chemistry, one year of general physics, and one year of calculus. Stafford. *Three or four hours, each term.*

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

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

430-431-432. *Optical Methods of Analysis*. Basic principles and laboratory practice in the use of optical instruments in chemical analysis and in the investigation of physico-chemical phenomena. Cool.

Three hours, each term.

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

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

443-444-445. *Advanced Organic Chemistry*. The theoretical aspects of the subject are emphasized by discussion of theories of valence, chemical reactivity, free radicals, catalysis, etc., as these are related to particular groups of compounds. Williams. *Two hours, fall and winter terms.*

446, 447, 448. *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. Shinn.

One to four hours, each term.

450-451-452. *Biochemistry*. A general course dealing with the chemistry of both plant and animal organisms, their tissue constituents, nutrition and metabolism. Prerequisite, Organic Chemistry. Williams.

Two hours, each term.

453-454-455. *Biochemistry Laboratory*. To accompany, optionally, course 450-451-452. Williams.

One hour, each term.

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

Four hours, each term.

463-464-465. *Chemical Energetics*. Shinn. *Two hours, each term.*

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

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

One hour, two terms.

473-474-475. *Electro-Chemistry*. Shinn. *Hours to be arranged.*

480. *Senior Thesis*. *Hours to be arranged.*

490, 491, 492. *Seminar*. Required of all graduate students. Chemistry staff. *One hour, each term.*

PRIMARILY FOR GRADUATES

560, 561, 562. *Advanced Physical Chemistry*. Shinn and Friedman. *Hours to be arranged.*

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

Hours to be arranged.

596, 597, 598. *Thesis*.

Hours to be arranged.

ECONOMICS

Professor JAMES H. GILBERT;
Associate Professors LOUIS A. WOOD, JOHN R. MEZ;
Assistant Professors DONALD ERB,* VICTOR P. MORRIS, EMERSON P. SCHMIDT,
VERNON G. SORRELL;
Graduate Assistants EDWARD G. DANIEL, FRANK P. HALL

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

COURSE OF STUDY FOR MAJOR STUDENTS IN ECONOMICS

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

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

DESCRIPTION OF COURSES

LOWER DIVISION

FRESHMAN SURVEY COURSES AND ELECTIVES

(For description look under Social Science)

101a,b,c. *Background of Social Science*. *Three hours, each term.*

SOPHOMORE OPTION COURSES

(For description look under Social Science)

203a,b,c. *Principles of Economics*. *Three hours, each term.*

UPPER DIVISION

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

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

Four hours, winter term.

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

Four hours, spring term.

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

Four hours, fall term.

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

Four hours, winter term.

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

Three hours, spring term.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

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

Four hours, fall term.

406. *Organized Labor*. Study of the history of the labor movement, the aims, methods and policies of trade unions, conservative and radical. Students are required to interpret the philosophy of unionism and evaluate the significance of the labor movement. Prerequisite, 405. Wood.

Four hours, winter term.

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

Four hours, spring term.

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

Five hours, spring term.

* Leave of absence, 1929-30.

418a,b. *Public Finance*. Aims to ascertain sound principles affecting public expenditure, the raising of revenue, budgetary legislation, financial organization and the use of the public credit. Various forms of taxes and a constructive plan for fiscal reform. Special consideration given to Oregon problems. Prerequisite, principles of economics. No credit for one term. Gilbert.
Four hours, winter and spring terms.

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

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

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

446-447-448. *International Trade Policies of the Pacific Area*. A study of economic policies affecting trade and international cooperation between the nations bordering on the Pacific. Prerequisite, economics 203a,b,c and 340. Mez.
Three hours, each term

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

452. *Economics of Public Utilities*. An analysis of the economic nature of public utilities followed by a critical study of their history, organization, financial problems and the trend toward large scale enterprise, consolidation, system building. Attention also given to the creation and development of specialized public relations organization. Prerequisites, 323, 324, 325. Schmidt.
Four hours, winter term.

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

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

466. *Labor and Remuneration*. A survey is made of the course of real wages in Europe and America during several centuries. Successive wage theories evolved in the modern period are examined. Present day wage statistics in the United States are analyzed and correlated; systems

of wage payment described. The influence of trade unions on wages is considered. Prerequisite, economics 405. Wood. *Three hours, fall term.*

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

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

470. *History of Economic Thought*. The evolution of economic doctrines from the Greek and Roman period to the age of Adam Smith with special emphasis on the relation between economic thought and contemporaneous economic conditions; the connection between economic doctrine and current political and philosophical speculation. Prerequisite, principles of economics. Mez. *Four hours, fall term.*

471a,b. *Modern Economic Thought*. A critical study of the English classical school and subsequent writers. The classical doctrine as transmitted and criticized is studied in the light of recent economic theory. Mez. *Four hours, winter and spring terms.*

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

PRIMARILY FOR GRADUATES

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

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

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

ENGLISH

Professors C. V. BOYER, JULIA BURGESS, RUDOLF H. ERNST, HERBERT C. HOWE, MARY H. PERKINS, W. F. G. THACHER;
Associate Professor S. STEPHENSON SMITH;
Assistant Professors FRED ORRIN HARRIS, RALPH C. HOBBER, E. C. A. LESCH, ERNEST G. MOLL, OTTILIE T. SEYBOLT, GEORGE WILLIAMSON;
Instructors ROBERT D. FANER, WALTER E. HEMFSTED, ARTHUR C. HICKS, LESLIE L. LEWIS, PAT V. MORRISSETTE;
Supervisor of English A. L. K. SHUMAKER;
Teaching Fellow CHARLES D. TENNEY;
Graduate Assistants FRANCES BACON, DOROTHY DELZELL, MYRTLE HUBBARD, RUTH JACKSON, BERTRAM JESSUP, FLORENCE JONES, ELSIE McDOWALL, CECIL MATSON, ELIZABETH MORWOOD, JOHN SCHEFFER, CELIA STODDARD

General Requirements:

1. Majors in English are required to take Latin, French, or German during both the freshman and the sophomore years. This means two successive years in one of the three languages.

2. History (English or European) and a laboratory science are lower division requirements of English majors.

3. Majors intending to teach must satisfy the education and norm requirements. (See School of Education.)

4. Majors must elect from the upper-division courses at least two which run throughout the year. One of the two should be either the English Novel or the English Drama.

5. Variable credit-hours are indicated after courses open to honors candidates. Students not working for honors will register for minimum credit-hours.

Recommendations:

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

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

COURSE OF STUDY FOR MAJOR STUDENTS IN ENGLISH

ENGLISH LITERATURE OPTION			
FRESHMAN	Fall	Winter	Spring
Survey Course in English Literature or Introduction to Literature†	4	4	4
Latin, French, or German	4	4	4
English History or European History or Science	3-4	3-4	3-4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
American Literature (one term)* or elective	3	3	3
	16-17	16-17	16-17

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

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

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

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

JUNIOR			
	Fall	Winter	Spring
English Novel, English Drama, or other one-year course	3	3	3
English Composition for Teachers* (any term) or elective			2
Teaching High School English* or elective	2	2	
Education 301-302-303*	4	4	4
Honors Reading† or elective	3	3	3
Electives (Philosophy recommended)	4	4	4
	16	16	16

* Required only of those intending to teach. Students taking English courses in Methods of Teaching are exempt from three of the hours of education required for the teacher's certificate.

† For candidates for honors.

SENIOR			
	Fall	Winter	Spring
English Drama, English Novel, or other one-year course	3	3	3
Anglo Saxon‡, Chaucer‡, or elective	3	3	3
Honors Reading‡ (seminar) or elective	3	3	3
Education 307* or elective	5	2	
Thesis‡ or elective	2-3	2-3	2-3
Electives		4	6
	16-17	17-18	17-18

* Required of majors intending to teach.

‡ For candidates for honors.

† Required of majors contemplating graduate work in English.

DRAMA AND PLAY PRODUCTION OPTION			
FRESHMAN	Fall	Winter	Spring
The Speaking Voice or Interpretation	3	3	3
Latin, French, or German	4	4	4
Survey Course in English or Introduction to Literature	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
European or English History* or science	3-4	3-4	3-4
	16-17	16-17	16-17
SOPHOMORE	Fall	Winter	Spring
Interpretation, Theatre Workshop or Speaking Voice	3	3	3
Shakespeare	3	3	3
Latin, French, or German (continuation)	3-4	3-4	3-4
Physics, Biology, Psychology or History*	4	4	4
Military Science (men)	1	1	1
Physical Education	1	1	1
Written English	2	2	2
	17-18	17-18	17-18

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

JUNIOR			
	Fall	Winter	Spring
Technique of Acting or Play Production	3	3	3
Stage Design or elective	3	3	3
Playwriting or elective	2-3	2-3	2-3
Elective in Literature	2-3	2-3	2-3
Elective	4-5	4-5	4-5
	15-17	15-17	15-17

SENIOR			
	Fall	Winter	Spring
Technique of Acting or Play Production	3	3	3
English Drama	3	3	3
Guild Hall Players or elective	9-11	9-11	9-11
	15-17	15-17	15-17

NOTE—Intending teachers should major in English literature.

PRE-LIBRARY

The University of Oregon does not at the present time (except in the summer session) offer courses in library training. Those who plan to become librarians should, however, have a broad general education, and since most of the better class of library training schools require a college degree for entrance, the following course of study has been planned in conformity with the requirements for admission of these schools.

Since the well qualified librarian should have a knowledge of Latin, French and one other European language (preferably German) the following curriculum presumes that one of these languages has been presented for entrance to the University. If French has been taken in high school, the student should take Latin in the first three years, with the second foreign language for the last two years.

It is recommended that the student develop a minor line of interest either in the sciences or social sciences, and considerable freedom is allowed in adjusting the course of study to this end.

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

PRE-LIBRARY OPTION			
FRESHMAN	Fall	Winter	Spring
Survey Course in English Literature or Introduction to Literature	4	4	4
French or Latin	4	4	4
English or European History or Science	3-4	3-4	3-4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
Elective	3	3	3
	16-17	16-17	16-17

Suggested Electives:

Geography Development and History of Life, Geologic History of Vertebrates and of Man English or European History History and Appreciation of Music Reflective Thinking			
SOPHOMORE			
French or Latin	4	4	4
Shakespeare or Literature elective	3	3	3
Written English	2	2	2
Biology, Geography or History	3-4	3-4	3-4
Military Science (men)	1	1	1
Physical Education	1	1	1
Elective	3	3	3
	16-17	16-17	16-17

Suggested Electives:

Principles of Economics Modern Governments Psychology Introduction to Philosophy			
JUNIOR			
French or Latin Literature	3	3	3
German	4	4	4
Literature Course (upper division)	3	3	3
Elective in minor subject	3	3	3
Elective	3	3	3
	16	16	16

Electives in the upper division years should be selected from courses which are either continuations or related to the work taken in the first two years.

SENIOR			
English or general literature	2-5	2-5	2-5
German	4	4	4
Elective in English or minor subject	3	3	3
Elective	4-6	4-6	4-6
	15-16	15-16	15-16

DESCRIPTION OF COURSES

LOWER DIVISION

FRESHMAN SURVEY COURSES

(For description look under Language and Literature)

- 101-102-103. *Literature Survey.* *Four hours, each term.*
- 104-105-106. *Introduction to Literature.* *Four hours, each term.*

SOPHOMORE OPTION COURSES

(For description look under Language and Literature)

- 201-202-203. *Shakespeare.* *Three hours, each term.*
- 205-206-207. *German Literature.* *Three hours, each term.*
- 204a,b,c. *Literature of the Ancient World.*
Two or three hours, each term.
- 208a,b,c. *Literature of the Modern World.*
Two or three hours, each term.

OTHER LOWER DIVISION COURSES

LITERATURE

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

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

Three hours, any term.

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

Two hours credit, fall or winter term.

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

Three hours, spring term.

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

Three hours, winter term.

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

Three hours, spring term.

- 224, 225, 226. *American Poetry.* Fall: Earlier poets to 1850. Winter: Whitman, Masters, Sandburg and others. Spring: Robinson, Frost, the imagists; contemporary movements. Burgess. *Two hours, each term.*

WRITTEN ENGLISH

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

Two hours, each term.

- 253-254-255. *Business English.* Enrollment restricted to students making business administration their major subject. Faner, Hicks, Morrisette.

Two hours, each term.

- 256-257-258. *Exposition.* Spoken and written English designed to meet the needs of law students. The course includes a study of the principles and effective spoken and written composition, with practice in writing and speaking, as specially related to the field of law. Shumaker.

Three hours, each term.

- 260a,b,c. *Short Story Writing.* This course is designed to develop proficiency in the art of writing the short story. Thacher.

Two hours, each term.

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

Two hours, each term.

- 264-265-266. *Narration, Description, and Exposition.* The first two terms of this course are devoted to narration, with attention to description as a subsidiary element in narrative writing. The last term is given over to exposition.

Three hours, each term.

SPOKEN ENGLISH

- 180a,b,c. *Introductory Course in Speech.* In this course there are three aims—first, to remedy the particular speech problems of each individual student; second, to develop a fluent use of spoken language; and third, to train students to make intelligent speech adjustments to their environment. Hempstead, Hoeber.

Two hours, each term.

181. *Extempore Speaking*. A brief course for students who wish to get a fundamental knowledge of public speaking. Platform practice consists in the extempore presentation of original speeches. Hempstead, Hoerber. *Three hours, any term.*

280a,b,c. *Argumentation and Debate*. A study of the theory of argumentation and an application of that theory in practical classroom debates. Library research and brief drawing constitute the major part of the course. Prerequisite, 180a,b,c. Hoerber. *Two hours, each term.*

281. *Advanced Public Speaking—The Oration*. A study of the oration as a special form of address, together with practice and training in writing original orations. Prerequisite, 180a,b,c. Hoerber. *Two hours, fall term.*

282. *Advanced Public Speaking—A Study of Masterpieces*. A number of the great representative speeches are examined from the point of view of form, style, and content. Parts of these are used for training in delivery. Prerequisite, 180a,b,c. Hoerber. *Two hours, winter term.*

283. *Advanced Public Speaking—The Public Lecture*. A critical study of the chautauqua and lyceum lecture. The preparation and delivery of a forty-five minute address. Prerequisite, 180a,b,c. Hoerber. *Two hours, spring term.*

284. *Intercollegiate Oratory*. The preparation and presentation in interscholastic competition of an oration. Open only to the University orators chosen in competitive tryout. Prerequisite, 180a,b,c. *Two hours, winter term.*

285. *Intercollegiate Debate*.* The exhaustive study of a single debate proposition. This course is open only to those who have been chosen to represent the University in interscholastic debate. Prerequisite, 180a,b,c. Hoerber. *Two hours, winter term.*

DRAMA AND PLAY PRODUCTION

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

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

247-248-249. *Theatre Workshop*. Harris. *Two hours, each term.*

UPPER DIVISION

LITERATURE

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

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

* Limited to members of the varsity debate teams.

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

313a,b,c. *Main Tendencies in Contemporary Literature*. The Transition to the temper of contemporary literature: Meredith, Hardy, Kipling; the naturalists, Zola, Hauptmann, Bennet, and others; the "literature of idea," Brienx, France and Shaw; Modern Romanticism, Maeterlinck, Yeats, Hudson, and others; conclusion, Conrad. Ernst. *Three hours, each term.*

316. *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. Lewis. *Three hours, spring term.*

321-322-323. *Literature of the Ancient World*. Greek and Latin writers considered with especial reference to their influence on English literature. The Bible. Masterpieces of Oriental literature which have been incorporated into English literature through translations of literary value. Smertenko. *Two or three hours, each term.*

331-332-333. *Classical, Romantic and Victorian Poets*. Moll. *Three hours, each term.*

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

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

354-355-356. *Essay Writing*. Study of essay types with critical reports on readings from some chief contributors to Western thought. Special attention will be given to the development of literary prose. Lewis. *Two hours, each term.*

360a,b,c. *Authorship*. Thacher. *Two hours, each term.*

361-362-363. *Versification*. Experiment in the writing of verse, with study of various verse forms as mediums of expression. Analysis and discussion of class work. Open to freshmen and sophomores with the consent of the instructor. A. Ernst. *Two hours, each term.*

370a,b,c. *Playwriting*. Creative experiment in the writing of plays with incidental study of models. Analysis and class discussion of student work with relation to problems of technique such as plot, theme, dialogue, characterization. A. Ernst. *Three hours, each term.*

DRAMA AND PLAY PRODUCTION

340a,b,c. *Technique of Acting*. Open to upper classmen. The work in this course will consist of the rehearsal and production of plays. Students may take part in the public productions given during the year. Seybolt. *Three hours, each term.*

342a,b,c. *Play Production*. For those interested in producing plays in schools, colleges and communities. The course covers choosing a play,

casting its parts, directing, rehearsal and production. Practical experience in producing a play is a part of the work in this course in perfecting the unit production. Seybolt. *Three hours, each term.*

343-344-345. *Guild Hall Players*. A producing group elected from the advanced students who have appeared successfully in the public performances. Class limited in number. Consent of instructor required. Seybolt. *Three hours, each term.*

347-348-349. *Stage Design*. Harris. *Two hours, each term.*

FOR ADVANCED UNDERGRADUATES AND GRADUATES

LITERATURE

401-402-403. *Milton and Seventeenth Century Literature*. Lesch. *Two hours, each term.*

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

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

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

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

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

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

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

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

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

434-435-436. *English Drama*. The first two terms may be taken without the third. Ernst. *Three hours, each term.*

437-438-439. *Elizabethan Non-dramatic Literature*. Williamson. *Two or three hours, each term.*

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

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

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

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

467a,b,c. *The Donne Tradition in English Poetry*. Williamson. *Two hours, each term.*

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

492a,b,c. *Nineteenth Century Prose*. Main currents of thought as reflected in Carlyle, Mill, Newman, Ruskin, Huxley, Arnold, Pater. Boyer. *Two or three hours, each term.*

PRIMARILY FOR GRADUATES

500. *Seminar in Special Authors*. *Hours to be arranged.*

502a,b,c. *Carlyle*. Carlyle's relation as source or transmitter to the various literary, social, and intellectual movements of the day. Lectures and research problems. Boyer. *Two or three hours, each term.*

510a,b,c. *Philosophical Foundations of English Literature*. Bacon, Hobbes, Locke, Berkeley, Hume, the deists, the economists, the evolutionists, the utilitarians, and the pragmatists. *Three hours, each term.*

515a,b,c. *Coleridge*.

518a,b,c. *Romantic Tendencies in the 18th Century*. Ernst. *Three hours, each term.*

520. *Research and Seminar*. Department staff. *Hours to be arranged.*

525a,b,c. *Seminar in Shelley*. Howe. *Hours to be arranged.*

529. *Graduate Thesis*. *Nine hours.*

530a,b,c. *Seminar*. Elizabethan Comedy. Open to honors students of senior standing. Smith. *Two hours, each term.*

535a,b,c. *Seminar in Shakespeare*. Research problems. Open to honors students of senior standing. Williamson. *Two or three hours, each term.*

537a,b,c. *The Evolution of Tragedy*. Boyer. *Two or three hours, each term.*

539a,b,c. *Seminar in American Literature*. Burgess. *One or two hours, each term.*

550a,b,c. *Social Problems in English Literature*. The period covered by this course varies from year to year. Open to a limited number of seniors as well as to graduates. Boyer. *Two or three hours, each term.*

571a,b,c. *Survey of the English Critics*. Burgess, Howe. *Three hours, each term.*

GEOLOGY AND GEOGRAPHY

Professors WARREN D. SMITH, EDWIN T. HODGE, EARL L. PACKARD;
Teaching Fellow WILLIAM D. WILKINSON;
Research Assistant JOHN W. BUTLER;
Graduate Assistant FARRELL BARNES

The department of geology and geography offers work in three distinct fields: economic geology, historical geology and paleontology, and geography.

In the first of these the work is directly linked with that done in the field of physics and chemistry; in the case of the second, the natural alliances are with biology; while the third makes connection with economics, history and sociology.

The geological laboratories provide facilities for various lines of work. A general laboratory is provided for elementary geology and geography, and a special room for work in paleontology, including both invertebrate and vertebrate material. There is also a petrographic research laboratory with complete modern grinding machinery, microscopes, etc. The assay laboratory is provided with approved type of modern equipment, including a gas furnace with electric motor blower, as well as smaller furnaces and necessary grinding and sampling equipment.

Quartz hall, a small frame building which gives additional facilities for the department, is supplied with special equipment and dark room for research on the part of advanced students.

The department has a number of working collections in ores, minerals, rocks and fossils which are segregated in the several divisions of the department.

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.

The museum also contains type collections of minerals, an ethnological collection of tools and implements used by primitive man, and a representative conchological collection, as well as good working collection of minerals.

With the exception of the materials used in geology teaching, much of the Condon collection is packed away at present until the University can supply adequate housing for a museum.

The department endeavors to serve three classes of students: (a) the professional major student who must follow the course outlined below and who will be expected to proceed to the master's degree at least; (b) the non-professional major, who may take a minimum of twenty-four hours of upper division work in the department; and (c) students majoring in other departments who take the service courses in geology.

The course of study given below is intended for students desiring to specialize in (1) economic geography and physiography, (2) economic geology, and (3) paleontology; for students desiring geology as a service

course looking to the teaching of general science. Majors in other departments of pure science who need a knowledge of certain geological branches (geology having a wide range of applications) may find the outline and progression of courses useful.

COURSE OF STUDY FOR MAJOR STUDENTS IN GEOLOGY AND GEOGRAPHY

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

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

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

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

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

SUGGESTED ELECTIVES FOR SENIORS AND GRADUATES	Fall	Winter	Spring
Economic Geology—Non-metallics	4	4	
Assaying (not for graduate credit)			2-4
Applied Geology	3	3	3
Mesozoic faunas	4		
Tertiary faunas		4	

DESCRIPTION OF COURSES

LOWER DIVISION

FRESHMAN SURVEY COURSES AND ELECTIVES (For description look under Mathematics and Physical Science)

101-102-103. *Survey of Physical Science*. *Four hours, each term.*

SOPHOMORE OPTION COURSES (For description look under Mathematics and Physical Science)

201a,b. *General Geology*. *Four hours, fall and winter terms.*

202. *Historical Geology*. *Four hours, spring term.*

- 203a,b. *General Geology Laboratory.* One hour, fall and winter terms.
 204. *Historical Geology Laboratory.* One hour, spring term.
 205. *Principles of Geography.* Three hours, fall term.
 206. *Economic Geography.* Three hours, winter term.
 207. *Regional Geography.* Three hours, spring term.
 208-209-210. *Geography Laboratory.* One hour, each term.

OTHER LOWER DIVISION COURSES

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

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

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

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

UPPER DIVISION

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

Four hours, fall and winter terms.

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

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

Three hours, fall term.

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

Three hours, winter term.

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

340. *Principles of Assaying.* Principles of fire assaying, practice in, and the determination of the precious and non-precious metals. Given in alternate years. *Two or four hours, spring term.*

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

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

FOR ADVANCED UNDERGRADUATES AND GRADUATES

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

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

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

Four hours, fall and winter terms.

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

One hour, each term.

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

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

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

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

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

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

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

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

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

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

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

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

PRIMARILY FOR GRADUATES

501. *Graduate Research.* *Hours to be arranged.*
502. *Graduate Thesis.* *Hours to be arranged.*
503. *Applied Geology.* Advanced study in the application of geology to engineering and economic problems. Hodge. *Hours to be arranged.*
504. *Advanced Economic Geology.* Special work assigned to meet the requirements of advanced students in metallic and non-metallic mineral deposits. Hodge, Smith. *Hours to be arranged.*
505. *Regional Geology.* Advanced studies in selected regions outside the United States. Readings and conferences. Smith.

GERMANIC LANGUAGES AND LITERATURE

Professor F. G. C. SCHMIDT;

Assistant Professors EDMUND P. KREMER, KURT REINHARDT

* COURSE OF STUDY FOR MAJOR STUDENTS IN GERMAN

	FRESHMAN		
	Fall	Winter	Spring
German	4	4	4
Science (laboratory)	3-4	3-4	3-4
Modern Governments or History	3-4	3-4	3-4
Survey course in English Literature	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	17	17	17

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

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

DESCRIPTION OF COURSES

LOWER DIVISION

SOPHOMORE OPTION COURSES

(For description look under Language and Literature)

205-206-207. *German Literature.* Given in English. Open to upper-classmen. Outside reading and papers on assigned topics. Reinhardt. *Three hours, each term.*

OTHER LOWER DIVISION COURSES

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

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

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

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

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

UPPER DIVISION

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

301a,b,c. *Classical German*. Open to students who have had two years of German. Some works of Goethe, Schiller, Lessing, Kleist, Grillparzer, will be read. Prerequisite, two years of college German. Schmidt.

Three hours, each term.

302, 303, 304. *German Fiction and Contemporary Literature*. During the year some of the following works will be read: Sudermann's *Der Katzensteg*; Keller's *Kleider Machen Leute*; Meyer's *Juerg Jenatsch*; Wildenbruch's *Der Letzte*; Riehl's *Burg Neideck*, *Der Fluch der Schoenheit*; Frenssen's *Joern Uhl*; Bonsels' *Die Biene Maja*, etc. Schmidt.

Three hours, each term.

305, 306, 307. *Modern German Drama*. Some of the following dramas will be read: Fulda's *Der Talisman* or *Das Verlorene Paradies*; Wildenbruch's *Harold*, Hauptmann's *Die Versunkene Glocke*; Ernst's *Flachsman als Erzieher*; Sudermann's *Johannes* or *Heimat*; Schnitzler's *Der Grüne Kakadu*, etc. Schmidt.

Three hours, each term.

310, 311, 312. *German Literature*. Given in English. Open to students of lower division. Outside reading and papers on assigned topics. Reinhardt.

Three hours, each term.

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

Two hours, spring term.

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

Three hours, winter term.

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

Three hours, spring term.

317. *Heine*. Prose works.

Three hours, fall or winter term.

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

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

Two hours, winter term.

320, 321, 322. *Scientific German*. Recommended to students in science or medicine. Students desiring to enter this course should consult the instructor. Kremer.

Three hours, each term.

330. *Teaching of Germanic 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 Germanic languages. Schmidt.

Three hours, spring term.

331, 332, 333. *Advanced German Composition*. Required of all students who wish to teach German. Kremer.

Two hours, each term.

334, 335, 336. *German Conversation*. Open to all students who have had two years of German. No credit allowed unless two terms are taken. Reinhardt.

Two hours, each term.

341, 342, 343. *The Nineteenth and Twentieth Century Novel*. Representative works of Freytag, Keller, Meyer, Sudermann, Frenssen, Storm,

Riehl, Heyse, Scheffel, Ludwig, Dahn, Bonsels, Schnitzler, Rosegger, Auerbach, Ebner-Eschenbach, Spielhagen, etc., will be included in the course. Schmidt.

Three hours, each term.

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

Two hours, each term.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

404a,b,c. *History of German Literature*. With special study of the classic periods of the twelfth and eighteenth centuries. Scherer's *Geschichte der Deutschen Literatur* and Franke's *History of German Literature*, are used as textbooks. Papers on assigned topics will be required. Schmidt.

Three hours, each term.

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

Two hours, one term.

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

Three hours, each term.

PRIMARILY FOR GRADUATES

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

Three hours, each term.

502. *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*. Schmidt.

Hours to be arranged.

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

520. *Graduate Thesis.**Six to nine hours.*

SCANDINAVIAN LANGUAGES AND LITERATURE

LOWER DIVISION

11a,b,c. *Elementary Norse*. Principles of grammar and the reading of easy prose. The texts used comprise: M. Michelet, first year Norse, latest edition; Bjoernson's *En glad gut* or *Synnove Solbakken*. No credit for less than three terms' work. Given in alternate years with 21a,b,c. Kremer.

Three hours, each term.

21a,b,c. *Elementary Swedish*. Principles of grammar and the reading of easy prose. The texts used comprise: Im. Björkhagen, Modern Swedish Grammar and A. L. Elmquist, Swedish Reader; S. Lagerloef's *En Hergardssaegen*; Geijerstam's *Mina Pojkar*, etc. No credit for less than three terms' work. Given in alternate years with 11a,b,c. Kremer.

Three hours, each term.

UPPER DIVISION

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

Two hours, each term.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

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

Two hours, each term.

PRIMARILY FOR GRADUATES

560. *Old Icelandic*. Noreen's *Altislaendische* and *Altnorwegische Grammatik* is used.

Hours to be arranged.

GREEK

Professor JOHN STRAUB;
Associate Professor CLARA MILLERD SMERTENKO

As Greek is rarely offered in the accredited preparatory institutions of this state, and is not included in the high school course of study, it is necessary to offer beginning Greek in the University. In consequence, the drill in Greek grammar is emphasized during the first two years. Majors in Greek are required to have a minimum of 36 term-hours of courses in the original. On account of the demand for Greek from students of a theological school in Eugene, several courses in New Testament Greek are offered.

DESCRIPTION OF COURSES

LOWER DIVISION

SOPHOMORE OPTION COURSES
(For description look under Language and Literature)

204a,b,c. *Literature of the Ancient World*.

Two or three hours, each term.

OTHER LOWER DIVISION COURSES

1a,b,c. *Beginning Greek*. Gleason's Greek Primer; Goodwin's Greek Grammar; The Anabasis of Xenophon (Harper and Wallace), Books I and II. Students must take all three terms to receive credit.

Four hours, each term.

50a,b,c. *Xenophon, Homer, and Greek Grammar*. Xenophon's Anabasis, Books III, IV, and V; Homer's Iliad, Books I, II, III, and VI, with readings on the lives and customs of the Homeric period. Thorough knowledge of Greek grammar will be considered necessary to proper translation. Major students should also take 51a,b,c.

Four hours, each term.

51a,b,c. *Greek Grammar, Greek Prose, and Greek Sight Translation*. Completion and review of Goodwin's Greek grammar; continuous practice in Greek prose composition (Jones); easy sight translation.

Two hours, each term.

111a,b,c. *Greek Literature*. Reading of selected authors in Greek.

Hours to be arranged.

UPPER DIVISION

300a,b,c. *Xenophon and Greek Testament*. Xenophon, Book VI; Matthew, Mark, Luke and John; selections from Septuagint; review of Greek grammar and general study of Hellenistic Greek. This course is intended primarily for students in preparation for the ministry, but is elective for other students in Greek. Students are expected to have had 1a,b,c, 50a,b,c, and 51a,b,c, or their equivalent. Texts: Westcott and Hort's Greek New Testament; Conybeare and Stalk's *Selections from the Septuagint* (Ginn and Co.)

Four hours, each term.

302a,b,c. *Greek Tragedy*. Aeschylus, Prometheus Vinctus; Sophocles, Antigone; Euripides, Medea.

Two hours, each term.

303a,b,c. *Herodotus and Thucydides*. Study of Herodotus I and Thucydides I, with individual work in sight translation and composition.

Three hours, each term.

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

Hours to be arranged.

321-322-323. *History of the Greek Language*. A study of the history of the Greek language with consideration of the principles of change in the Indo-European languages.

Three hours, each term.

351a,b,c. *Advanced Greek Prose Composition, Sight Translation and Selected Readings*. Passages will be assigned for sight translation from Plato, Herodotus, Plutarch, and Demosthenes. Selected readings from Plato, Thucydides, Demosthenes, and Aeschylus.

Two hours, each term.

396a,b,c. *Honors Reading*. Seminar. A course in extensive and intensive reading for honors candidates, arranged for the individual student.

Three to twelve hours.

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

Three to twelve hours.

(For Greek literature studied in translation see English 321-322-323,
Literature of the Ancient World)

FOR ADVANCED UNDERGRADUATES AND GRADUATES

401a,b,c. *Plato and Aristotle*. Plato, Republic; Aristotle, Ethics. The purpose of this course is to arrive at a satisfactory philosophical interpretation of the Greek texts.

Three hours, each term.

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

Two or three hours, each term.

450a,b,c. *Seminar in Greek Religion*.

Two hours, each term.

PRIMARILY FOR GRADUATES

500-501-502. *Critical Reading of Greek Literature*. Graduate students will be permitted to choose what they wish to read from a list of authors which may be obtained on application to the department. The course will include textual criticism, as well as the historical context of the

works read and presupposes adequate knowledge of the ancient world as a whole. *Three hours, each term.*

505a,b,c. *Plato, the Dialogues*. An extended reading of the dialogues with a study of their philosophical import. *Hours to be arranged.*

506a,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. *Hours to be arranged.*

507a,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. *Hours to be arranged.*

510. *Graduate Thesis*. *Nine hours.*

HISTORY

Professors ROBERT C. CLARK, *WALTER C. BARNES, DONALD G. BARNES;
Assistant Professors GEORGE VERNE BLUE, ANDREW FISH;
Teaching Fellow ANTHONY W. WOODMANSEE;

Graduate Assistants LEWIS BEESON, HERSCHEL LANDRU, ELSIE SINCLAIR, JAN VAN DER VATE

The two lower division courses, modern Europe and English history, designed for those planning to major or minor in history, are specifically introductory to advanced work in the department and give definite historical training for it. Students should take one of these courses before attempting advanced work.

Students majoring in history who plan to teach the subject in high school must in addition to the requirements of the major norm in history take at least one other full year course and in addition the courses in teaching of history and Oregon history.

DESCRIPTION OF COURSES

LOWER DIVISION

SOPHOMORE OPTION COURSES

(For description look under Social Science)

204, 205a,b. *Modern Europe*. *Four hours, each term.*

206, 207, 208, *English History*. *Four hours, each term.*

OTHER LOWER DIVISION COURSES

211, 212, 213. *World History*. The great civilizations of the world in review. From the stone age to our own times. Fish. *Four hours, each term.*

241. *Europe Since 1870*. The internal conditions in the leading countries, the colonial expansion of Europe, the world war and the conditions in the leading countries since the war. Designed for students who can find time for only one term of history. Walter Barnes. *Five hours, spring term.*

UPPER DIVISION

371, 372, 373. *American History*. The study of the expansion of Europe in America, the struggle for independence of the American colonies,

* Leave of absence, 1930-31.

establishment of a national government, and the history of the United States since 1787. Clark. *Four hours, each term.*

391, 392, 393. *China and Japan*. A history of the civilizations of China and Japan, a study of their present conditions and of their relations with Europe and the United States, emphasizing Pacific questions. Open to all juniors and to sophomores who have had sufficient history. Good introductory reading, Bertrand Russell: *The Problem of China*. Blue. *Three hours, each term.*

FOR ADVANCED UNDERGRADUATES AND GRADUATES

400. *Teaching of History and Social Studies*. A course designed for major students and others who are preparing to teach history and the other social studies in high school. Clark. *Two hours, fall term.*

401-402-403. *Great Historians*. A study of the works of the great history writers from the Greeks to the present. Stress is laid on the 19th century. Readings in the development of the art and science of history writing, and in historical methods as now understood. Not given, 1930-31. Fish. *Two hours, each term.*

404, 405, 406. *Intellectual History*. An outline study of the development of the Western European mind. The historical origins and growth of contemporary mental attitudes. The course serves also as a study of the history of the freedom of thought. Prerequisite, junior standing or instructor's permission. Fish. *Three hours, each term.*

407, 408, 409. *Reading and Conference*. A course of reading mapped out by a member of the staff with personal conferences and a term thesis. Designed especially for honor students. History staff. *Two to five hours, each term.*

410. *French Historians of the 19th Century*. Designed for advanced students in history, romance languages, or English who have an adequate reading knowledge of French. A study is made of the schools and methods of historical writing in France in the nineteenth century from the lives and writings of the historians; e. g. Michelet, Thierry, Guizot, Tocqueville. Blue. *Three hours, fall term.*

411, 412, 413. *Ancient History*. First term, Egypt, the Fertile Crescent, Asia Minor, and the Aegean to 478 B. C.; second term, Greece and Rome to 200 B. C.; third term, the last two centuries of the Roman Republic and the Roman Empire. Donald Barnes. *Three hours, each term.*

421-422-423. *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. Fish. *Three hours, each term.*

431, 432, 433. *The Age of Monarchy*. Fall term, the Renaissance; winter term, the Reformations; spring term, the Religious Wars and Louis XIV. This course traces the development from the medieval period of the universal church to the modern period of the independent states, and their rivalry in war, colonial expansion, commerce, culture, and religion, to the eve of the French Revolution. *Three hours, each term.*

441-442-443. *The French Revolution*. An advanced study of the ten years of the French Revolution beginning with the calling of the Estates General. Prerequisite, a general course covering the French Revolution.

Desirable, a reading knowledge of French. Should be entered only the first term, and if possible continued for the year.

Two or three hours, each term.

458. *Recent Russia.* A study of the tsarist regime in Russia, an account of the work of the reformers and of the successive revolutions, then a study of the bolshevik regime. Prerequisite, Russian history, or a general course covering the French Revolution or the War of 1914. Not given, 1930-31. Walter Barnes. *Three hours, spring term.*

459. *Modern Empires.* A survey of the expansion of Europe since Columbus, then a study of the colonization movement of the last half century, especially of the relations between the great powers and the backward peoples. Prerequisite, some course leading into the subject. Good introductory reading, chapter on colonial policy in Fueter: World History 1815-1920. *Three hours, spring term.*

465-466. *Eighteenth Century England.* Fall term, 1714-1760; winter term, 1760 to 1793. The main outlines of the political and constitutional history from 1714 to the outbreak of the war with France in 1793. Emphasis on social and economic conditions; and on the influence of overseas expansion. Donald Barnes. *Three hours, fall and winter terms.*

467-468-469. *The Development of the British Empire.* First term, to 1782; second term, 1782-1874; third term, 1874 to the present. Donald Barnes. *Three hours, each term.*

474-475. *American Foreign Relations.* A history of the relations of the United States with other powers and the development of American foreign policies. Clark. *Three hours, winter and spring terms.*

476, 477. *History of the West.* The westward movement and its effect upon the life, ideas, problems and institutions of the American people. Open to history majors and to all who have completed a general course in American history. *Three hours, fall and winter terms.*

478a,b,c. *Oregon History.* This course gives an acquaintance with the methods of historical study and research, and practice in the writing of history. Detailed study, largely from sources, of the building of civilization in the Pacific Northwest. Required course for senior majors, and for graduate students who write a thesis in the field of Oregon history. Clark. *Two or three hours, each term.*

481. *South America.* The story of the conquest and organization of Spain's American empire, and of the wars of independence, followed by a study of the political and social life of the four or five most important republics. Blue. *Three hours, spring term.*

482. *Mexico and the Carribean.* Blue. *Three hours, fall term.*

PRIMARILY FOR GRADUATES

501, 502, 503. *History Research.* The working out of a research problem assigned and supervised by the instructor in whose field the problem is found. History staff. *Two to three hours.*

504a,b,c. *Special Problems in Intellectual History.* Prerequisite, Intellectual History; or may be taken in conjunction with that course on permission of instructor. Fish. *Two or three hours, each term.*

510, 511, 512. *Graduate Thesis.* History staff. *Nine hours.*

541a,b. *Forerunners of the French Revolution.* A source study of the influence of the leading eighteenth century writers upon the ideas of the French revolutionists. Prerequisite, two years of French and a knowledge of modern European history. Not given, 1930-31. Walter Barnes. *Two hours, fall and winter terms.*

565a,b. *Eighteenth Century England.* An intensive study by the seminar method of the short period of English history from 1739 to 1754. Not given, 1930-31. Donald Barnes.

552-553a,b. *Problems of 19th Century Education.* (See description under this number in School of Education. Credit in history will be given for this course.)

566. *Reforms in Great Britain, 1815-1850.* A seminar open only to graduate students. The work will consist of reports based on pamphlets, periodicals, Parliamentary debates, and printed letters and memoirs covering these years. Donald Barnes. *Three hours, spring term.*

HOUSEHOLD ARTS

Professor LILIAN TINGLE;

Instructors MARGARET DAIGH, DOROTHY GURLEY FISH

Under the ruling of the Board of Higher Curricula, the University of Oregon's work in household arts does not constitute a major department but offers service courses for students who are majoring in another department of the college or one of the professional schools. Those who desire to major, or prepare for a profession or take a degree in household arts should go to the Oregon State Agricultural College, where the state has made adequate provision for such students.

In order to fill the needs of the student who can give only a limited amount of time to this work, home-making sequences of courses have been arranged, requiring only two or three hours a term, and allowing a student to select either the food or the clothing option. A four-year sequence which may be taken by a student majoring in any department or school, by using the elective hours in any curriculum, is as follows:

	FIRST YEAR	Fall	Winter	Spring
Clothing Construction	2	2	2	
Clothing Selection	1	1	1	
SECOND YEAR				
Foods	3	3	3	
THIRD YEAR				
Food Economics	3			
Home Nursing		3		
Care of Children				3
FOURTH YEAR				
Household Management	3			
Home Planning		3		
Historic Decoration				3

A one-year sequence has been arranged for men, or for women who do not feel that they can spare more than two hours a term. It is as follows:

	ONE-YEAR SEQUENCE FOR MEN		
	Fall	Winter	Spring
Camp Cookery	2		
Food Selection		2	
Economics of the Household			2

The department of household arts occupies the greater part of the building which also houses the campus office of the Extension Division. The food and diet laboratory and demonstration room, with its communicating kitchen laboratory, is equipped with the usual individual outfit for food preparation in family quantities, with gas stoves, sinks, balances, supply cupboards, tables, etc. A family size dining room is arranged for practice meals. A class room is also available for the service of larger groups.

The sewing room is equipped with sewing machines, sewing and cutting tables, wardrobes, dressing rooms, lockers, etc.

DESCRIPTION OF COURSES

CLOTHING GROUP

111, 112, 113. *Clothing Construction*. The purpose of this course is to give practice in the adaptation of patterns, fitting of garments, and the basic processes of the construction of artistic clothing. This course must be accompanied by 114, 115, 116 Clothing Selection. No prerequisite. Daigh. *Two hours, each term.*

114, 115, 116. *Clothing Selection*. A study of the selection of clothing from the standpoints of design, textile material, hygiene, and cost for home-made and ready-made garments. Required with 111, 112, 113 Clothing Construction, but may be elected independently. No prerequisite. Daigh. *One hour, each term.*

117. *Clothing Selection (Short Course)*. A condensed course in the selection of clothing, arranged for those who can spare only one term for the work. No prerequisite. Daigh. *Three hours, fall term.*

122, 123. *Clothing Construction (Short Course)*. A course in the construction of clothing arranged for students entering in the winter term. This course, with course 117 Clothing Selection, will satisfy the fourth group requirement. No prerequisite. Daigh. *Three hours, winter and spring terms.*

FOOD GROUP

125. *Elementary Food Economics*. Selection of proper diet for health; cost of foods and selection of food to meet individual and group needs; elementary dietetic study. Designed for students wishing a survey course. Three lectures. Fish. *Three hours, fall term.*

215-216-217. *Foods*. A general survey course similar to 315, 316, 317, open to sophomores. Tingle. *Three hours, each term.*

315, 316, 317. *Foods*. A general survey of the elementary problems of cookery, the planning and serving of meals, study of food materials, and food values, and purchase of food materials. Tingle. *Three hours, each term.*

335. *Camp Cookery*. A course chiefly for men, or for women who cannot carry more than two hours of this work a term. No prerequisite. (Open also to sophomores.) Tingle. *Two hours, one term.*

336. *Food Selection*. A short course in food economics for those who cannot carry more than two hours of this work a term. Open also to sophomores. Tingle. *Two hours, one term.*

337. *Economics of the Household*. A short course in household management for those who cannot carry more than two hours of this work a term. Open also to sophomores. Fish. *Two hours, one term.*

HOME-MAKING GROUP

126. *Home Nursing*. Emergencies; first aid; and home care of the sick and convalescent. Course 125, Food Economics, is recommended as prerequisite. Fish. *Three hours, winter term.*

127. *Care of Children*. A study of the growth and development of the child through the prenatal period; the physical and mental development of children; food and clothing for children from infancy to adolescence. Food Economics and Home Nursing recommended as prerequisites. Fish. *Three hours, spring term.*

350. *Household Management*. A study of the home as a social and economic unit. A brief history of the changes that have come into the work of women in the home and application of the principles of scientific management in the home, including the study of household operations; finances; family and community relationships. Fish. *Three hours, fall term.*

351. *Home Planning*. This course deals with the selection of the site and the architect's plan for a home, from the standpoint of beauty, convenience, sanitation, and cost, and with the selection and arrangement of the furnishings with special reference to beauty, durability, care and cost. Fish. *Three hours, winter term.*

352. *Historic Ornament*. A study of the historic furniture, styles and the corresponding interiors and furnishings for the period, including textiles, pottery, silver, glass, etc. Fish. *Three hours, spring term.*

360, 361. *Home Problems for Social Workers*. Intended for sociology, education, pre-nursing or other students who desire, in the junior or senior year, to make studies of special home problems bearing on their professional work. Food Economics is recommended as a prerequisite. Tingle, Daigh. *Three hours, fall and winter terms.*

362-363-364. *Home Problems for Social Workers*. Same as 360, 361 except given three terms instead of two. Tingle, Daigh. *Two hours, each term.*

LATIN

Professor FREDERIC S. DUNN;
Associate Professor CLARA MILLER SMERTENKO;
Graduate Assistant EDNA LANDROS

Students who have presented less than two units in Latin for entrance are not permitted to major in the department, and it is strongly urged that intending majors come with at least three and, if possible, four units of high school Latin. Students who have entered with insufficient Latin and who, accordingly, may not major in the department, may if they wish take the beginning service course 1a,b,c, with such subsequent courses as are desired. In no case is course 1a,b,c, counted for the major. The four-year course of study hereinafter laid down will equip students for high school teaching in Latin. Majors who do not intend to teach may substitute any electives for the courses in pedagogy.

COURSE OF STUDY FOR MAJOR STUDENTS IN LATIN

FRESHMAN			
	Fall	Winter	Spring
Latin Literature, The Golden Age	3	3	3
Latin Literature, Comedy	3	3	3
Physical or Biological Science	4	4	4
European or English History	3-4	3-4	3-4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	15-16	15-16	15-16
SOPHOMORE			
Latin Literature, The Silver Age	3	3	3
Latin Literature, The Elegy	3	3	3
Written English	2	2	2
First or second year Greek or French	4	4	4
Military Science (men)	1	1	1
Physical Education	1	1	1
Elective	2-3	2-3	2-3
	16-17	16-17	16-17
JUNIOR			
Latin Literature, Satire	3	3	3
Tacitus, The Annals	2	2	2
Latin Literature, Tragedy	4	4	4
Continuation of language of sophomore year	3	3	3
Ancient History	4	4	4
Education 301-302-303 or elective	16	16	16
SENIOR			
Latin Pedagogy	3	3	3
Topography of Rome	3	3	3
Roman Mythology	3	3	3
The Roman Historians (a course in the original)	2-3	2-3	2-3
Continuation of minor language	3	3	3
Literature of the Ancient or Modern World	2-3	2-3	2-3
Education or elective	4	4	4
	15-16	15-16	15-16

DESCRIPTION OF COURSES

LOWER DIVISION

FRESHMAN SURVEY COURSES

(For description look under Language and Literature)

101a,b,c. *Latin Literature, The Golden Age.* Three hours, each term

SOPHOMORE OPTION COURSES

(For description look under Language and Literature)

204a,b,c. *Literature of the Ancient World.*
Two or three hours, each term.

OTHER LOWER DIVISION COURSES

1a,b,c. *Elementary Latin and Caesar.* The year will begin with the First Year Book and close with the reading of two books of Caesar's Gallic War. Landros.
Four hours, each term.2a,b,c. *Cicero's Orations and Vergil's Aeneid.* This course is provided for students who have had two years of Latin in high school or three years without Cicero or Vergil. For the accommodation of the latter class, the semester system is followed so that mid-year graduates may enter and proceed with Vergil. Landros.
Four hours, each term.211a,b,c. *Latin Literature, Comedy.* Selected plays of Plautus and Terence, with supplementary work in prose composition. Smertenko.
Three hours, each term.

UPPER DIVISION

301a,b,c. *Latin Literature. The Silver Age.* Tacitus, Agricola and Germania; Pliny, selected Letters; Martial, selected Epigrams; Suetonius, selected Lives. Open to sophomores. Dunn.
Three hours, each term.302a,b,c. *Latin Literature. The Elegy.* Selections from Catullus and the Augustan elegiac poets. Smertenko.
Three hours, each term.351. *Topography of Rome.* (Same as 451 below.)
Three hours, winter term.352. *Mythology.* (Same as 452 below.)
Three hours, spring term.353. *Latin Pedagogy.* A laboratory course for prospective teachers of Latin. A service course open to majors and qualified non-majors. Dunn.
Three hours, fall term.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

401a,b. *Latin Literature, Tragedy.* Fragments of Roman scenic literature; Seneca, selected tragedies. Dunn.
Three hours, fall and winter terms.402a,b. *Latin Literature, Satire.* Horace, Satires and Epistles; Juvenal, selected Satires; lectures on the history of Roman satire. Dunn.
Three hours, fall and winter terms.402c. *Tacitus, The Annals.* Selections from Books I to VI will be read, with lectures on the period. Dunn.
Three hours, spring term.430a,b,c. *Latin Literature, The Civil War.* Caesar, *Bellum Civile*; Cicero, selected Letters. Dunn.
Two hours, each term.441-442-443. *Less Known Latin Authors.* Reading from authors of the late imperial epoch, to be selected. Two or three hours, each term.451. *Topography of Rome.* Lectures and required readings on Roman archaeology. A service course open to majors and qualified non-majors. Dunn.
Three hours, fall term.452. *Mythology.* Lectures and required readings upon our inheritance from the myths of Greece and Rome. A service course open to majors and qualified non-majors. Dunn.
Three hours, winter term.455a,b,c. *Latin Literature, the Historians.* Livy, the Macedonian Wars; Velleius Paterculus; *Historiae Augustae*, selections. Dunn.
Three hours, each term.491-492-493. *Undergraduate Seminar.* Two hours, each term.

PRIMARILY FOR GRADUATES

501a,b,c. *History of Latin Literature. Part I (Poetry).*
Hours to be arranged.502a,b,c. *History of Latin Literature. Part II (Prose)*
Hours to be arranged.

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

503a,b,c. *Roman Philosophy*. Lectures covering the chief systems of doctrine prevailing among the Romans will alternate with readings from Cicero's *De Officiis* and the best portions of Lucretius. Dunn.

Hours to be arranged.

504a,b,c. *The Reigns of Trajan and Constantine*. Dunn.

Hours to be arranged.

505a,b,c. *The Reigns of Tiberius and Nero*. These courses present two emperors each, to be studied from all available sources, literary and monumental.

Hours to be arranged.

551a,b,c. *Historical Latin Grammar*. A study of the development of Latin sounds, inflections and syntax.

Hours to be arranged.

510. *Thesis*

Nine hours.

515. *Seminar*.

Hours to be arranged.

MATHEMATICS

Professors EDGAR E. DECOU, EDWARD H. MCALISTER, W. E. MILNE;
Assistant Professors DAVID R. DAVIS, E. D. MCALISTER;
Graduate Assistants HELEN G. CROZIER, R. EWART JEWELL, ELSIE V. MOLLER

The courses below are intended to meet the needs of the following groups: first, those students seeking mental discipline through the study of an exact science; second, those desiring a mathematical basis for the study of the natural and applied sciences, as physics, chemistry, astronomy, geology, biology, architecture; third, those preparing to be teachers of mathematics in high schools; fourth, those desiring to proceed to graduate work in mathematics.

Unified Mathematics, 104-105-106, is the standard freshman course.

Courses 91, 92, 93, 94, 96, 117, 300, and 301-302 are designed as a foundation for work in architecture, business administration and economics.

Major students in other departments wishing to be recommended as teachers of mathematics should take the following minor norm in mathematics: unified mathematics, 12 hours (or advanced algebra, 4 hours; plane trigonometry, 4 hours; analytical geometry, 4 hours) also calculus, 8 hours; theory of equations and determinants, or higher algebra, 3 hours; history of mathematics, 3 hours.

COURSE OF STUDY FOR MAJOR STUDENTS IN MATHEMATICS

	FRESHMAN		
	Fall	Winter	Spring
Unified Mathematics	4	4	4
Freshman Survey or Sophomore Option	3-4	3-4	3-4
French or German	4	4	4
Freshman Survey or Sophomore Option	3-4	3-4	3-4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16-17	16-17	16-17
	SOPHOMORE		
Calculus	4	4	4
French or German	3-4	3-4	3-4
Written English	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
General Physics or elective	4	4	4
	15-16	15-16	15-16

JUNIOR

Advanced Analytical Geometry or other upper division course	3		
Differential Equations		3	3
Second course in Mathematics or elective	3	3	3
Education or elective	4	4	4
Mechanics, Advanced Physics, or elective	3-4	3-4	3-4
Elective	3	3	3
	16-17	16-17	16-17
	SENIOR		
Course in Mathematics	3	3	3
Second course in Mathematics or elective	3	3	3
Electives (including necessary education for intending teachers)	10	10	10
	16	16	16

DESCRIPTION OF COURSES

LOWER DIVISION

FRESHMAN SURVEY COURSES

(For description look under Mathematics and Physical Science)

- 104-105-106. *Unified Mathematics (A)*. Four hours, each term.
104-105-106. *Unified Mathematics (B)*. Four hours, each term.
104-105-106. *Unified Mathematics (C)*. Four hours, each term.
104-105-106. *Unified Mathematics (D)*. Four hours, each term.

SOPHOMORE OPTION COURSES

(For description look under Mathematics and Physical Science)

- 201-202-203. *Differential and Integral Calculus*. May be taken for upper division credit.) Four hours, each term.

OTHER LOWER DIVISION COURSES

91. *Solid Geometry*. Davis. Four hours, one term.
92. *Intermediate Algebra*. A course based on the elementary algebra of the high school and preparatory to course 113, advanced algebra. Davis. Four hours, fall or winter terms.
93. *Advanced Algebra*. An elementary course based on three semesters of high school algebra, or course 112. This course is followed in the winter and spring terms by either plane trigonometry, mathematics of finance or elements of statistical methods. Davis. Four hours, any term.
94. *Plane Trigonometry*. An elementary course open to freshmen. It should be preceded by advanced algebra, and followed by analytical geometry, mathematics of finance or elements of statistical methods. Davis. Four hours, winter and spring terms.
96. *Mathematics of Finance*. An elementary treatment of interest, annuities, valuation of bonds, sinking funds, building and loan associations, life insurance, etc. Prerequisite, advanced algebra. Milne. Four hours, spring term.
117. *Elements of Statistical Methods*. An elementary course covering the topic of frequency curves, correlation and theory of sampling. Problems chosen from the fields of biology, economics, education and vital statistics, and solved under the direction of the instructor with modern instruments of calculation. Prerequisite, advanced algebra. Milne. Four hours, one term.

300. *Analytical Geometry*. See upper division.

UPPER DIVISION

300. *Analytical Geometry*. An upper division course open to lower division students who have had advanced algebra and plane trigonometry, or Unified Mathematics, 104-105-106. Davis. *Four hours, fall term.*

301-302. *Differential and Integral Calculus*. An introductory course for literary and scientific students. Prerequisite, Analytical Geometry or Unified Mathematics. Davis. *Four hours, winter and spring terms.*

303. *History of Mathematics*. A course covering ancient, medieval and modern mathematics, designed to bring out the great human interest of this most ancient and most modern of the sciences. Of especial value to prospective teachers. DeCou. *Three hours, one term.*

FOR ADVANCED UNDERGRADUATES AND GRADUATES

401a,b. *Differential Equations*. A practical course in the solution of ordinary and partial differential equations. Prerequisite, differential and integral calculus. DeCou. *Three hours, winter and spring terms.*

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

403. *Theory of Equations and Determinants*. An important course giving the essential principles required in various advanced studies. DeCou. *Three hours, one term.*

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

405. *Analytical Trigonometry*. Prerequisite, plane trigonometry. DeCou. *Three hours, one term.*

406. *Foundations of Algebra*. A systematic study of the logical development of the number system of algebra. Prerequisite, a course in calculus. Davis. *Three hours, one term.*

407. *Projective Geometry*. Prerequisite, analytical geometry and calculus. DeCou. *Three hours, one term.*

408. *Advanced Analytical Geometry*. A more advanced treatment of the subject and intended for students of fair mathematical maturity. DeCou. *Three hours, fall term.*

409. *Advanced Calculus*. Definite integrals, improper integrals, power series. Fourier's series, elliptic functions and other special functions. Applications to physics, mechanics and astronomy receive emphasis. Prerequisite, the calculus. DeCou. *Three hours, one term.*

410. *Theory of Probability*. Course for advanced students, presupposing a knowledge of calculus. Milne. *Three hours, fall term.*

411. *Theory of Statistics*. Course for advanced students, presupposing a knowledge of calculus. Milne. *Three hours, winter term.*

413. *Introduction to Lie's Theory of Differential Equations*. A short course dealing with one parameter groups and their application to the theory of differential equations. Prerequisite, course 401a,b. Milne. *Three hours, one term.*

414. *Applied Mathematics*. Intended for students of chemistry and physics. A rapid review of differential and integral calculus, with appli-

cation to problems of physics and chemistry; the development of infinite series; elements of differential equations; Fourier's theorem; theory of probability and adjustment of errors; calculus of variations. A course in calculus should precede this course. McAlister. *Three hours, one term.*

PRIMARILY FOR GRADUATES

501a,b,c. *Theory of Functions of a Complex Variable*. A course that is fundamental for advanced study of mathematics. It deals with complex numbers, integration and differentiation of complex functions, properties of analytic functions and functions defined by differential equations. Prerequisite, differential equations. Milne. *Three hours, each term.*

502. *Infinite Series*. This course deals with tests for convergence, uniform convergence, operations on infinite series, and the expansion of functions. *Three hours, one term.*

503a,b,c. *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. Milne. *Three hours, each term.*

504a,b,c. *Mathematical Seminar*. Conferences and reports on assigned subjects. DeCou, Milne, Davis. *Hours to be arranged.*

MECHANICS AND ASTRONOMY

Professor E. H. McALISTER

MECHANICS

UPPER DIVISION

350a,b. *Strength of Materials*. Practical problems and exercises in the design of beams, columns, thin plates and cylinders, including actual tests and experiments with the testing machines. *Three hours, winter and spring terms.*

353. *Hydraulics*. A study of the laws governing the flow and pressure of water in pipes and conduits. Application to hydraulic motors, hydraulic elevators, sprinkler systems, etc. *Three hours, spring term.*

354-355. *Reinforced Concrete*. The underlying principles upon which the design of reinforced concrete construction is based. Problems in designing simple beams and columns. Practical working formulas and data. *Three hours, fall and winter terms.*

FOR ADVANCED UNDERGRADUATES AND GRADUATES

400a,b,c. *Analytical Mechanics*. First term, statics; second term, particle dynamics; third term, dynamics of a rigid body. Calculus is a prerequisite. *Three hours, each term.*

PRIMARILY FOR GRADUATES

500. *Theory of Elasticity*. The mechanics of elastic solids; applications to the strength, resistance and deformation of the ordinary materials of construction. *Four hours, fall term.*

501a,b. *Hydrodynamics*. The mechanics of fluids, with special reference to liquids, but including also some applications to air and other gases. The work of the second term requires a knowledge of spherical and cylindrical harmonics. *Four hours, winter and spring terms.*

505, 506, 507. *Advanced Analytical Mechanics*. Topics selected according to the needs of students, in relation to previous work and work contemplated in the future. Elective by terms. *Three hours, each term.*

510. *Special Problems*. Advanced work in the application of mechanics and the problems relating thereto. *Hours to be arranged.*

ASTRONOMY

UPPER DIVISION

300a,b. *General Astronomy*. Descriptive in character, not involving mathematical discussions. Three lectures or recitations per week, with an occasional evening of observation. *Three hours, winter and spring terms.*

302. *Practical Astronomy*. Determination of time, latitude, longitude, and azimuth of astronomical methods. A working knowledge of trigonometry is necessary. Lecture and laboratory with one evening period. *Three hours, spring term.*

PRIMARILY FOR GRADUATES

502. *Celestial Mechanics*. The fundamentals of the subject with such applications as time may permit; including some consideration of the theory of perturbed orbits. *Hours to be arranged.*

MILITARY SCIENCE

MAJOR FREDERICK A. BARKER, CAPTAIN CLARENCE H. BRAGG,
LIEUTENANT GEORGE F. HERBERT, LIEUTENANT JOHN E. MCCAMMON

All physically fit male students are required to take two years military training during the first two years in the University. This qualifies them for appointment as non-commissioned officers in the organized reserves to which they are appointed if they so desire. Students who elect to take the full four years of military training are paid by the government during the last two years and upon graduation are commissioned in the Officers' Reserve Corps.

Students electing to major in military science, who satisfy the requirements listed below, will be recommended to take the examinations for commissions in the United States Army.

(1) Proficiency in three of the subjects named below must be attained by date of graduation. Conditions governing selection of subjects are as follows:

GROUP A

Subjects:

- (a) Analytical Geometry
- (b) Calculus
- (c) Advanced Mechanics
- (d) Surveying

Each student must select a minimum of one and may select a maximum of three subjects of Group A.

GROUP B

- (a) French
- (b) Spanish

Each student may select one of the two subjects of Group B among the three required.

GROUP C

- (a) English and American Literature
- (b) Constitution of the United States
- (c) Military Law
- (d) Chemistry
- (e) Minor Tactics and Military Engineering

Each student may elect not to exceed two of the subjects of Group C among the three required.

(2) A minimum of one term-hour of military science per term during his first two years and a minimum of three term-hours of military science per term during his last two years in the University.

RECOMMENDED COURSE FOR MAJOR STUDENTS IN MILITARY SCIENCE

	FRESHMAN	Fall	Winter	Spring
Military Science	2	2	2	2
Mathematics	4	4	4	4
French or Spanish	4	4	4	4
Physics or Chemistry	4	4	4	4
Physical Education	1	1	1	1
	16	15	15	15
	SOPHOMORE			
Military Science	2	2	2	2
Mathematics	4	4	4	4
French or Spanish	3-4	3-4	3-4	3-4
Social Science or Biological Science	3-4	3-4	3-4	3-4
Physical Education	1	1	1	1
Written English	2	2	2	2
	16	16	16	16
	JUNIOR			
Military Science	3	3	3	3
Mathematics or Physical Science, advanced courses	4	4	4	4
French or Spanish	3	3	3	3
Elective	6	6	6	6
	16	16	16	16
	SENIOR			
Military Science	3	3	3	3
French or Spanish	3	3	3	3
Elective	10-11	10-11	10-11	10-11
	16-17	16-17	16-17	16-17

DESCRIPTION OF COURSES

LOWER DIVISION

Course 111, 112, 113 is the minimum requirement for freshmen and course 211, 212, 213 the minimum requirement for sophomores. Courses 121, 122, 123 and 214, 215, 216 may be taken in place of the minimum courses, with one additional credit.

111, 112, 113. *Freshman Basic Course*. Military courtesy. Marksman-ship, military hygiene and first aid, National Defense Act, command and leadership. Students of the first year basic course will be required to function as privates at all military drills. *One hour, each term.*

121, 122, 123. *Freshman Military Science*. Course 111, 112, 113, with two additional hours per week on training regulations and automatic weapons. Interior guard duty, gallery practice. *Two hours, each term.*

211, 212, 213. *Sophomore Basic Course*. Drill and command, musketry, automatic weapons, scouting and patrolling. Students of the second year basic course will be required to function as squad leaders at all military drills. *One hour, each term.*

214, 215, 216. *Sophomore Military Science*. Course 211, 212, 213, with two additional hours per week on training regulations and automatic weapons, ceremonies, advanced musketry, gallery practice. *Two hours, each term.*

UPPER DIVISION

301, 302, 303. *Junior Advanced Course*. Infantry auxiliary weapons, military sketching, combat principles, command and leadership. Students of the first year advanced course will be required to function as section leaders at all military drills. *Three hours, each term.*

311, 312, 313. *Junior Elective Military Science*. Course 301, 302, 303, plus outside supplementary reading and additional hours of lecture and drill. *Four hours, each term.*

321, 322, 323. *Senior Advanced Course*. Combat principles, field engineering, military law, administration, military history, command and leadership. Students of the second year advanced course will be required to function as platoon and company commanders at all military drills.

Three hours, each term.

324, 325, 326. *Senior Elective Military Science*. Course 321, 322, 323, plus outside supplementary reading and additional hours of lecture and drill.

Four hours, each term.

331, 332, 333. *Junior Band*. Open to all juniors.

One hour, each term.

381, 382, 383. *Senior Band*. Open to all seniors.

One hour, each term.

PHILOSOPHY

Professors GEORGE REBEC, H. G. TOWNSEND;
Assistant Professor GUSTAV MÜLLER

The lower division courses are service courses for students who anticipate more advanced study of philosophy as well as for those who desire a brief introductory study only.

The upper division courses are intended to assist the student in a more systematic study of the subject. For this reason they should be chosen with an eye to natural sequences. A survey course should precede the more specialized ones.

A major in philosophy should include certain philosophical classics whether or not specific courses involve them. Thus a major student in philosophy will be expected to have studied during his course the chief works of at least a majority of the following authors: Plato, Aristotle, Augustine, Thomas Aquinas, Bacon, Descartes, Leibnitz, Spinoza, Hobbes, Locke, Berkeley, Hume, Kant, Fichte, Hegel, Schopenhauer, Mill, Bradley, James, Royce.

DESCRIPTION OF COURSES

LOWER DIVISION

(For description look under Social Science)

FRESHMAN ELECTIVE AND SOPHOMORE OPTION

*201-202-203. *Introduction to Reflective Thinking*.

Three hours, each term.

* 201-202-203 is designed as a freshman elective as well as a sophomore option.

UPPER DIVISION

301-302-303. *Introduction to Philosophy*. A survey of some of the persistent problems of philosophy about the nature of reality and man's place in it. Sophomores who have credit for 201 and 202 or their equivalent. Townsend.

Three hours, each term.

311-312-313. *History of Philosophy*. A survey of European thought from Thales to modern times. For upper division students after consultation with the instructor. Rebec.

Three or four hours, each term.

321-322-323. *Ethics and the Philosophy of Religion*. A consideration

of individual and social values, determinism and free will, pantheism and theism. Müller.

Three or four hours, each term.

331-332-333. *Philosophical Ideas in the United States*. A survey of philosophical history in America from colonial times to the present. Puritanism, transcendentalism, idealism, pragmatism, and realism will be considered. For students who have had previous study of philosophy or who are advanced majors in American history or literature. Given alternate years. (Not offered in 1930-31). Townsend.

Three or four hours, each term.

341-342-343. *Aesthetics*. A study of the theory of beauty and the history of typical art forms, their values, limitations and relations.

Three or four hours, each term.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

401. *British Philosophy of the 17th and 18th Centuries*. Bacon, Hobbes, Locke, Berkeley, Hume. For students who have had previous study of philosophy. Given alternate years. (Not offered in 1931-32.) Townsend.

Three or four hours, fall term.

402. *Nineteenth Century Logical Theory*. Problems of modern logic drawn from the literature of the subject. 401 or its equivalent is prerequisite. Given alternate years. (Not offered in 1931-32.) Townsend.

Three or four hours, winter term.

403. *Contemporary Philosophy*. Recent philosophical movements selected after consultation with the students. For those who have had one or more upper division courses in philosophy. Given alternate years. (Not offered in 1931-32.) Townsend.

Three or four hours, spring term.

411-412-413. *Continental Philosophy from the 17th to the 19th Century*. A reading of some philosophical classics,—Descartes, Spinoza, Leibnitz, Kant, and the Post-Kantians with such emphasis as the interests of students indicate. Previous appropriate philosophy courses requisite. Given alternate years. (Not offered in 1931-32.) Müller.

Three or four hours, each term.

421-422-423. *Greek and Mediaeval Philosophy*. A reading of the Platonic dialogues, selections from Aristotle. The sources of religious philosophy—Neo-Platonism, Augustine, the Scholastics and Mystics. Previous appropriate philosophy courses requisite. Given alternate years. (Not offered in 1930-31.) Müller.

Three or four hours, each term.

425-426-427. *Philosophy of History*. The conflict of ideas in history. A critical attempt to envisage history as an evolution of such conflict. The study will converge upon an attempt to seize and interpret the essential movement of contemporary civilization. For advanced students after consultation with the instructor. Rebec.

Three or four hours, each term.

428-429. *Monism Versus Pluralism*. Previous appropriate courses prerequisite. Rebec.

Two or three hours, fall and winter terms.

430. *Determinism and Free Will*. 428-429 prerequisite. Müller.

Two or three hours, spring term.

455-456-457. *Undergraduate Seminar*. Philosophy staff.

Hours to be arranged.

PRIMARILY FOR GRADUATES

501-502-503. *Graduate Seminar*. Contemporary movements in philosophy. Townsend and staff. *Hours to be arranged.*

505-506-507. *Graduate Thesis*. *Nine hours.*

PHYSICS

Professors W. P. BOYNTON, A. E. CASWELL;
Assistant Professor E. D. MCALISTER;
Research Assistant ROBERT F. JACKSON;
Graduate Assistants CHARLES A. GOODWIN, ERIC PETERSON, HILBERT J. UNGER

The physical laboratories are located in the basement and main floor of Deady hall. The lecture room and laboratories for elementary and general work on the main floor are provided with the standard equipment necessary for effective teaching. A large dark room is equipped especially for instruction in photography. In the basement are rooms devoted to advanced work, particularly in electricity, and to research, and a seminar room containing a working departmental library. The department has special facilities for research in the thermal and electrical properties of metals, infra-red spectroscopy, acoustics, and the phenomena associated with electrical currents of high frequency and high potentials.

COURSE OF STUDY

The following course is recommended for students presenting for entrance $1\frac{1}{2}$ units of algebra, with geometry and elementary physics, and planning to pursue a physics major as candidate for the B. A. Slight modifications are obvious in case of differences of preparation, or of transfer from another major department.

COURSE OF STUDY FOR MAJOR STUDENTS IN PHYSICS

	FRESHMAN	Fall	Winter	Spring
Unified Mathematics		4	4	4
General Chemistry		4	4	4
Foreign Language (German or French)		4	4	4
Freshman survey or sophomore option in one of Groups I, II or IV		3-4	3-4	3-4
Military Science (men) or Personal Hygiene (women)		1	1	1
Physical Education		1	1	1
		17-18	17-18	17-18
SOPHOMORE				
General Physics		4	4	4
Calculus		4	4	4
Sophomore option or freshman survey in one of two remaining groups		3-4	3-4	3-4
Written English		2	2	2
Military Science (men)		1	1	1
Physical Education		1	1	1
		15-16	15-16	15-16
JUNIOR				
Advanced General Physics		3	3	3
Electrical Measurements		3	3	3
Advanced Analytical Geometry and Differential Equations		3	3	3
Foreign Language (continuation)		3-4	3-4	3-4
Electives		3-4	3-4	3-4
		16	16	16
SENIOR				
Physics, advanced course		3-9	3-9	3-9
Thesis		3	3	3
Seminar		1-2	1-2	1-2
Electives		3-9	3-9	3-9
		15-17	15-17	15-17

NOTE—Prospective high school teachers will elect the introductory group in education (301-302-303), in junior year, physics 301 and some form of practice teaching, either physics 300, education 307, or laboratory assistantship in senior year, and complete the total of 22 required hours in education. This outline permits the completion of the norms in physical science and mathematics.

A maximum rather than a minimum of mathematics and chemistry should be taken.

Upper division courses in mechanics may be counted as physics major work.

Seminar and thesis work, required of seniors and candidates for the master's degree, demand a reading knowledge of German. Doctorate work requires both German and French.

Students primarily interested either in the industrial application of physics or in research will take their electives in mathematics, chemistry, graphics, surveying, economics and business administration as their needs may indicate. Those aiming at industrial applications may substitute work in one of the schools for some of the foreign language, proceeding to the degrees of B.S. and M.S.

DESCRIPTION OF COURSES

LOWER DIVISION

SOPHOMORE OPTION COURSES

(For description look under Mathematics and Physical Science)

204a,b,c. *General Physics*. *Four hours, each term.*

UPPER DIVISION

300. *Laboratory Arts*. Administration of the physical laboratory, and the construction, adjustment, repair and manipulation of physical apparatus, including a study of home-made apparatus for high school laboratories, the elements of glass working, etc. Lectures, assigned readings and laboratory. McAlister. *Hours to be arranged.*

300a. *Laboratory Arts. Glass-blowing*. A special section devoting its time particularly to glass-blowing. McAlister. *One hour, one term.*

301. *History and Teaching of Physics*. For prospective teachers of high school physics. Boynton. *Three hours, one term.*

304. *Sound*. An extended treatment of the phenomena of vibration, for students interested in music. The scientific basis of harmony and music, and the physics of musical instruments. Textbook, experimental lectures, and lantern slides. *Three hours, one term.*

305. *Meteorology*. A treatment of the physical phenomena presented by the earth and atmosphere, such as air and ocean currents, distribution of temperature and moisture, weather observations and predictions, etc. *Three hours, one term.*

306. *Photography*. Photographic methods and appliances, including lenses, sensitive plates and their treatment, and the common photographic papers. Prerequisite, sophomore standing, a previous course in physics, and some familiarity with elementary chemistry. Two lectures and one laboratory period. Boynton. *Three hours, one term.*

FOR ADVANCED UNDERGRADUATES AND GRADUATES

411-412-413. *Advanced General Physics*. Supplementing, and giving more attention to certain topics than the elementary courses, and especially to some of the more fruitful modern theories, such as the kinetic theory, the electromagnetic theory of light, the electron theory, etc. Two lectures and one laboratory period. McAlister. *Three hours, each term.*

414-415-416. *Electrical Measurements*. The more important electrical quantities, with some reference to their partial applications. Direct cur-

rent measurements; the magnetic properties of iron; the introduction to alternating current theory and measurements; transient electrical phenomena; elementary theory of radio. Two lectures and one laboratory period. Boynton.
Three hours, each term.

420. *Advanced Laboratory.* Including senior thesis. Department staff.
Hours to be arranged.

421-422-423. *Thermodynamics, Molecular Physics and Heat.* A study of heat and other forms of energy in connection with ideal gases, saturated vapors, dilute solutions and other ideal or actual substances, including a discussion of the kinetic theory of gases and liquids. Especially for students of physics, physical chemistry and those interested in industrial applications. Boynton.
Three hours, each term.

424-425-426. *Electron Theory.* An introductory course dealing with cathode, canal and X-rays, ionization of gases, photo-electricity, 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.

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

430, 431, 432. *Literature of Physics.* Assigned readings and reports on current literature. Staff.
Hours to be arranged.

434-435. *Cosmic Physics.* A study of the physical characteristics and behavior of the stellar universe with special emphasis upon the problems of the earth and the solar system. Caswell.

Three hours, winter and spring terms.

PRIMARILY FOR GRADUATES

501. *Thermodynamical Potentials.* A continuation of 421-422-423, based upon the work of Gibbs and others upon the various thermodynamic potentials and their application to problems in physics and chemistry. Boynton.
Three hours, fall term.

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

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

504-505-506. *Modern Physical Theories.* A discussion of such topics as the electromagnetic theory of light, the electron theory, relativity and the quantum theory. Caswell.
Three hours, each term.

508-509. *Spectroscopy.* A study of the modern theory of the origin of spectra and its bearing on atomic and molecular structure. First term, line spectra. Second term, band spectra. Lectures and laboratory. Prerequisites, physical optics. McAlister.

Three hours, winter and spring terms.

511-512-513. *Advanced Electrical Theory.* With especial reference to transient phenomena, oscillations and waves, thermionic vacuum tubes,

and the modern applications. Courses 414-415-416 are prerequisite Boynton.
Three hours, each term.

514, 515, 516. *Advanced Electrical Laboratory.* Designed to accompany the preceding course, dealing with the same points. Boynton.
One to two hours, each term.

520. *Research Laboratory.* Qualified students will have all facilities of the laboratories placed at their disposal and will receive the advice and assistance of the department. Department staff.

Hours to be arranged.

521, 522, 523. *Advanced Mathematical Physics.* Lectures and assigned readings. The topics treated will be varied from year to year to suit the needs of the students. Boynton, Caswell, McAlister.

Hours to be arranged.

530. *Seminar.* Conferences and reports on assigned topics and current periodical literature. Boynton.
Hours to be arranged.

550. *Graduate Thesis.* Department staff. *Nine hours.*

POLITICAL SCIENCE

Professors JAMES D. BARNETT, WALDO SCHUMACHER;
Associate Professor JOHN MEZ

COURSE OF STUDY FOR MAJOR STUDENTS OF POLITICAL SCIENCE

	FRESHMAN	Fall	Winter	Spring
Background of Social Science	3	3	3	3
Mathematics or Science	4	4	4	4
French or German	4	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1	1
Physical Education	1	1	1	1
Elective	2-3	2-3	2-3	2-3
	15-16	15-16	15-16	15-16
	SOPHOMORE	Fall	Winter	Spring
Modern Government	4	4	4	4
French or German (continuation)	3-4	3-4	3-4	3-4
Written English	2	2	2	2
Modern Europe	4	4	4	4
Military Science (men)	1	1	1	1
Physical Education	1	1	1	1
	15-16	15-16	15-16	15-16
	JUNIOR	Fall	Winter	Spring
International Organization three terms, or International Organization two terms and Elementary Law one term	4	4	4	4
Beginner's Psychology	3	3	3	3
Principles of Economics	4	4	4	4
American History	4	4	4	4
Principles of Sociology	3	3	3	3
	18	18	18	18
	SENIOR	Fall	Winter	Spring
Political Parties	4	4	4	4
City Government or Public Opinion	4	4	4	4
Political Theory	4	4	4	4
Constitutional Law	4	4	4	4
International Law or Political Problems	2	2	2	2
Research in Political Science	2	2	2	2
Finance	4	4	4	4
Electives	4	4	4	4
	14	14	14	14

DESCRIPTION OF COURSES

LOWER DIVISION
(For description look under Social Science)

FRESHMAN SURVEY COURSES

101a,b,c. *Background of Social Science.* Three hours, each term.

SOPHOMORE OPTION COURSES

201-202-203. *Modern Government.* Four hours, each term.

UPPER DIVISION

301. *Elementary Law.* A very general introduction to the law. For non-professional students. Barnett. Four hours, spring term.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

401. *Constitutional Law.* A study of the federal constitution as interpreted by the courts. Chiefly a discussion of leading cases. Not given 1930-31. Barnett. Four hours, fall term.

402. *Law of Municipal Corporations.* The principles of the law of municipal corporations. Chiefly a discussion of leading cases. Open to students credited with at least one course in law. Barnett. Four hours, fall term.

403. *International Law.* The principles of international law. Barnett. Four hours, winter term.

404. *Political Parties and Election Problems.* The nature, organization, and operation of political parties, with special attention to conditions in the United States; election and recall of officers; proportional representation; representation of vocational interests; initiative and referendum; civil service reform. Barnett. Four hours, fall term.

405. *City Government.* The organization and operation of city government in France, Prussia, England and the United States, with special attention to contemporary reforms in the United States. Barnett. Four hours, winter term.

406. *Political Theory.* A study of the main concepts of political theory, mostly from the works of modern writers. Barnett. Four hours, spring term.

407-408-409. *International Organization and World Politics.* Nature and history of international institutions of government, including the Concert of Europe, the Hague System, the League of Nations and World Court, together with a study of political and economic realities affecting international relations. Mez. Four hours, each term.

410. *Democracy.* A study of the problems inherent in popular government with special reference to the democratic institutions in operation in the United States. Schumacher. Four hours, fall term.

411. *Public Opinion.* A study of the methods of formation and control of public opinion. Schumacher. Four hours, winter term.

412. *Political Problems.* An investigation of current governmental problems. Schumacher. Four hours, spring term.

PRIMARILY FOR GRADUATES

501-502-503. *Research in Political Science.* Schumacher. Hours to be arranged.
504a,b,c. *Graduate Thesis.* Schumacher. Nine hours.
505-506-507. *Seminar in Political Science.* Mez. Hours to be arranged.

PSYCHOLOGY

Professor EDMUND S. CONKLIN;
Associate Professors HAROLD R. CROSLAND, ROBERT H. SEASHORE, HOWARD R. TAYLOR;
Part-time Instructor, CELIA V. HAGER;
Assistant in Personnel Bureau CLIFFORD CONSTANCE;
Graduate Assistants MALCOLM A. CAMPBELL, EDA L. PRIEST, ROBERT Y. WALKER

The psychological laboratories in Condon hall are equipped for large beginning courses, advanced laboratory, and research in general experimental and applied psychology. Fifteen cubicles are devoted to elementary work. Duplicated pieces of apparatus make it possible to assign the same experiment to all students in a given section, thus simplifying instruction, at the same time promoting efficiency. One of these cubicles is a dark room. Four experimenting rooms, including another dark room, are devoted to a second year course in laboratory, or to research.

Four additional rooms are designed for research purposes only. Six individual offices not only furnish office space for the staff, but make possible additional room for research conducted by members of the psychology faculty.

The remaining space is divided into two lecture rooms, a combination seminar room and departmental library, a shop and a storeroom.

The laboratory is equipped throughout with 110 v. A. C. and 6 v. D. C., timed 6 v. circuit, gas and compressed air. It is roughly 50x130 feet. The building is constructed on the factory-unit plan, this constituting the first unit. When the second unit is built, the psychology department contemplates expanding on the same floor. A few of the cubicles for elementary laboratory are temporarily located under skylights in the center of the main hall.

COURSES AND CURRICULA

Courses in this department are not open to freshmen.

Students proposing to major in this department will be expected to follow, so far as the University schedule will permit, one of the following prescribed courses of study. Electives provided for in these prescribed courses should be chosen with the advice of the major professor in order that the most helpful selections may be made.

PROFESSIONAL PSYCHOLOGICAL PROGRAM

The following program of undergraduate courses is designed for the guidance of students who expect to proceed immediately to graduate work for the degree of doctor of philosophy in this or any university.

It should be observed that this program is made up with a minor in biological subjects given in the division of biology. Although the staff of the department of psychology consider this to be ideally the best program, practically many students should substitute (in the upper division) sufficient work in the school of education to make possible a graduate minor in that subject in whatever institution they may desire to do their graduate work.

If the schedule in either freshman or sophomore years should permit, the student is strongly urged to take analytical geometry and calculus.

FRESHMAN	Fall	Winter	Spring
Elementary Biology	3	3	3
French or German	4	4	4
Chemistry or Physics	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
Elective	3-4	3-4	3-4
	16-17	16-17	16-17

SOPHOMORE	Fall	Winter	Spring
Beginners Psychology	4	4	4
Advanced Biology (to be elected)	2	2	2
German or French (continuation)	3-4	3-4	3-4
Written English	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
*Electives	3	3	3
	16-17	16-17	16-17

* The philosophy course, Introduction to Philosophy, is recommended.

JUNIOR	Fall	Winter	Spring
Advanced Experimental Psychology	3	3	3
Advanced Psychology Laboratory	2	2	2
Test Methods	3		
Nature of Intelligence		3	
Employment Psychology			3
General Physiology	4	4	4
*Elective	4	4	4
	16	16	16

* Intending teachers should take Education 801-802-803 and complete the hours required for the teacher's certificate with the electives in the senior year.

SENIOR	Fall	Winter	Spring
Genetic Psychology and Adolescence	3	3	
Abnormal Psychology			3
Elective in Psychology	2	2	2
Social Psychology, or selected substitute	2	2	2
History of Philosophy	3	3	3
Elective	6	6	6
	16	16	16

Students are advised to elect a sufficient amount of work in French and German in addition to the hours prescribed above so as to make possible a reading knowledge of scientific French and German.

NON-PROFESSIONAL PSYCHOLOGICAL PROGRAM

The following course of study is arranged for the guidance of undergraduate students who desire to major in psychology but who do not expect to become professional psychologists.

FRESHMAN	Fall	Winter	Spring
Elementary Biology	3	3	3
French or German	4	4	4
Social Science requirement	3-4	3-4	3-4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
Elective	2-3	2-3	2-3
	16	16	16

SOPHOMORE	Fall	Winter	Spring
Beginners Psychology	4	4	4
Language (continuation)	3-4	3-4	3-4
Written English	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
Elective	3-4	3-4	3-4
	16	16	16

JUNIOR	Fall	Winter	Spring
Advanced Experimental Psychology, or Genetic Psychology, Adolescence, and Abnormal Psychology	3	3	3
Advanced Laboratory	2	2	2
Test Methods, Nature of Intelligence, Employment Psychology	3	3	3
*Electives	9	9	9
	17	17	17

* Work in the social sciences and literature is advised. Courses in organic evolution, and heredity and eugenics will be found highly desirable corollaries.

SENIOR	Fall	Winter	Spring
Advanced Experimental Psychology, or Genetic Psychology, Adolescence, and Abnormal Psychology	3	3	3
Social Psychology or selected substitute	2	2	2
History of Philosophy	3	3	3
Electives	9	9	9
	17	17	17

APPLIED PSYCHOLOGY PROGRAM

Students desiring to prepare for psychology work in juvenile courts, in educational and correctional institutions, or in industrial organizations should consult with members of the department staff in order that the necessary modifications of the above program may be arranged for in time. Such modifications will ordinarily provide for additional work in sociology and education. This type of professional work ordinarily requires at least one year of graduate work in addition to the undergraduate program.

DESCRIPTION OF COURSES

LOWER DIVISION

(For description look under Biological Science)

SOPHOMORE OPTION COURSES

- 201a,b,c. *Beginner's Psychology Laboratory.* One hour, each term.
 202a,b,c. *Beginner's Psychology.* Three hours, each term.

UPPER DIVISION

Beginners Psychology, No. 202a,b,c or its equivalent, is an indispensable prerequisite for work in any of the following courses.

307. *Research and Thesis.* Practice work in research methods. Conklin, Crosland, Seashore, Taylor. Hours to be arranged.

334a,b. *Social Psychology.* Social factors in man's original nature and in development. Critical survey of such explanatory concepts as, instinct, emotion, imitation, suggestion, sympathy, compensation and rationalization. Analysis of leadership, crowd behavior, public opinion and propaganda. Taylor. Two hours, two terms.

336. *Character and Personality.* The growth of character, the integration of personality, types and classificatory schemes, the use of rating schemes and tests in study of personality. Taylor. Two hours, one term.

NOTE—Courses 334a,b and 336 are not given when courses 464, 465 and 466 are offered.

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

FOR ADVANCED UNDERGRADUATES AND GRADUATES

403-404-405. *Systematic Psychology.* A comparison of the viewpoints of structural, functional, behavioristic and other systems of psychology as found in the general texts of representative psychologists from the time of Wundt to the present. The development of these systems as related to their authors' training and research activities, their philosophical backgrounds, and the changes brought about by progress in related fields of science. Given in alternate years with course 441-442-443. Seashore. Two hours, each term.

406. *Adolescence.* An intensive study of the available data and interpretations of the adolescent period of development. This course is in large part a continuation of course 410 Genetic Psychology, which should be taken as a preparation. Conklin. Three hours, winter term.

410. *Genetic Psychology*. A study of the changes in the course of individual human development and of the current interpretations therefor. Conklin. *Three hours, fall term.*

413-414-415. *Special Problems in Social Psychology*. This course permits undergraduates, who are prepared to do so, to make independent investigations of social psychological materials. Taylor. *One to two hours, each term.*

417a,b,c. *Advanced Laboratory*. A thorough training in laboratory technique as used in the problems of general psychology. Seashore. *Two hours, each term.*

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

419. *Psychological Literature*. Open to honor students. The department staff. *Hours to be arranged.*

441-442-443. *Motor Psychology*. A study of motor skill, course of acquisition, individual differences; practical applications, relation to conditioned response and the work of Pavlov, and the technique of its investigation. Alternates with 403-404-405. Seashore. *Two hours, each term.*

451, 452, 453. *Advanced Experimental*. Designed to give advanced students a thorough knowledge of general psychology as presented in the periodical literature, especially that which has not yet been summarized in textbooks. The point of view is consistently experimental, all theoretical and systematic considerations are but incidental to the presentation of experimental data and technique. Crosland. *Three hours, each term.*

461. *Test Methods in Psychology*. Brief survey of the most important statistical resources for handling psychological problems. Measures of central tendency, variability and relationship as applied in test procedure, and other experimental work. Advice and practice in the analysis of such data as the student is interested in. Taylor. *Three hours, spring term.*

462. *The Nature of Intelligence*. Survey of the history and theory of intelligence testing. Practice with the more important types of test, and in the interpretation of group tests especially. An effort to decide what such tests measure and to evaluate the concept "intelligence." Taylor. *Three hours, fall term.*

463. *Employment Psychology*. Study of the possibilities in the differentiation of special individual potentialities. A survey of various aptitude tests and the principles underlying their construction, interpretation and practical use. Taylor. *Three hours, winter term.*

464. *Instinct and Learning*. The field of animal behavior, especially experimental studies of motivation in learning. An attempt to orient students toward the study of human learning. Not given, 1929-30. Taylor. *Two hours, fall term.*

465. *The Learning Process*. A preliminary survey of neurological and psychological explanations of learning processes, followed by analysis of typical forms of learning and kinds of learning problems. Not given, 1929-30. Taylor. *Two hours, winter term.*

466. *Human Learning*. A critical examination of the laws of learning and the conditions which influence learning favorably or unfavorably. A consideration of the bearing of these findings on current educational theory and practice. Not given, 1929-30. Taylor. *Two hours, spring term.*

NOTE—Courses 464, 465, 466 are not offered when courses 334a,b and 336 are being given.

PRIMARYLY FOR GRADUATES

501a,b. *History of Psychology*. The contributions of the classical psychologists from the early Greeks to the founders of modern psychology with consideration of developmental tendencies, schools of thought and culture influences constitute the content of the course. Most of the work is done through class discussion of the assigned readings in original texts. (Temporarily withdrawn.) Conklin. *Two hours, two terms.*

507. *Research and Thesis*. Original work for thesis purposes under the direction of the instructor in charge. Conklin, Crosland, Taylor, Seashore.

508. *Psychology of Religion*. A seminar course for the review of the literature both of phenomena and interpretation in the field. Not given, 1929-30. Conklin. *Two hours, one term.*

510. *Psychology of Attention and Perception*. A consideration of the various factors and the various aspects of attention phenomena and the phenomena of perception and apperception. Various points of view, of behaviorist, objectivist, centralist, subjectivist, idealist, realist, nativist, empiricist and gestaltist. Special attention to the modern conception of attention and perception so influential in medicine, psychiatry, ethics and education. Practical experience in research in this field if the student desires it. Crosland. *Two hours, fall term.*

511. *Psychology of Memory and the Image*. A treatment of the various phases of mental organization manifested in conscious memory phenomena and in the image of imagination. Eidetic imagery, dissociation, assimilation, organization and generalization of memory contents will be thoroughly studied and illustrated, together with many technical as well as practical applications of the facts here presented. Practice in the methodology of this field if the student desires it. Crosland. *Two hours, winter term.*

513-514-515. *Special Problems in Social Psychology*. Intensive work in individually assigned topics. Taylor. *One to three hours, each term.*

516a,b. *Seminar in Genetic Psychology*. Intensive study of selected special topics in the theory, data and methods of genetic psychology. Emphasis will be placed upon newer developments, including psychoanalysis and Gestalt. Alternate years. Conklin. *Two hours, two terms.*

517a,b. *Seminar in Abnormal Psychology*. A more intensive study of the data and theories, especially of current literature in this field. Alternate years. Conklin. *Two hours, two terms.*

518. *Association*. The doctrines of association, as related to the phenomena of habit formation, memories and imagination, imagery, attention, complexes and diagnosis of mental ailments, the diagnosis of guilty knowledge, assimilation, conception, illusions and hallucinations. The concepts of the reflex-arc and the irreversibility of nerve-conduction. Practical experience if the student desires it. Crosland. *Two hours, spring term.*

525, 526, 527. *Seminar in Experimental Psychology*. Discussions and reports of experimental movements in contemporary psychology. Crosland. *One to three hours, each term.*

522. *Principles of Psychoanalysis*. A seminar presentation of the essential concepts in this system of psychology. Alternate years. Conklin. *Two hours, one term.*

ROMANCE LANGUAGES

Professors RAY P. BOWEN, TIMOTHY CLORAN;
Associate Professor LEAVITT O. WRIGHT;
Assistant Professors CHANDLER B. BEALL, ANNA M. THOMPSON;
Instructors LEROY E. DETLING, CHARLES G. HOWELL, FELIX LEGRAND, LOUIS MCC. MYERS,
CORNELIA PIPES, JUAN B. RAEI;
Graduate Assistants MARTIN E. ERICKSON, CARL J. FURR, JACK M. J. LAForge;
Student Assistant WILLMADENE RICHOLSON

Freshmen must present not less than two years of high school French, Latin or Spanish to major in Romance languages.

Majors in Romance languages take a minimum of 30 hours of upper division courses in French and as many courses in Spanish as possible, or majors may take a minimum of 24 hours of upper division courses in Spanish with as many courses in French as possible. Italian should not be omitted. The work of majors in Romance languages should follow the curriculum below.

COURSE OF STUDY FOR MAJOR STUDENTS IN ROMANCE LANGUAGES

	FRESHMAN	Fall	Winter	Spring
French or Spanish	3-4	3-4	3-4	3-4
Second Foreign Language	3-4	3-4	3-4	3-4
Mathematics or Biological Science or English Survey	3-4	3-4	3-4	3-4
European History or Modern Europe	3-4	3-4	3-4	3-4
Military Science (men) or Personal Hygiene (women)	1	1	1	1
Physical Education	1	1	1	1
	15-17	15-17	15-17	
	SOPHOMORE			
French or Spanish (continued)	3-4	3-4	3-4	3-4
Second Foreign Language	3-4	3-4	3-4	3-4
Written English	2	2	2	2
Science or Social Science	3-4	3-4	3-4	3-4
Economics or Psychology	3-4	3-4	3-4	3-4
Military Science (men)	1	1	1	1
Physical Education	1	1	1	1
	16	16	16	
	JUNIOR			
Major Language	3-6	3-6	3-6	3-6
Second Romance Language	3-6	3-6	3-6	3-6
English Literature	3	3	3	3
Electives, a norm, or Education 301-302-303	3-6	3-6	3-6	3-6
	15-17	15-17	15-17	
	SENIOR			
Romance Language Courses	8-11	8-11	8-11	8-11
Electives, a norm, education	6-7	6-7	6-7	6-7
	16	16	16	

DESCRIPTION OF COURSES

FRENCH

LOWER DIVISION

FRESHMAN SURVEY COURSES

(For description look under Language and Literature)

103a,b,c. *French Literature*. (Same as 303a,b,c.)
Three hours, each term.

SOPHOMORE OPTION COURSES

(For description look under Language and Literature)

203a,b,c. *French Literature*. (Same as 303a,b,c.)
Three hours, each term.

204a,b,c. *Seventeenth Century French Literature*. (Same as 404a,b,c.)
Three hours, each term.

OTHER LOWER DIVISION COURSES

1a,b,c. *First Year French*. Grammar, pronunciation, composition, conversation. Translation of easy French prose and poetry. Beall, Detling, Howell, LaForge, Pipes.
Four hours, each term.

2a,b,c. *Second Year French*. Review of grammar, composition, conversation, translation of modern French authors. Detling, Howell, Myers, Pipes.
Four hours, each term.

3a,b. *First Year French*. A two-term course covering the work of 1a,b,c.; for students entering in the winter term. Richolson.
Six hours, winter and spring terms.

UPPER DIVISION

303a,b,c. *French Literature*. (Third year.) Reading of masterpieces of various periods. A general review of French literature. Lectures. Beall, Detling, Howell, Myers.
Three hours, each term.

305a,b,c. *French Conversation and Composition*. Meets on alternate days with 303a,b,c. Legrand.
Two hours, each term.

306a,b,c. *Intermediate French Composition and Syntax*. Includes phonetics. Course 305a,b,c is required as prerequisite for admission. LaForge.
Two hours, each term.

307a,b,c. *French Pronunciation and Phonetics, and Methods of Teaching French*. Beall.
Two hours, each term.

308a,b,c. *Scientific French*.
Two or three hours, each term.

309a,b,c. *Advanced French Composition*. Prerequisite, 306a,b,c.
Two hours, each term.

310a,b,c. *French Historians*. Survey of French culture and civilization.
Three hours, each term.

311a,b,c. *French Literature*. (Fourth year.) Reading of selections from the great writers of France. Lectures, reports, and explanation of texts. Cloran.
Three hours, each term.

314a,b,c. *Methods of Teaching Romance Languages*. Bowen.
One hour, each term.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

404a,b,c. *Seventeenth Century French Literature*. Readings of representative works of Corneille, Molière, Racine, La Fontaine, Madame de Sévigné, Pascal and Descartes. Bowen.
Three hours, each term.

406a,b,c. *Old French Readings*. Cloran. *One to three hours, each term.*

412a,b,c. *Nineteenth Century Novel, Short Story, and Criticism*. Required of French major students. Bowen.
Three hours, each term.

413a,b,c. *Modern French Drama and Lyric Poetry*. Beall.
Three hours, each term.

415a,b,c. *Undergraduate Seminar and Thesis*. For those reading for honors in Romance languages.
Two or three hours, each term.

416a,b,c. *Honors Readings in Romance Languages*. Juniors.
Two or three hours, each term.

417a,b,c. *Honors Readings in Romance Languages*. Seniors.
Two or three hours, each term.

SPANISH

LOWER DIVISION

FRESHMAN SURVEY COURSES

(For description look under Language and Literature)

109a,b,c. *Spanish Literature*. (Same as 309a,b,c.)
Three hours, each term.

SOPHOMORE OPTION COURSES

(For description look under Language and Literature)

209a,b,c. *Spanish Literature*. (Same as 309a,b,c.)
Three hours, each term.

OTHER LOWER DIVISION COURSES

11a,b,c. *First Year Spanish*. Grammar, composition, conversation, translation of easy prose. Erickson, Rael, Thompson.
Four hours, each term.

12a,b,c. *Second Year Spanish*. Review of grammar, composition, conversation, translation of modern Spanish authors. Furr, Rael, Thompson.
Four hours, each term.

13a,b. *First Year Spanish*. A two-term course covering the work of 11a,b,c.; for students entering in the winter term. Rael.
Six hours, winter and spring terms.

UPPER DIVISION

309a,b,c. *Spanish Literature*. (Third year.) Reading of masterpieces of various periods. A general survey of Spanish literature. Lectures. Wright, Thompson.
Three hours, each term.

322a,b,c. *Spanish and Portuguese Literature*. Lectures, reports and explanation of texts. Cloran.
Two hours, each term.

324a,b,c. *Spanish Composition and Conversation*. Meets on alternate days with Spanish 309a,b,c. Thompson.
Two hours, each term.

325a,b,c. *Advanced Spanish Composition and Syntax*. Prerequisite, 324a,b,c. Rael.
Two hours, each term.

326a,b,c. *Commercial Spanish*. Spanish Commercial correspondence, business forms, industrial readings, conversation. A study of Latin American countries. Prerequisites, Spanish 12a,b,c, or three years of high school Spanish. Rael.
Two hours, each term.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

423a,b,c. *Modern Spanish Literature*. 423a,b,c, or 427a,b,c, required of Spanish majors. Wright.
Three hours, each term.

427a,b,c. *Spanish-American Literature*. 427a,b,c, or 423a,b,c, required of Spanish majors. Wright.
Three hours, each term.

ITALIAN AND PORTUGUESE

LOWER DIVISION

32a,b,c. *First Year Italian*. Grammar, composition and translation of modern authors. Cloran.
Three hours, each term.

33a,b,c. *Second Year Italian*. Reading of modern authors. Composition. Cloran.
Three hours, each term.

UPPER DIVISION

360a,b,c. *Third Year Italian*. Reading of selections from representative works of great authors. Reports. Outline of Italian literature. Cloran.
Two hours, each term.

362a,b,c. *Fourth Year Italian*. Emphasis upon the classical writers. Cloran.
Two hours, each term.

380a,b,c. *Elementary Portuguese*. Branner's Portuguese Grammar. Readings of Portuguese prose and poetry. Open to students who have had two years of Spanish. Cloran.
Two hours, each term.

PRIMARILY FOR GRADUATES

The graduate courses are given in rotation and according to the need of graduate students.

500a,b,c. *French Literature in the Nineteenth Century*. Bowen.
Three hours, each term.

501a,b,c. *French Literature in the Eighteenth Century*. Beall.
Three hours, each term.

502a,b,c. *French Literature in the Sixteenth Century*. Beall.
Three hours, each term.

505a,b,c. *Romance Philology*. Bowen.
Two hours, each term.

508a,b,c. *Vulgar Latin and Old Provençal*. Wright.
Two hours, each term.

510a,b,c. *French Seminar*. Bowen.
Hours to be arranged.

516a,b,c. *Old Spanish*. Wright.
Two hours, each term.

518a,b,c. *Spanish Literature of the Sixteenth and Seventeenth Centuries*. Wright.
Three hours, each term.

519a,b,c. *Spanish Seminar*. Wright.
Hours to be arranged.

520a,b,c. *Thesis*.
Three hours, each term.

SOCIOLOGY

Professors PHILIP A. PARSONS, LUTHER S. CRESSMAN;
Associate Professor JOHN H. MUELLER;
Assistant Professor JAMES M. REINHARDT

COURSE OF STUDY FOR MAJOR STUDENTS IN SOCIOLOGY

Students proposing to elect a major in sociology should designate social science as their principal interest during the first two years, and should register according to the schedule suggested below.

FRESHMAN	Fall	Winter	Spring
Background in Social Science	3	3	3
Survey in Physical Science	3	3	3
Elementary Biology	3	3	3
*Foreign Language	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	15	15	15
SOPHOMORE			
Elements of Sociology	3	3	3
Beginners Psychology	3	3	3
Report Writing	2	2	2
*Foreign Language	4	4	4
Military Science (men)	1	1	1
Physical Education	1	1	1
	14	14	14
JUNIOR			
Modern Europe or American Government	4	4	4
Social Statistics	3		
Anthropology	3		
Cultural Anthropology		3	
Immigration and Assimilation			3
Principles of Economics	3	3	3
Electives	4	6	6
	17	16	16
SENIOR			
Methods of Social Research	3		
History of Social Thought	3	3	
Advanced Principles of Sociology			3
Electives	10	13	13
	16	16	16

* If candidate for B.A.

DESCRIPTION OF COURSES

LOWER DIVISION

FRESHMAN SURVEY COURSES
(For description look under Social Science)

101a,b,c. *Background of Social Science.* Three hours, each term.

SOPHOMORE OPTION COURSES

201a,b. *Elements of Sociology.* The development of society and the analysis of its fundamental institutions, and of the more important sociological theories. The following topics will be considered: Heredity and environment, social control in its various forms such as public opinion, and law; conflict between races and classes; the fundamental institutions such as the family and religion, with practical application to current problems. This course or its equivalent prerequisite to all other courses in sociology. Cressman and Reinhardt.

Three hours. Sections I and II, fall and winter; section III, winter and spring.

203. *Historical Survey of Charities and Corrections.* A survey of charities and corrections from the time of the Parish system and the English Poor Laws through the development of the traditional American system of public and private relief and reformation up to the beginning of the present movement in the direction of constructive and preventive public welfare. Reinhardt.
Three hours, Sections I and II, spring term.

211. *An Introduction to Modern Social Problems.* This course is designed to orient the student in the field of applied sociology. Modern social problems considered as the result of forces at work in society. The problem of the decay of civilization is studied in the light of historic examples, to determine whether or not continuous cultural evolution is possible. The problem of the survival of civilization is considered from the standpoint of sociology, economics, psychology, biology, genetics, and the interference of civilization with the processes of natural selection. Parsons.
Three hours, fall term.

UPPER DIVISION

301. *Social Pathology.* A study of personal disorganization with special emphasis upon the causative social factors and the institutional and legislative policies of correction. The following problems will be considered; poverty, vice, old and defective classes, migratory population. Reinhardt.
Three hours, fall term.

302. *Social Unrest.* The nature and causes of social unrest as manifested in political, economic and social disturbances and movements. Illustrations will be drawn from unrest of women and youth as well as current disturbances in religion, philosophy and art. Parsons.
Three hours, winter term.

303. *Problems of Child Welfare.* Concerned with the changing social and legal status of the child; an analysis of the child welfare movement in the United States and Europe; a discussion of juvenile delinquency, child labor and other problems with the current and proposed policies. Cressman.
Three hours, spring term.

311a,b. *Criminology.* The nature and causes of crime, history of its treatment and a criticism of present methods of repression. Parsons, Mueller.
Two hours, fall and winter terms.

312. *Matrimonial Institutions.* The development and social utility of the family and an analysis of its breakdown in divorce, desertion, and celibacy. A critical study of the current theories of family reorganization. Parsons, Mueller.
Two hours, spring term.

316. *Social Statistics.* An elementary study of sociological statistics; the problems of collection, classification, analysis and interpretation of quantitative material together with the methods of graphic presentation. Cressman.
Three hours, fall term.

322. *Urban Problems.* An analysis of the problems arising from the concentration of population under the complex and artificial conditions of modern urban and industrial life. The course will include the study of the following subjects: origin and development of cities, social and political definitions of the city; principles of city growth, natural population areas, problems of social control and current social policies. Reinhardt.
Two hours, winter term.

323. *Principles of Social Legislation.* Historical attempts at the correction of social problems by legislative methods in the field of housing and city planning, industrial legislation and social insurance, and the miscellaneous legislation designed to protect public health and control immoral practices. Cressman. *Two hours, spring term.*

341. *Anthropology.* A study of the physical traits of the prehistoric and historic races, the theories of evolutionary trends and race distribution and habitats; the problems of classification. Cressman.

Three hours, fall term.

342. *Cultural Anthropology and Ethnology.* The study of primitive cultures; theories of culture growth and its determining factors as diffusion, psychological and geographical determinism, and the historical school; phases of primitive culture such as religion, economic and political organization, social and family organization and art. Cressman.

Three hours, winter term.

343. *Immigration and Assimilation.* A study of the westward movement of population of modern times with the accompanying problems as they arise out of the diverse racial and culture contacts; with special application to the United States and some comparison with analogous problems in other countries. Cressman.

Three hours, spring term.

FOR ADVANCED UNDERGRADUATES AND GRADUATES

401. *Population and Population Theory.* Theories of population from Biblical times through the Middle Ages and the commercial and industrial era as they pertain to birth and death rates, increase and decrease of population, and the problems of quality; current programs of reform such as Neo-Malthusianism, Eugenics, and immigration policies as they affect population. (Not given 1929-30.) Mueller.

Two hours, fall term.

402. *Contemporary Social Movements.* The analysis of movements on the part of classes and groups who challenge the existing order; and programs advanced. Such movements as the proletarian, youth, feminist and the various race movements and others will be considered in the light of nineteenth century backgrounds and the social factors and forces determining them. They will also be studied as they are reflected in law, social philosophy, literature, the drama, etc. (Not given 1929-30.) Mueller.

Two hours, winter term.

403. *Theories of Social Progress.* The analysis of the criteria of progress; theories on the factors and determinants of progress as advanced from the earliest times to the present day; and a consideration of the more prominent schools of thought, such as: geographic determinism, economic determinism, the aesthetic school, racialists, etc., in the light of modern sociological theory. The course will include the history of the idea of progress. (Not given 1929-30.) Mueller.

Two hours, spring term.

410. *Race Relations on the Pacific Slope.* A study of the amalgamation of the biological stock and the culture contacts of oriental and occidental races west of the Rocky Mountains; with some consideration given to the study of surviving primitive peoples. Class discussion and research. Cressman.

Two hours.

440a,b,c. *Sociological Aspects of Religion.* A study of the origin, development, and the functions of religion; the part it has played in the development of present day culture; its status and its value as a social

asset as based on the data offered in the study of the various world religions and contemporary religious movements. (Not given 1929-30.) Parsons.

Two hours, each term.

445. *The Social Aspects of Art and Esthetics.* A study of schools of art and the social factors determining standards of beauty; the mental processes underlying its perception; and the social functions of art as conceived by esthetic and social theorists; past and contemporary. Prerequisite, orientation in at least one of the fine arts or literature; senior standing. Mueller.

Two hours.

451a,b. *History of Social Thought.* An account of the conceptions of the nature and the functions of society from the time of the Greeks to the present and the emergence of sociological thought in the nineteenth century, e. g., Plato, Aristotle, The Church Fathers, Reformers, Contract Theorists, Condorcet, Godwin, Comte, and others. Special emphasis is laid upon the relation of social thought to contemporaneous forces, and their survivals in modern society. Mueller.

Three hours, fall and winter terms.

453. *Advanced Principles of Sociology.* A critical study of recent and current social thought since Herbert Spencer to the modern day. Mueller.

Three hours, spring term.

481. *The Methods of Social Research.* The relative value of the various methods of research, such as statistics, case study, method of analogy as deduced from the analysis of the standard surveys and investigations. The validity, accuracy and characteristics of social science will be considered in comparison with the physical sciences. The study will include the problem of measurement and the techniques of investigation such as the interview, maps, and graphic presentation. Prerequisite, statistics. Mueller.

Three hours, fall term.

PRIMARILY FOR GRADUATES

500. *Contemporary European Social Thought.* A study of current thought of the European social scientists. A reading knowledge of at least one foreign language prerequisite. (Not given 1929-30.) Mueller.

Three hours, spring term.

501-502-503. *Seminar in Social Science.* A cooperative effort in the investigation of social problems overlapping into the fields of several departments such as Sociology, Political Science, Economics, History, Journalism, and Education. Open to graduate students and also to seniors with honors privileges. Parsons and staff.

Three to nine hours, any term or all terms.

510. *Research in Anthropology.* Individual problems and research in the field of physical anthropology.

Three hours, any term.

520. *Research in Ethnology.* Individual projects in the field of primitive culture.

Three hours, any term.

591-592-593. *Thesis.* Parsons and staff.

Three to nine hours.

SCHOOL OF APPLIED SOCIAL SCIENCE

OFFICERS OF ADMINISTRATION

ARNOLD BENNETT HALL, A.B., J.D., LL.D.	President of the University
PHILIP A. PARSONS, Ph.D.	Dean of the School of Applied Social Science
MARGARET CREECH, A.B.	Assistant Director of Social Work Training
ARLIEB JOHNSON, M.A.	Director of Graduate Training and Research
ELNORA E. THOMSON, R.N.	Director of Nursing and Health Education
MARY H. ANNIN, M.A.	Director of Training in Community Social Work
EARL M. PALLETT, M.S.	Registrar of the University

ADVISORY BOARD OF THE SCHOOL OF SOCIAL WORK

The Portland division of the School of Applied Social Science, known as the Portland School of Social Work, enjoys the benefit of the counsel of a special committee of citizens informally appointed by the president of the University. The members of this advisory committee are:

LESLIE BUTLER	Hood River
MRS. SIGMUND FRANK	Portland
MRS. ERSKINE WOOD	Portland
HENRY L. COBBETT	Portland
LEWIS H. MILLS	Portland
MARGARET M. SHARP, secretary	Portland

THE FACULTY

MARY H. ANNIN, M.A.	Assistant Professor of Applied Sociology
WILLIAM L. BREWSTER, B.A., LL.B.	Instructor in Social Legislation
HAZEL I. CARVER, B.A.	Supervisor of Field Work in Visiting Teacher Training
MARGARET D. CREECH, B.A.	Assistant Professor of Applied Sociology
L. S. CRESSMAN, Ph.D.	Professor of Sociology
SADIE ORR-DUNBAR	Instructor in Community Organization
VIRGINIA JUDY ESTERLY, M.A.	Instructor in Personnel Training
AMELIA FEARY, R.N., B.S.	Instructor in Medical Social Work
MARGARET KELLING, R.N.	Instructor in Nursing
OLOF LARSELL, Ph.D.	Instructor in Biology and Neurology
IRA A. MANVILLE, M.A., M.D.	Instructor in Physiology
HENRIETTA MORRIS, Doctor of Science in Hygiene	Instructor in Public Health
JOHN H. MUELLER, Ph.D.	Associate Professor of Sociology
HARRIET OSBORN, B.A., R.N., P.H.N.	Instructor in Nursing
PHILIP A. PARSONS, Ph.D.	Professor of Applied Sociology
ALFRED POWERS, B.A.	Professor of Journalism
JAMES M. REINHARDT, Ph.D.	Assistant Professor of Sociology
HARRY J. SEARS, Ph.D.	Instructor in Bacteriology
ELNORA E. THOMSON, R.N.	Professor of Applied Sociology

JOHN G. ABLE, M.D.	Lecturer in Public Health
GLENDORA M. BLAKELY, R.N.	Supervisor of Field Work in Public Health Nursing
HELEN A. CARY, M.D.	Lecturer in Public Health
MARION G. CROWE, R.N., P.H.N., B.S.	Supervisor of Field Work in Public Health Nursing
EMMA M. DUBRUILLE, B.A.	Supervisor of Field Work in Family Case Work Training
MARY C. FERGUSON	Lecturer in Girls' Leadership
PAULINE KNUDSON, R.N.	Instructor in Nursing
IDA LOEWENBERG	Supervisor of Settlement Training
KATE MAGUIRE	Assistant Supervisor of Field Work in Delinquency
VALENTINE PRICHARD	Lecturer in Medical Social Work Training
MARTHA RANDALL	Assistant Supervisor of Field Work in Delinquency
CECIL L. SCHREYER, R.N.	Lecturer in Public Health Nursing
FREDERICK D. STRICKER, M.D.	Lecturer in Public Health
CHARLES F. TATOR, Ph.D.	Supervisor of Field Work in Delinquency

G. C. BELLINGER, M.D.	Superintendent of the Oregon State Tuberculosis Hospital, Salem
NORMAN F. COLEMAN	President of Reed College, Portland
RICHARD B. DILLEHUNT, M.D.	Dean of the Medical School of the University of Oregon, Portland

JANE DOYLE, R.N.	Executive Secretary of the Portland Chapter, American Red Cross, Portland
CLARENCE GILBERT	Judge of the Court of Domestic Relations for Multnomah County
ELIZABETH GODDARD	Executive Secretary of the Portland Community Chest, Portland
HUGH H. HERDMAN	Executive Secretary of the Portland Community Chest, Portland
MARGARET LEVINSON	Executive Secretary of the Portland Confidential Exchange, Portland
W. G. MACLAREN	General Superintendent of the Pacific Coast Rescue and Protective Society, Portland
IDA M. MANLEY	Supervisor of Special Classes, Portland Public Schools
ANNE M. MULHERON	Librarian of the Portland Library Association

G. H. OBERTUEFFER	Executive Secretary of the Boy Scouts of America, Portland
GRACE PHELPS, R.N.	Superintendent of the Doernbecher Hospital
J. N. SMITH, M.D.	Superintendent of the State Institution for the Feeble Minded, Salem
R. E. LEE STEINER, M.D.	Superintendent of the Oregon State Hospital, Salem
JOHN TRUSCHER, JR.	Superintendent of the Boys' and Girls' Aid Society, Portland
ANNA THOMPSON	Principal of the Mills Open Air School
REVEREND GEORGE THOMPSON	Pastor of the Madeleine Church, Portland; Diocesan Director of Hospitals
MILLIE R. TRUMBULL	Secretary of the Board of Inspectors for Child Labor; Secretary-Inspector of the Industrial Welfare Commission of Oregon, Portland

COOPERATING AGENCIES

The work of the school is strengthened and reinforced by the hearty cooperation of most of the social welfare organizations of the state and the city of Portland. The list of cooperating agencies includes:

Oregon Tuberculosis Association	Portland Council of Social Agencies
Visiting Nurse Association of Portland	Portland Free Dispensary
Public Welfare Bureau of Portland and Multnomah County	Children's Hospital Service of the State of Oregon
Court of Domestic Relations for Multnomah County	Shriners' Hospital for Crippled Children
Oregon Child Welfare Commission	Doernbecher Hospital
Oregon State Board of Health	Portland Library Association
City Health Bureau of Portland	Social Workers' Association of Oregon
Board of Inspectors for Child Labor of the State of Oregon	Americanization Council
Industrial Welfare Commission of the State of Oregon	Lane County Chapter American Red Cross
Women's Protective Division, Portland Bureau of Police	American National Red Cross
Medical School of the University of Oregon	Neighborhood House
State Industrial Accident Commission	Portland Council of Girl Scouts
Oregon Social Hygiene Society	Camp Fire Girls of Portland
	Girl Reserve Movement
	Portland Public Schools
	Portland City Club

GENERAL INFORMATION

The School of Applied Social Science combines the functions of teaching and research in the social sciences with the practical application of social science to the problems of the state of Oregon. It had its inception in the School of Sociology and the School of Social Work. The latter was organized in Portland in 1919 for the purpose of training technicians to deal with social problems arising in the fields of poverty, health, and delinquency. Both schools from the beginning were designed to create an interest in social problems and to stimulate the public to a study of them with a view to promoting more enlightened methods in dealing with them. In carrying out this design, greater emphasis came to be placed upon coordinating the programs of existing social work agencies and in providing consultation service. These have necessitated the development of a program of research in the field of public welfare and a broadening of the training program to prepare students for the specialized types of social work which have come to be demanded by more enlightened public sentiment. The practical programs of the School of Sociology and the School of Social Work have been combined in the School of Applied Social Science.

The program of the school necessitates the operation of departments in Eugene and in Portland. The departments operating in Portland, technically called the Portland Division of the School of Applied Social Science, will continue to be known as the School of Social Work. The specialized training of social workers for rural communities provided by the establishment of the Lane County experiment of the American Red Cross is affiliated with the work of the Portland Division. The Department of Social Research will operate divisions in Eugene and Portland. The Department of Public Welfare will carry out the expanded program of consultation service to public and private agencies and groups through-

out the state and will enlist the services of the faculty and executives of cooperating agencies.

The departments of the school operating on the campus at Eugene provide, in addition to the services indicated above, several distinct disciplines. In collaboration with the Department of Sociology of the College of Literature, Science, and the Arts, it provides service courses for other schools and departments and offers a major in Applied Social Science. It provides the first two years of training of the five-year course in nursing. It further provides undergraduate training preparatory to the social work courses offered in the Portland Division.

The Municipal Reference Service provided for Oregon cities is organized in the Research Department of the School of Applied Social Science.

The faculty of the school, in collaboration with representatives of the faculties of the Schools of Journalism, Education, Physical Education, Business Administration, the Extension Division, and the Departments of Sociology, Economics, and Political Science, edits the *Commonwealth Review*, a journal of applied social science, a University of Oregon publication devoted to the interests of all public and private agencies and groups concerned with the study and treatment of Oregon problems in the field of public welfare.

COURSE OF STUDY FOR MAJOR STUDENTS IN APPLIED SOCIAL SCIENCE

Students electing a major in applied social science will follow closely the course outlined in the department of sociology, making some substitutions in keeping with the line of interest of the individual in each case after conference with the dean. A suggested four year program for students expecting to go into social work is offered in a special bulletin of the School of Applied Social Science which will be sent upon request.

First and second year students in the degree course in nursing register as majors in this school.

Students expecting to take the social work training course should elect a major in this school either at the beginning of the first or third year.

THE COURSES IN SOCIAL WORK

These courses are planned to cover one or two years. The regular course of one year satisfactorily prepares persons otherwise qualified, to accept employment as professional social workers. If two years of work are taken, the student specializes during the second year in a chosen field of social work, such as child welfare, delinquency, visiting teaching, medical social service, etc.

Senior standing is requisite for entrance. Students admitted from other colleges must satisfy all entrance requirements, group requirements and other regulations of the University of Oregon and should have had courses in the following: European history, literature, one or more foreign languages, biology, psychology, elements and principles of sociology, economics, physical education, world history or history of culture, thought or philosophy. In other words, they should bring to the course in social work training a broad cultural preparation which will enable them to pursue the study and treatment of social problems with a good understanding of their relations to historic causes and to contemporary problems in industry, politics and government.

Students not candidates for degrees are admitted only on condition that there is ample evidence that their experience in social work and elsewhere and their previous study have qualified them to carry college

courses of senior grade. Students who complete satisfactorily the course in general social work training but who do not satisfy the requirements for the bachelor's degree receive a certificate of social work training. The same certificate is awarded to students who take the course after securing their bachelor's degree elsewhere. Such students, if properly qualified to do graduate work, may apply most of the work to a graduate major or minor in sociology or applied social science.

In keeping with a tendency in accredited training schools throughout the country it is the intention of the administration to put social work training on a graduate basis as soon as it is practical to do so. Candidates for social work training are, therefore, urged to complete four years of college or university work and to take the special social work training as a fifth or graduate year. Provision is made for such students to complete the required work for a master's degree in four terms or one full academic year plus a special summer quarter.

Admission is further conditioned upon formal acceptance of the candidate for admission by the dean of the School of Applied Social Science after consideration of transcript of previous academic work, record of experience, report of medical examination, age, personality and other evidences of probable success or lack of success in social work.

UNDIFFERENTIATED TRAINING FOR RED CROSS EXECUTIVES

The growth of social work in small towns and in counties has created a demand for training in undifferentiated social work. Because of its need for county executives with this type of training the American National Red Cross through the Pacific Division at San Francisco has established a research and training center in Lane county under the joint direction of the Lane county chapter of the American Red Cross and the School of Applied Social Science. This arrangement makes possible a special course in community social work, consisting of four terms, the first two of which shall be taken in the course for family case workers in the Portland Division. A small number of students may elect the course beginning either in October or at the beginning of the spring quarter.

Candidates who have completed a course in social work training elsewhere but wish to take the special course in community social work may be admitted to the course on presentation of proper credentials provided there is an opening. Owing to the limited number who can be trained at one time, applications for admission to this course should be made as far in advance of the opening of the fall and spring quarters as possible.

Students taking the special course for county executives may elect a sufficient number of hours to complete a full schedule for two quarters. The greater part of this course may be taken for graduate credit. Exceptionally well qualified candidates for this special training who cannot meet the academic requirements for a degree or the regulation social work certificate may be admitted to this course in case of a vacancy until further notice. Such persons, on completion of the course will be given a statement from the dean of the School of Applied Social Science and the Registrar of the University indicating that the training has been completed.

VISITING TEACHER TRAINING

Those who, by combined preparation in teaching and social work, wish to qualify themselves as visiting teachers, may, upon request, secure special information on the training available through the School of Social Work in cooperation with the Portland public schools.

THE COURSES IN PUBLIC HEALTH NURSING

The courses are planned to cover one or two years. The regular course of one year prepares graduate nurses, otherwise qualified, to accept employment as public health nurses in urban or rural communities and leads to a certificate in public health nursing. If two years are taken, the public health nurse student is allowed considerable latitude of choice for specialization in the public health and the medical social work field.

Prerequisites for entrance are those required for matriculation in the University, with the addition of graduation from an accredited school for nurses and nurse registration. A candidate for the bachelor of science degree may be allowed one year of academic credit for her three years of nurse education if the school for nurses meets the standard number of hours of theoretical work of standard grade. Other academic requirements are the same as those for any other University of Oregon student who is a candidate for a similar degree.

Through the cooperation of Portland health and social agencies, the public health nurse student during the first two terms has an opportunity for practice in the urban field and in the spring term by an arrangement made with the Bureau of Nursing of the State Department of Health and through the cooperation of county nurses, practice in the field is had in the rural districts in the vicinity of Portland.

DEGREE IN NURSING COURSE

As there are many opportunities in nursing for the woman who is well prepared, and as such preparation means professional education of a high order, the University offers a five-year course in nursing which leads to the bachelor of science degree from the University and prepares the student for nurse registration. The first two years of this course will be given on the campus at Eugene, followed by two years in a hospital school of nursing, with the fifth year an elective in public health nursing, hospital administration, or some other special type of nurse education.

FIELD WORK

The list of cooperating agencies given above indicates the extent to which the social and health agencies, public and private, of Portland, Multnomah county and Oregon, are joining with the division of social work to assist in the training of competent social workers and public health nurses. A substantial portion of the time of every student, concurrent with his study of theory, is devoted to field work with appropriate agencies, carefully supervised by experts.

Colored uniforms will be required for public health nursing field work and if being made for this purpose, should be of grey or blue wash material, Norfolk jacket pattern, with plain white collars. Long plain coats and plain hats will be worn with the uniform.

SCHOLARSHIPS AND LOAN FUNDS

The class of 1924 of the School of Social Work contributed to a scholarship fund of which a small amount has already been collected.

The general University loan funds are available for application on behalf of regularly matriculated students in the School of Social Work on the same basis as to other students in the University.

Scholarships and loan funds, especially for nurse students, from various national and local sources are sometimes available under conditions which may be learned from the director of public health nurse training.

FEES

Students registered in the School of Applied Social Science on the Eugene campus will pay the customary registration fees. Those registered for the courses given in the Portland division, including the students in training in the Lane county center, will pay a fee of \$25.00 per term, with occasional incidental laboratory fees as indicated in the description of the courses. Students in training in the Lane county center will pay the same fee as the Portland division, and will be excused from other campus fees except laboratory and course fees as indicated in the description of each course. The fee of \$25.00 in the Portland division will be collected at the time of registration at the Portland office of the School of Applied Social Science, 812 Oregon building.

Enrollment in the Portland division will be restricted to the number of students for whom adequate field work training can be provided. All students in the Portland division are expected to become members of the Social Workers Association of Oregon at a special student membership fee of \$1.00 per year, and will attend the weekly luncheon lectures of that organization on Wednesday noons.

Students expecting to receive certificates or degrees in the courses offered in the Portland division must comply with the requirements of the University and make application for graduation at the opening of the spring term, and pay the prescribed fee of \$10.00 at the time of application.

Application for admission to the Portland division of the School of Applied Social Science must be made to the dean of the school, and records of all academic work done elsewhere must be filed before entrance with the registrar of the University. On account of the limited number of students who may be trained at any given time in the Portland divisions of the school, admission will be granted only on consent of the dean on recommendation of the director of the department involved.

Departmental Announcements

SOCIAL WORK COURSES

Regular students in the one-year certificate course in social work will carry at least sixteen hours of work each term. This will include fifteen hours of field work per week (five credits per term) in addition to theoretical courses in the chosen field. Arrangements will permit specialization in child welfare, delinquency, medical social service, settlement work, recreation, visiting teacher work, and community social work. The following outlined course will be followed by the student, unless exceptions are made for special reasons with the approval of the director. If any of the courses have been taken previously, electives may be substituted.

FIRST YEAR	Fall Winter Spring		
315. Social Legislation	2		
331. Principles of Publicity			2
353. Health Aspects of Social Work	3		
361. Methods in Social Work	3	3	3
371. Field Work in Family Case Work	5	5	5
374. Study of Social Agencies	1	1	1
451p. Community Organization		2	
480. A Survey of Social Service Administration	2	2	2
Elective	2	4	4
	18	17	17

SECOND YEAR			
356. Advanced Case Work	2	2	2
372. Advanced Field Work in Family Case Work	5	5	5
480. A Survey of Social Service Administration	2	2	2
Elective (with special reference to the educational and professional interest and needs of the student)	7	7	7
	<u>16</u>	<u>16</u>	<u>16</u>

PUBLIC HEALTH NURSING COURSE

Regular students in the one-year certificate course in public health nursing will carry at least sixteen hours of work each term. Second year students will be held for fifteen hours of field work per week (five credits per term) in addition to other courses. The work will be scheduled with the agencies in the field in which the student desires to specialize. The following outlined course will be followed by the student unless exceptions are made for special reasons, by the director. If any of the courses have been taken previously, electives may be substituted.

FIRST YEAR			
	Fall	Winter	Spring
306. Important Factors in Human Nutrition	2	2	2
331. Principles of Publicity			2
345. Bacteriology and Public Health	2	2	
451p. Community Organization		2	
362. Case Work Methods	3		
364. Methods in Teaching Health			1
371. Field Work in Family Case Work	5		
374. Study of Social Agencies	nc	nc	nc
380. Introduction to Public Health Nursing	1	1	1
381. Methods in Public Health Nursing	2	3	3
385a. Field Work in Public Health Nursing		5	5
480. A Survey of Social Service Administration	2	2	2
	<u>17</u>	<u>17</u>	<u>16</u>
SECOND YEAR			
883. Principles in Public Health Nursing for Advanced Students	1	1	1
387. Advanced Field Work in Public Health Nursing	5	5	5
391. Seminar in Public Health Nursing	2	2	2
480. Social Service Seminar	2	2	2
Elective (with special reference to the educational requirements and the professional needs and interests of the student)	6	6	6
	<u>16</u>	<u>16</u>	<u>16</u>

Description of Courses Given in Eugene

(For a full description of the following courses which are not described here, see the announcements of the Department of Sociology)

LOWER DIVISION

130. *History of Public Health Nursing.* A study of present day conditions in nursing, obstacles which have been overcome; the early leaders and the ideals and traditions underlying nursing. Thomson.

Three hours, fall term.

201a,b. *Elements of Sociology.* This course or its equivalent prerequisite to all other courses in sociology. Cressman and Reinhardt.

Three hours. Sections I and II, fall and winter; section III, winter and spring.

203. *Historical Survey of Charities and Corrections.* Reinhardt.

Three hours, Sections I and II spring term.

211. *An Introduction to Modern Social Problems.* This course is designed to orient the student in the field of applied sociology. Parsons.

Three hours, fall term.

265. *Modern Social and Health Movements.* A study of the historical background for modern, social and health movements. Present day problems and methods used in the attempt to solve them. The relation of the nurse, private duty, institutional and public health, to these problems and programs. Thomson.

Two to three hours, spring term.

UPPER DIVISION

301. *Social Pathology.* Reinhardt. *Three hours, fall term.*

302. *Social Unrest.* Parsons. *Three hours, winter term*

303. *Problems of Child Welfare.* Cressman. *Three hours, spring term.*

311a,b. *Criminology.* Parsons, Mueller. *Two hours, fall and winter terms.*

312. *Matrimonial Institutions.* Parsons, Mueller. *Two hours, spring term.*

316. *Social Statistics.* Cressman. *Three hours, fall term.*

322. *Urban Problems.* Reinhardt. *Two hours, winter term.*

323. *Principles of Social Legislation.* Cressman.. *Two hours, spring term.*

341. *Anthropology.* Cressman. *Three hours, fall term.*

342. *Cultural Anthropology and Ethnology.* Cressman. *Three hours, winter term.*

343. *Immigration and Assimilation.* Cressman. *Three hours, spring term.*

FOR ADVANCED UNDERGRADUATES AND GRADUATES

400. *Contemporary European Social Thought.* (Not given 1929-30.) Mueller. *Three hours, spring term.*

401. *Population and Population Theory.* (Not given 1929-30.) Mueller. *Two hours, fall term.*

402. *Contemporary Social Movements.* (Not given 1929-30.) Mueller. *Two hours, winter term.*

403. *Theories of Social Progress.* The course will include the history of the idea of progress. (Not given 1929-30.) Mueller.

Two hours, spring term.

404-405-406. *Seminar in Social Science.* Open to graduate students and also to seniors with honors privileges. Parsons and staff.

Three to nine hours, any term or all terms.

410. *Race Relations on the Pacific Slope.* Class discussion and research. Cressman. *Two hours.*

411-412-413. *Methods and Practice in Personnel and Guidance Problems.* A course in the methods and practice in personnel problems. The class is limited and applicants must have preparation in psychology and sociology. Esterly. *Two hours, each term.*

420. *Community Problems.* A study of rural society and the social problems characteristic of rural communities. Repeated each term. Open to seniors and graduate students only. Parsons.

Section I, two hours fall term; section II, two hours, spring term.

421. *Methods in Community Social Work.* Lectures and discussions taken in connection with field work in rural social work. Repeated each

term. Open to seniors and graduate students only. Prerequisite, two terms of field work and methods in family case work or its equivalent in class room work or actual social work experience; qualifications of persons offering part or all of advanced standing for this course to be determined by the dean in each case. Annin.

Section I, two hours fall and winter terms; Section II, two hours spring and summer terms.

422. *Field Work in Community Social Work.* This course consists of actual field work experience in training under the supervision of instructor of not less than fifteen hours per week for twelve weeks. Repeated each term. Taken in connection with and under the same regulations as 421, described above. Annin.

Five hours. Section I, fall and winter terms; Section II, spring and summer terms.

431. *Community Organization.* A study of the problems arising out of the dissolution of natural communities as shown in the fields of education, recreation, religion and community leadership. Various proposals for meeting such problems through community organization will be analyzed. *Section 1, two hours fall term; section 2, two hours, spring term.*

440a,b,c. *Sociological Aspects of Religion.* (Not given 1929-30.) Parsons. *Two hours, each term.*

445. *The Social Aspects of Art and Esthetics.* Prerequisite, orientation in at least one of the fine arts or literature; senior standing. Mueller. *Two hours.*

451a,b. *History of Social Thought.* Mueller. *Three hours, fall and winter terms.*

453. *Advanced Principles of Sociology.* Mueller. *Three hours, spring term.*

481. *The Methods of Social Research.* Prerequisite, statistics. Mueller. *Three hours, fall term.*

PRIMARILY FOR GRADUATES

510. *Research in Anthropology.* *Three hours, any term.*

516. *Social Research.* This course is intended to give the student an opportunity to work out projects in the line of his special interest. Opportunities in the field of child welfare, medical social work, visiting teaching, family welfare, and community organization will be afforded. Parsons and staff. *Hours to be arranged.*

520. *Research in Ethnology.* *Three hours, any term.*

591-592-593. *Thesis.* Parsons and staff. *Three to nine hours.*

Description of Courses Given in Portland

UPPER DIVISION

301p. *Social Pathology.* A study of personal disorganization with special emphasis upon the causative social factors and the institutional and legislative policies of correction. The following problems will be considered; poverty, vice, old and defective classes, migratory population. Cressman. Tuesday, 7:15, room 104. *Two hours, spring term.*

306. *Important Factors in Human Nutrition.* Fall term: basal metabolism, heat regulation, metabolism of water, digestion of proteins, fats,

carbohydrates and their absorption and utilization. Winter term: obesity, constipation, vitamins, food faddists, nutritional standards. Spring term: acid-base balance, mineral metabolism, nutritional hygiene, sunshine, perverted appetites, social and economic aspects of nutrition. Manville. Tuesday, 7:15, room 204, Lincoln high school. *Two hours, each term.*

313. *Child Problems.* The course is designed to assist the classroom teacher in dealing with the personality, behavior and scholarship difficulties of problem children. It will be based on the experience of visiting teachers who have been engaged in the study and adjustments of such problems and will present practical school situations and ways in which they have been met. Lectures will be supplemented by analytical studies and discussion of actual case histories of problem children. Thursday, 8:15, room 203, Lincoln high school. *One hour, each term.*

314. *Biology and Social Adjustments.* A social hygiene course for students, teachers and social workers, with special reference to the program in Oregon. Consideration of the problems involved in adjusting the individual to a sex-social environment, with emphasis upon education in home and school for the solution of the problems discussed. Special lectures by authoritative speakers in the field of social hygiene. There will be available to students all of the Oregon social hygiene library, which is perhaps one of the largest libraries of its kind on the coast. About ten reels of motion pictures will be used in connection with the course. Thursday, 7:15, room 205, Lincoln high school. *One hour, fall term.*

323p. *Social Legislation.* A brief resume of the progress and content of social legislation and of the principles underlying it, with special reference to the laws of Oregon which social workers need to know and understand. Brewster. Monday, 7:15, room 112, Lincoln high school. *Two hours, fall term.*

331. *Principles of Publicity.* A practical course for social workers, teachers, ministers, and others who handle their own publicity in a non-professional way. Training will not only include the methods for securing adequate and effective newspaper cooperation, but will cover the various other media that may be used to reach the public. Powers. Friday, 7:15, room 105, Lincoln high school. *Two hours, spring term.*

341p. *Anthropology.* A study of the physical traits of the prehistoric and historic races, the theories of evolutionary trends and race distribution and habitats; the problems of classification. Cressman. Tuesday, 7:15, room 104, Lincoln high school. *Two hours, fall term.*

343p. *Immigration and Assimilation.* A study of the westward movement of population of modern times with the accompanying problems as they arise out of the diverse racial and culture contacts; with special application to the United States and some comparison with analogous problems in other countries. Cressman. Tuesday, 7:15, room 104, Lincoln high school. *Two hours, winter term.*

345. *Bacteriology and Public Health.* The causes and prevention of communicable diseases. Lectures, illustrated with the microscope, lantern slides, charts, and bacterial cultures. The course is designed especially for social workers, nurses and teachers. Sears. Thursday, 7:15, room 204, Lincoln high school. *Two hours, fall and winter terms.*

353. *Health Aspects of Social Work.* This course will deal with the causes, methods of treatment and prevention of types of illness which

frequently are associated with dependency and other social problems. It will consist of lectures by experts in the medical field, reports on assigned reading and case studies. Thomson. Tuesday, 4:00, and Thursday, 2:30, room C, Central Library.
Three hours, fall term.

356. *Advanced Case Work.* This course is designed for the second year student who is specializing in case work. Intensive study of treatment of special problem cases will be made, original work in making outlines, and studies of case records will be required with application of case work technique to various fields. Johnson. Room D, Central Library.
Hours to be arranged.

361. *Methods in Social Work.* A course in the principles and methods of family case work. It will include a study of the technique of investigation and diagnosis and principles of treatment applicable to all forms of social case work. Record keeping, office details, organization and direction of case conferences and other methods of administration of value to case workers are emphasized. Cases showing application of the accepted technique will be discussed in class. Johnson. Monday, Wednesday and Thursday, 1:30, room D, Central Library.
Three hours, fall term.

362. *Case Work Methods.* A course designed for students in Public Health Nursing. It will include a study of the methods and principles involved in the processes of family case work. Johnson. Monday and Tuesday, 4:00; Thursday, 2:30, room D, Central Library.
Three hours, fall term.

364. *Methods in Teaching Health.* This course presents methods which are being developed in the field of health education with special relation to the public health nurse. Thomson and Morris. Thursday, 2:30, room C, Central Library.
One hour, spring term.

371. *Field Work in Family Case Work.* All students will do practice work a minimum of fifteen hours per week with the Public Welfare Bureau the first two terms. This training in the solution of family problems is a basis for other fields of social service. In most cases, the third term's field work will also be done with the Public Welfare Bureau, although some students who have had some previous knowledge of social work may be placed with other agencies dealing with special types of work such as juvenile or adult delinquency, child placing, medical social work, visiting teaching, etc. Johnson. Monday, Tuesday, Wednesday, Thursday, Friday, 9-12 a. m.
Five hours, each term.

372. *Advanced Field Work in Family Case Work.* This course is open to those students who have completed one full year of field work in case work. The student will be given an opportunity to work with agencies specializing in the special form of service in which his interest lies, such as child welfare, adult or juvenile delinquency, recreation, medical social work, visiting teaching. Difficult case studies and histories will be undertaken and special lines of research followed out. Johnson, Thomson and Parsons.
Five hours, each term.

374. *Study of Social Agencies.* A study of the agencies of the city, county and state providing for the care of the dependent, defective and delinquent groups. It will include inspection visits to institutions, class room reports and discussions. Attention will be paid to methods of work, objectives, accomplishments and methods of financing. Johnson. Tuesday, 1:30, room D, Central Library.
One hour, each term.

380. *Introduction to Public Health Nursing.* This course presents the history and development of public health nursing and its relation to other fields of community service. Thomson and Dunbar. Wednesday, 2:00, room C, Central Library.
One hour, each term.

381. *Methods in Public Health Nursing.* This course presents the methods which have been devised to give service to individuals through public health nursing, generalized and specialized, and will, therefore, be closely allied to the field experience of the student. The technique which has been developed in each field of public health nursing will be critically studied in relation to its application to individuals served. Lectures, reports on assigned reading, and discussion. Thomson. Thursday, 1:30, room C, Central Library.
Two hours, fall term; three hours, winter and spring terms.

383. *Principles in Public Health Nursing for Advanced Students.* This course presents the principles which underly service to individuals and families as they are applied through public health nursing. Thomson.
One hour, each term.

386a. *Field Work in Public Health Nursing.* First year students in public health nursing will do practice work a minimum of fifteen hours per week for one term with public health nursing agencies in the city of Portland. Experience will be had in pre-natal and post-natal nursing with the Portland Free Dispensary; infant welfare, tuberculosis, bedside and industrial nursing with the Portland Visiting Nurse Association; and school nursing with the school nursing division of the City Health Bureau. Thomson, Crowe, Knudson, and Schreyer. Monday, Tuesday, Wednesday, Thursday, Friday, 9-12 a. m.
Five hours, winter term.

386b. *Field Work in Public Health Nursing.* First year students in public health nursing will do practice work a minimum of fifteen hours a week for one term with a rural Public Health Nursing agency under the direction of the Bureau of Nursing, State Board of Health. Thomson and Blakely.
Five hours, spring term.

387. *Advanced Field Work in Public Health Nursing.* This course is designed for second year public health nurse students. The student will be given an opportunity to work with an agency specializing in the special form of public health nursing or medical social service in which her interest lies. Thomson and Johnson.
Five hours, each term.

391. *Seminar in Public Health Nursing.* Arranged for advanced students in public health nursing. It is proposed to give the student an opportunity to study problems relating to public health nursing. Credit will be given only for the complete course. Thomson.
Two hours, each term.

431p. *Community Organization.* A study of the theories and methods of organization now used by national, state and local organizations; of constructive and destructive factors existing in community life; of the background of community movements. Students will make outline studies of organizations functioning in local communities and will discuss such topics as the fundamental institutions of any community, the inter-relationships of organizations, and the ideals that should motivate all efforts toward the development of our social machinery and its connection with local needs and opportunities. Dunbar. Monday, 7:15, room 112, Lincoln high school.
Two hours, winter term.

480. *A Survey of Social Service Administration.* Required of seniors or full-time students in the School of Social Work and open to a selected number of graduate students. Parsons. Wednesday, 4:00, room H, Central Library.
Two hours, each term.

492. *Administration in Nursing Schools.* This course deals with the problems of training school organization in connection with hospitals of various types and nursing schools under other forms of government. It considers the essentials in nature and variety of hospital service, in administrative and teaching staff, and in equipment for the maintenance of educational work. It deals with the general problems of training school management; the qualifications, personality, and training of superintendent or principal; her general duties and responsibilities on the administrative side; the arrangement, control and supervision of practical work in wards or other hospital departments; and the appointment or direction of assistants and ward staff. Phelps. *Two hours, winter term.*

495. *Field Work in Hospital Administration.* This course is designed for senior students in nursing. The student will be given an opportunity to work in the Doernbecher Hospital under the supervision of Superintendent Phelps. Phelps.
Five hours, winter term.

CURRICULUM FOR THE DEGREE IN NURSING COURSE

The following outline of courses indicates the plan of study prepared for the first and second years of the five-year nursing course, which are given upon the University campus at Eugene.

The two years are designed to accomplish two things. First, the courses have been selected with a view to their cultural value, equal to that of the customary freshman and sophomore years. Second, they have been arranged to provide the student with that special preparation which enables her to complete her hospital training in two years instead of three, as in the usual hospital course leading to the R. N.

For further information about the courses outlined here, consult the regular catalog of the University which will be sent upon request from the registrar's office at Eugene.

	FIRST YEAR		
	Fall	Winter	Spring
Elementary Biology	3	3	3
Elementary Chemistry	4	4	4
Personal Hygiene	1	1	1
*Modern Language or elective	4	4	4
Literature		3	3
History of Nursing	3		
Physical Education	1	1	1
	16	16	16
	SECOND YEAR		
Report Writing	2	2	2
Elementary Human Physiology	2	2	2
Social Origins	3	3	3
Modern Social and Health Movements			2-3
Sanitation	3		
Bacteriology		4	
Food Economics	3		
Physical Education	1	1	1
Elective			3
*Modern Language or elective	3-4	3-4	3-4
	17-18	15-16	16-17
	THIRD AND FOURTH YEARS		
In Hospital			
	FIFTH YEAR		
Elective—Hospital administration, public health nursing, or other nursing specialty.			

* Modern Language required for bachelor of arts degree.

CERTIFICATE COURSE IN NURSING FOR STUDENTS IN ACCREDITED HOSPITAL SCHOOLS

Miss THOMSON, Dr. ELSE, Dr. FENTON, Dr. KIEHLE, Dr. LUCAS,
Dr. MANVILLE, Dr. PHILLIPS, Dr. SEARS

NOTE—The courses here listed are given in cooperation with the University of Oregon School of Medicine, and are designed for nurses in training at accredited hospital schools.

FIRST YEAR

110. *Elementary Materia Medica.* This course is for the purpose of making the student familiar with the common drugs used as disinfectants and antiseptics; to insure necessary accuracy in making up solutions by going over the arithmetical tables and methods necessary for this purpose, and to furnish a basis for the further study of materia medica and therapeutics. Friday, 2:00.
One hour, fall term.

120. *Elementary Chemistry.* This course is designed to give the students in nursing a basis for the intelligent study of such subjects as physiology, nutrition, bacteriology, public health, materia medica and practical nursing. Lecture, Monday, 2:00; laboratory, Wednesday, 2:00.
Three hours, fall term.

130. *History of Nursing.* A study of present day conditions in nursing; obstacles which have been overcome; the early leaders and the ideals and traditions underlying nursing. Thomson. Friday, 3:00.
One hour, fall term.

140. *Anatomy.* This course is designed to give the student a practical working knowledge of the structure and function of the skeletal system of the normal human body. Philips. Monday, 2:00.
Two hours, winter term.

150. *Nutrition.* This course is arranged to give the student a knowledge of the nutritive value of foods, their chemical combination and use for different age groups in health and in disease. Manville. Lecture, Wednesday, 2:00; laboratory, Friday, 2:00.
Three hours, winter term.

160. *Personal Hygiene.* This course is designed to give the student the fundamental principles for building health; to help the student form sound health habits and to give scientific methods for teaching health. Thomson. Friday, 2:00.
One hour, spring term.

170. *Bacteriology.* This course is for the student in nursing and is designed to help her understand the characteristics and habits of micro-organisms so that she may know how to protect her patient, the public and herself from infection. Sears. Lecture, Monday, 2:00; laboratory, Wednesday, 2:00.
Three hours, spring term.

180. *Elements of Pathology.* A study of the more generally accepted causes of disease, and the nature of the more common disease processes with special reference to symptoms and reasons for treatments prescribed. Hunter. Friday, 3:00.
One hour, spring term.

SECOND YEAR

205. *Physiology.* This course is designed to give an appreciation of the human body as an efficient machine, and to form the basis for the study of hygiene, nutrition and materia medica, as well as pathological conditions and to train in habits of exact observation. Manville. Lecture, Monday, 7:15; laboratory, Wednesday, 7:15.
Three hours, fall term.

210. *Materia Medica and Therapeutics*. This course is designed to continue the study of drugs with special reference to their use as therapeutic agencies with emphasis upon the accurate administration of medicines and intelligent reporting of results. Friday, 7:15. *Two hours, fall term.*

215. *Medical Diseases*. The objects of this course are to give the student a practical understanding of the causes, symptoms, prevention and treatment of medical diseases so that she may be prepared to give skilled assistance to the physician in the care of the patient. To develop skill in reporting symptoms of disease and the effect of treatment. Monday, 7:15, room 225. *Two hours, winter term.*

235. *Surgical Diseases*. To give the nurse student the etiology and symptoms of the principal surgical diseases with preparative, operative and post-operative treatment so that she may give intelligent assistance to the surgeon in promoting the patient's recovery. Else. Friday, 7:15. *Two hours, winter term.*

240. *Eye, Ear, Nose and Throat*. A study of the care and treatment of the eye, ear, nose and throat under normal and abnormal conditions. Fenton and Kiehle. Wednesday, 8:15, room 225. *One hour, spring term.*

245. *Orthopedics*. Brief history of orthopedic surgery showing recent progress. A study of normal motions, symptoms of abnormalities and methods of treatment so that the nurse may give skilled assistance to the orthopedic surgeon in making corrections for the patient. Lucas. Wednesday, 7:15, room 225. *One hour, spring term.*

265p. *Modern Social and Health Movements*. A study of the historical background for modern, social and health movements. Present day problems and methods used in the attempt to solve them. The relation of the nurse, private duty, institutional and public health, to these problems and programs. Thomson. Monday, 7:15. *Two hours, spring term.*

270. *Communicable Disease Nursing*. To give the student a practical understanding of the symptoms and treatment of the commoner communicable diseases. Friday, 7:15. *One hour, spring term.*

335. *Obstetrics*. A study of the value of the individual family to the race. The importance of adequate medical and nursing care for maternity patients from the beginning of pregnancy through the puerperum. Physiology and hygiene of normal pregnancy, complications, treatment, care of patient in hospital or home. McCusker. Wednesday, 7:15.

THIRD YEAR

202a,b,c. p. *Psychology*. An introductory course in general psychology designed to furnish the student a sufficient knowledge of psychology for general cultural purposes and to serve as a basis for advanced work. *Two hours, each term.*

232. *Emergency Nursing and First Aid*. This course is designed to help the nurse student adapt her hospital methods to emergency situations found elsewhere. *Two hours, winter term.*

233. *Physiotherapy*. To give the student nurse an elementary understanding of these phases of treatment and appreciation of their importance. *One hour, spring term.*

255. *Pediatrics*. A study of the mental and physical development of the normal child from birth to puberty. Feeding: maternal, supplementary, complementary. Symptoms of disease in children, their prevention and treatment. *Two hours, fall term.*

320. *Public Health*. The causes and preventions of communicable diseases. Public health practices. Lectures, illustrated with the microscope, lantern slides, charts and bacterial cultures. *Two hours, fall and winter terms.*

325. *Psychiatric Nursing*. A study of the changes which occur in the mental condition of physically ill patients. Observation of behavior on same basis as observation of physical factors; the consideration of abnormal behavior as a symptom of disease; the relation of childhood to adult life. Causes, prevention and treatment in mental diseases. Thomson. *Two hours, spring term.*

330. *Survey of Field and Related Professional Problems*. An introduction to the various branches of nursing; problems, responsibilities, professional organizations, relation to other professions. Opportunities for further education. Thomson. *One hour, spring term.*

NOTE—A supplementary announcement will give in detail the names of the instructors, the days, the hours and the rooms of all the courses for students in accredited hospital schools.

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D. *President of the University*
 ELLIS FULLER LAWRENCE, M.S., F.A.I.A. *Dean of the School, Professor of Architecture*
 EARL M. PALLETT, M.S. *Registrar of the University*

PERCY PAGET ADAMS, B.A., B.S. *Professor of Graphics and Assistant Dean*
 VICTORIA AVAKIAN, B.A. *Assistant Professor in Normal and Industrial Art*
 OLIVER L. BARRETT *Instructor in Modeling*
 RICHARD W. BOCK *Professor of Sculpture*
 EYLER BROWN, B.A., M.Arch. *Assistant Professor in Architecture*
 FRED O. HARRIS, B.F.A. *Assistant Professor of Design*
 MAUDE I. KERNS, B.A., B.S. *Assistant Professor of Normal Art*
 E. H. MCALISTER, M.A. *Professor of Structures*
 MICHAEL J. MUELLER, B.F.A. *Professor of Painting*
 ALVIN L. RIGG, M.Arch. *Assistant Professor of Architecture*
 A. H. SCHROFF, Diplôme des Beaux Arts *Professor of Painting*
 LOUISE BARROWS SCHROFF *Instructor in Painting*
 ANDREW MCD. VINCENT *Assistant Professor of Painting and Drawing*
 W. R. B. WILCOX, F.A.I.A. *Professor of Architecture*
 NOWLAND B. ZANE *Assistant Professor of Design*

MABEL A. HOUCK *Secretary of School and Art Librarian*
 ELSIE T. MILLER *Assistant in General Art*
 GRACE I. ASH, B.A. *Graduate Assistant in Normal Art*
 NELLIE G. BEST, B.S. *Graduate Assistant in Painting*
 MARY B. KIRKWOOD, B.A. *Graduate Assistant in Design*
 HILDA F. WANKER, B.A. *Graduate Assistant in Interior Design*

EQUIPMENT

The school of architecture and allied arts is located at the northeast corner of the campus in a group of stucco buildings connected by an arched patio; they comprise the architecture building and the art building, and the wings which shelter the sculpture and painting studios.

Architecture. The architectural drafting room is located on the second floor of the Architecture building. It is well-lighted from three sides and provides facilities for the accommodation of students in architectural design, domestic architecture, and other architectural work. Much available wall space is covered with inspirational models and rendered details. The department furnishes drawing boards, but students provide their own instruments and other material.

Adjoining this room is the art library supplied with books and folios from the main University library and private collections that are constantly used for reference and research. The nature of the drafting room work is such that good materials in art and architecture should be readily accessible, and for this reason approximately 2,200 choice plates are available together with 4,800 well selected slides for the display of stereoptican illustrations.

Rooms on the main floor of the Architecture building are devoted to the testing laboratory. Small machines for cement testing, and a large apparatus for testing full size beams and columns are provided.

Interior Design. The first two years of drafting in this division are spent in the main architectural drafting room. The advanced students work in a separate drafting room on the first floor.

Painting. The two art studios located on the ground floor of the Architecture building, are provided with abundant north light, furnishing excellent rooms for life drawing, water color and oil painting. An exhibit of valuable potteries, statues, casts and other antiques is displayed

on racks and in cabinets about the studio. Anatomical charts and skeletons for use in lectures in life class work also appear with this collection. Representative student work is displayed and the series of two hundred Racinet Polychromatic prints together with Raguene's ten volumes of *Materiaux et Documents* are reserved here for use by the departments.

Sculpture. The Art building houses the sculpture studios, with adequate space and lighting for whatever work the students select. These quarters are provided with materials and equipment of such a nature as to make them both modern and practical as an atelier. A continuous exhibit of both student and professional work is arranged. A dark room allows for the developing and handling of photographic plates.

In connection with the modeling atelier is the casting room, properly fitted. Here is done the casting of architectural ornament and sculpture subjects modeled in the room adjoining. Ample room and light will allow for marble and stone cutting.

Normal Arts. The department of normal and industrial art is found in the Art building, in six well lighted and equipped rooms. Those on the main floor are used for weaving, basketry, book-binding, construction work and dress design. The upper floor has special rooms for design, dyeing, batik, and wood block printing. The department is well supplied with drafting tables, gas plates, filing cabinets, looms for weaving, lockers and metal covered tables.

A new kiln and class room with modern equipment for pottery and cement tiles has been placed in the Architecture building. The kiln can also be used for stained glass, sculpture and architectural ornament.

Art Exhibition Hall. A small fire-proof exhibition hall in the Art building is used for special art exhibitions and loan collections of paintings, etchings, drawings, sculpture, and various art objects.

Until the University museum is built, this building will specially honor the sculpture of the late Roswell Dosch, an instructor in the school of architecture who died in service during the war, and will be the home of the Dorland Robinson memorial collection, the paintings of the daughter of Dr. J. W. Robinson of Jacksonville, Oregon.

DEGREES

The degree of bachelor of architecture is offered for the completion of the prescribed five-year course in architecture. The degree of bachelor of architecture in interior design is offered for the completion of the prescribed five year course in interior design. The degrees of bachelor of arts and bachelor of science are offered those who comply with the general University requirements for those degrees, fulfilling the major requirements in the school of architecture and allied arts.

Graduates of the school of architecture and allied arts or of other institutions offering equivalent work, may secure the following advanced degrees after at least one year in residence, under the direction of the graduate school and the faculty of this school.

1. Master of Science and Master of Arts (scholastic).
2. Master of Architecture (technical).
3. Master of Fine Arts (creative).

The school offers training for students contemplating careers in architecture, structural design, painting, modeling, illustrating, various forms of commercial arts, interior decorating, costume designing, and

crafts. In connection with the school of education, it offers special courses for art teachers.

The school is a member of the Association of Collegiate Schools of Architecture.

ADMISSION

The requirements for admission to the school of architecture and allied arts are the same as those for admission to the University. However, those who choose architecture as a major are subject to the following special entrance requirements:

- | | |
|--|----------|
| (a) Fixed requirements | 9 units |
| 1. English | 3 units |
| 2. Mathematics: | |
| Algebra | 1½ units |
| Plane Geometry | 1 unit |
| Solid Geometry | ½ unit |
| 3. History | 1 unit |
| 4. Foreign language (French or German preferred) | 2 units |
| (b) Elective subjects | 6 units |

It is strongly recommended that the 6 units of elective work include as far as possible, courses in the following subjects: English, advanced algebra, trigonometry, mechanical drawing, physics, chemistry.

Students asking for advanced credit in the school of architecture and allied arts shall exhibit their work, or take an examination before such credit shall be given.

For further information concerning entrance requirements, excess matriculation credits and special student standing, see section entitled University Procedure, in the fore part of this catalog.

The American Institute of Architects offers each year a medal to each of the twenty-two members of the association of Collegiate Schools of Architecture to be awarded the student graduating with the best record in architecture. A series of exhibitions is held in the fireproof exhibition hall during the school year.

VISITORS' DAYS

Groups of architects, artists and craftsmen visit the school from time to time and criticize the work of the students.

ARCHITECTURE

DESIGN, STRUCTURAL DESIGN, INTERIOR DESIGN

Architectural design is introduced in the first year in order to bring the student in touch with his professional work and co-workers as early as possible. This elementary design is taught by simple problems of composition—i.e., placing openings in the facades of a prescribed building and lectures on materials, mouldings, function, detail, composition. Paper or clay models of the building are finally made to give the student an early experience in the reality of the "third dimension."

In the second year, short problems are assigned to bring the students face to face with the problem of fitting simple architectural solutions to the practical limitation of materials—requirements of plan and site.

The third, fourth and fifth year design is given by means of projects, major sketch and minor sketch problems. Actual conditions of site and environment are incorporated in the program as far as possible and the work of city planning, domestic architecture and architectural design are correlated in such problems as "An Industrial Village" and "A State

Capitol City," in which actual topography is given and the problems in architectural design associated definitely with living conditions and other practical considerations.

All design problems are given by individual assignments. The competitive system of teaching design has been abandoned by this school, accent being placed on honesty of thought and expression, on stimulation of a spirit of cooperation, and on development of individuality.

OUTLINE OF THE POINT SYSTEM

Because of the special nature of design work and the impossibility of foretelling the amount of time necessary to complete projects the number of years necessary to complete the work in the architectural design course is not fixed. The nominal time is five years. More or less time may be consumed at the student's discretion.

The design work is outlined as a continuous experience, consisting of a series of problems, taken and completed in consecutive order, each one of which is assigned a time value in points. When this experience has been completed in a satisfactory manner the student is qualified in architectural design as a candidate for a degree. The experience is complete when a student has gained a total of 700 points or 70 term hours. A point is taken equal to one-tenth of a term hour.

At the beginning of the year students are registered for the indeterminate number of hours shown in the catalog as appropriate to each term, the maximum representing the nominal number of hours necessary to complete the assigned work in five years; the minimum representing the least amount of work acceptable as an indication of sufficient interest on the part of the student to allow him to remain in the course.

At term ends a grade for each student is returned on the quality of work submitted together with a measure of the quantity of work accomplished, recorded as the number of whole term hours completed during that term and equivalent to one-tenth of the number of points earned. Term hours earned in excess of the nominal number assigned by the catalog are entered to the student's credit by the registrar as advanced credits, certified to by the dean of the school of architecture and allied arts.

REGULATIONS GOVERNING THE AWARD OF THE DEGREE OF BACHELOR OF ARCHITECTURE

1. Trigonometry and an approved course in physics shall be prerequisites for Structural Theory (Construction III).
2. The student shall fulfill the entrance language requirement of the University and take one additional year of language in the University, excepting that students presenting three years of high school language shall not be required to take any language in the University.
3. A "data book" satisfactory to the dean shall be presented by the student each year, including the results of his research in design, construction, history, ornament, and practice. The degree shall not be granted until such a data book is presented.
4. Each year a student may secure professional credits in excess of those called for in the schedule below, providing he shows in examination that he has had by experience or otherwise, the equivalent work.
5. In order to graduate, the student shall present at least 220 earned credits of which at least 147 credits shall be for work prescribed under graphics, delineation, design, construction, history, practice. He shall have clear records in physical education and military science. At least one year in residence shall be required.
6. A student may register in three credits of electives in addition to the scheduled elective subjects, providing his record for the preceding years shows no grade below III.
7. While the course of study has been prepared for students of average preparation and ability, it is not intended to preclude the graduation of students in less than five years who by experience or ability may be granted advanced credits in their professional subjects by examinations as provided in rule 4, or by presenting work in design as provided in rule 8.

8. Architectural design is offered under the point system. Before receiving the professional degree in this option, each student will be obliged to receive at least a passing grade in each division in design. By special permission of the dean, any student may proceed with the prescribed work of a course upon completion of the preceding course with a grade of III or better, and the registrar will enter to the student's credit such advanced credits as are certified to by the dean of the school of architecture and allied arts.

COURSES OF STUDY IN ARCHITECTURE

DESIGN OPTION

Professor WILLCOX in charge

(Five-year course leading to the degree of bachelor of architecture)

FIRST YEAR	Fall	Winter	Spring
Graphics I	2	2	
Delineation I	3	3	3
Freehand Drawing I Architectural Modeling			
Lower Division Architectural Design	1	1	2
Construction I			1
History I, Art Appreciation	1	1	1
Courses in Lower Division Group I or II	3	3	3
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
Elective	4	4	4
	16	16	16

Electives recommended: mathematics, language, English, music, science (physics, chemistry, geology, biology).

SECOND YEAR

Graphics II	2	2	2
Delineation II	3	3	3
Freehand Drawing II Architectural Rendering			
Lower Division Architectural Design	2	2	2
History II, Architectural	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
Written English	2	2	2
Electives	3	3	3
	16	16	16

Electives recommended as in first year, with the addition of introduction to philosophy.

THIRD YEAR

Delineation III	2	2	2
Freehand Drawing III Pen and Pencil			
Upper Division Architectural Design	4	4	4
History III, Architectural	2	2	2
Construction II	1	1	1
Construction III	3	3	3
Elective	4	4	4
	16	16	16

Electives recommended as above, with the following additions: public speaking, astronomy, principles of economics.

FOURTH YEAR

Delineation IV	3	3	3
Freehand Drawing IV Drawing or Painting			
Upper Division Architectural Design	6	6	6
Domestic Architecture	1	1	1
History IV, Architectural	1	1	1
Construction IV	1	1	1
Construction V	1	1	1
Construction VI	2	2	2
Electives	2	2	2
	17	17	17

Electives recommended as in other years, with the addition of: world literature, aesthetics, psychology.

FIFTH YEAR

Delineation V	1	1	1
Freehand Drawing V			
Upper Division Architectural Design	10	10	10
City Planning	1	1	1
History VI, Civilization and Art Epochs	2	2	2
Practice	1	1	1
	15	15	15

STRUCTURAL OPTION

(Four-year course leading to the degree of bachelor of science)

Professor ADAMS, Adviser

FRESHMAN	Fall	Winter	Spring
Graphics I	2	2	
Delineation I	3	3	3
Freehand Drawing I Architectural Modeling			
Lower Division Architectural Design	1	1	2
Construction I			1
Unified Mathematics	4	4	4
History I, Art Appreciation	1	1	1
Course in Lower Division Group I or II	3	3	3
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16	16	16

Electives recommended: chemistry, geology, social science, languages.

SOPHOMORE

General Physics	4	4	4
Calculus	4	4	4
Architectural History II	2	2	2
Lower Division Architectural Design	2	2	2
Construction II	1	1	1
Written English	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
	17	17	17

JUNIOR

Mechanics	3	3	3
Architectural History III	2	2	2
Construction V	1	1	1
Economics	3	3	3
Surveying		2	2
Strength of Materials		3	3
Graphic Statics	4		
Elective	3	3	3
	16	17	17

SENIOR

Reinforced Concrete	3	3	4
Heating and Ventilation			
Arches	3	3	
Masonry Construction	3	3	
Mechanical Appliances	2		
Electric Lighting and Wiring		3	
Hydraulics			3
Stresses			3
Steel and Timber Construction	3	3	3
Architectural Practice	1	1	1
	15	16	14

INTERIOR DESIGN

Professor ZANE, Adviser

Interior Design is considered in its essential relations with the point of view of architecture. The work of the first two years is carried on almost identically with that of the design course of study. During the following three years the work is devoted to specialization on interiors and involves the study of the design factors of the room as a background, plus the related problems of furnishing, historically, and as affected by materials, function, construction and beauty.

FIRST YEAR			
	Fall	Winter	Spring
Graphics I	2	2	
Delineation I	3	3	3
Freehand Drawing I Architectural Modeling			
Lower Division Architectural Design	1	1	2
Construction I			1
History I, Art Appreciation	1	1	1
Course in Lower Division Group I or II	3	3	3
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
Elective	4	4	4
	16	16	16
Electives recommended: language, English, science (geology, biology).			
SECOND YEAR			
Graphics II	2	2	2
Delineation II	3	3	3
Freehand Drawing II Architectural Rendering II Architectural Modeling			
Lower Division Architectural Design	2	2	2
History II, Architectural	2	2	2
Interior Design Elements	1	1	1
Written English	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
Electives	2	2	2
	16	16	16
Electives recommended as in first year, with the addition of introduction to philosophy.			
THIRD YEAR			
Delineation III	3	3	3
Drawing Class Modeling Painting			
Upper Division Interior Design	5	5	5
History VII, Architectural	2	2	2
Applied Design I, Normal Art	2	2	2
Elective	4	4	4
	16	16	16
Electives as recommended above, with the addition of world literature, aesthetics and psychology.			
FOURTH YEAR			
Delineation IV	2	2	2
Drawing Class Painting			
Upper Division Interior Design	5	5	5
Domestic Architecture	1	1	1
Applied Design II, Normal Art	2	2	2
History III, Architectural	2	2	2
Elective	4	4	4
	18	16	16
Electives recommended as above.			
FIFTH YEAR			
Composition IV	2	2	2
Upper Division Interior Design	10	10	10
Technique and Practice	4	4	4
History VI, Civilization and Art Epochs	2	2	2
	18	18	18

PAINTING

Technical proficiency consistent with the maximum development of individual expression, in the various fields of painting is the aim of this division of the school of architecture and allied arts, whether the special interests of the student be in the field of landscape, portraiture, mural, or illustration. Wide selection of subjects is permissible, but the course suggested below is one that seems to meet the needs of typical cases.

Design, life class, anatomy, composition and the history of styles find their place in the curriculum.

Competition and mass training are alike eliminated; each student is treated by the faculty as an individual.

SUGGESTED COURSE OF STUDY FOR PAINTING

Electives should be chosen so as to satisfy the general university requirements for graduation; groups, language or science, English.

FIRST YEAR			
	Fall	Winter	Spring
Painting I	3	3	3
Drawing I	3	3	3
Composition I	2	2	2
Art Appreciation	1	1	1
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
Electives (group requirements)	6	6	6
	17	17	17
SECOND YEAR			
Painting II	3	3	3
Drawing II	4	4	4
Composition II	2	2	2
Written English	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
Elective	3	3	3
	16	16	16
THIRD YEAR			
Painting III	5	5	5
Drawing III	4	4	4
Composition III	3	3	3
History of Painting	2	2	2
Elective	3	3	3
	17	17	17
FOURTH YEAR			
Painting IV	5	5	5
Drawing IV	5	5	5
Composition IV	3	3	3
Elective	3	3	3
	16	16	16
FIFTH YEAR			
Painting V	6	6	6
Composition V	5	5	5
Architectural History II	2	2	2
Elective	2	2	2
	15	15	15

SCULPTURE

Professional training in the field of modeling and sculpture is offered by the school of architecture and allied arts. The course includes assignments in the fields of drawing, painting, anatomy, composition, design, and history of art as well as technical courses in modeling and casting.

The course suggested below is not mandatory in details, but is given as a guide to those interested in the subject. Deviation consistent with the general regulations of the University, and the standards of professional training of the school may be made with the consent of the adviser.

SUGGESTED COURSE OF STUDY IN SCULPTURE

Electives should be chosen so as to satisfy the general university requirements for graduation; groups, language or science, English.

FIRST YEAR			
	Fall	Winter	Spring
Modeling I	4	4	4
Drawing I	3	3	3
Sculpture Composition I	2	2	2
Art Appreciation	1	1	1
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
Electives (group requirements)	4	4	4
	16	16	16

SECOND YEAR			
Modeling II	4	4	4
Drawing II	3	3	3
Sculpture Composition II	2	2	2
Written English	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
Electives (group requirements)	3	3	3
	16	16	16
THIRD YEAR			
Modeling III	5	5	5
Drawing III	4	4	4
Sculpture Composition III	2	2	2
Electives	6	6	6
	17	17	17
FOURTH YEAR			
Modeling IV	5	5	5
Drawing IV	4	4	4
Sculpture Composition IV	2	2	2
Elective	4	4	4
	15	15	15
FIFTH YEAR			
Modeling V	5	5	5
Sculpture Composition V	2	2	2
Electives	8	8	8
	15	15	15

NORMAL ART

The aim of the normal art courses is to develop an appreciation for the beautiful, to give freedom, spontaneity, and power of original self-expression in design, with some understanding of the design and processes employed in the industrial arts and crafts, together with preparation for the work of supervising and teaching art in the schools.

COURSE OF STUDY IN NORMAL ART

(Four-year course leading to the degree of bachelor of arts or science)

Miss KERNS, Adviser

FRESHMAN	Fall	Winter	Spring
Major Subject—			
Design I	2	2	2
Representation I	1	1	1
Applied Design I	2	2	2
Color Theory	1	1	1
Art Appreciation	1	1	1
Minor for B.A.—			
*Foreign Language (see note below)	3-4	3-4	3-4
Background of Social Science (Group II)	3	3	3
or			
Literature Survey (Group I)	4	4	4
Minor for B.S.—			
Survey of Physical Science (Group III)	3	3	3
or			
Elementary Biology (Group IV)	3	3	3
Personal Hygiene	1	1	1
Physical Education	1	1	1
	16-18	16-18	16-18

SOPHOMORE			
Major Subject—			
Representation II	1	1	1
Design II	2	2	2
Life and Costume	1	1	1
Drawing I	2	2	2
Instrumental Drawing	1	1	1
Minor for B.A.—			
*Foreign Language (see note below)	3-4	3-4	3-4
Geography (Group III)	3	3	3
or			
Beginners' Psychology (Group IV)	3	3	3
Minor for B.S.—			
Modern Europe (Group II)	4	4	4
Education Courses	4	4	4
Written English	2	2	2
Physical Education	1	1	1
	16-18	16-18	16-18
* French preferred. To qualify under Group I, third year courses must be taken; but first and second year courses may be used to satisfy the language requirement for the B.A. degree.			
JUNIOR			
Pedagogy of Art	3	3	3
Dress Design I	2	2	2
Applied Design II	2	2	2
Home Decoration I	2	2	2
Two Norm Courses	6-8	6-8	6-8
Painting I	2	2	2
	17-19	17-19	17-19
SENIOR			
Home Decoration II	2	2	2
Practice Teaching	3	2	2
Modeling	3	3	3
Civilization and Art Epochs	2	2	2
Drawing Class	1	1	1
Norms	6-7	6-7	6-7
	17-18	16-17	16-17

GENERAL ART SUBJECTS

This division has been arranged for students not interested in becoming professional architects, interior decorators, painters, sculptors, or art teachers, but who may be interested later in the fields of industrial art, costume design, commercial arts, the art of stage design or as teachers of art appreciation.

Description of Courses

ARCHITECTURE

DESIGN, STRUCTURAL DESIGN, INTERIOR DESIGN

For students taking the five-year course leading to the degree of bachelor of architecture, the general courses of the school of architecture are grouped under six main divisions, namely: graphics, delineation, design, construction, history, and practice.

111, 112. *Graphics I.* First year. The principles of orthographic projection are studied, applications being made to the construction of plans and elevations and correct location of shades and shadows for design problems.
Two hours, fall and winter terms.

211, 212, 213. *Graphics II.* Second year. The principles of descriptive geometry are studied in relation to the point, line and plane. Applications of these principles are applied to problems in perspective.
Two hours, each term.

DELINEATION I

First year. Freehand drawings from still life and models are executed in charcoal. The student's dimensional perceptions are developed through the medium of clay modeling.

141, 142, 143. *Freehand Drawing I.* One hour, each term.

153, 154, 155. *Architectural Modeling.* Two hours, each term.

DELINEATION II

Second year. The training of the hand and dimensional perceptions is continued by further freehand drawing.

265, 266, 267. *Freehand Drawing II.* One hour, each term.

214, 215, 216. *Architectural Rendering.* One to two hours, each term.

DELINEATION III

Third year. This is a continuation of the work of the previous years in life, drawing, and pen and pencil rendering.

355, 356, 357. *Freehand Drawing III.* One hour, each term.

362a,b,c. *Pen and Pencil.* One hour, each term.

DELINEATION IV

Fourth year. The training of the hand and eye is now carried on by drawing from living models.

358, 359, 360. *Freehand Drawing IV.* One hour, each term.

Drawing or Painting. Two hours, each term.

DELINEATION V

Fifth year. This year is given to the design and execution of mural paintings and cartoons for stained glass, mosaic, etc.

457, 458, 459. *Freehand Drawing V.* One hour, each term.

DESIGN

214, 215, 216. *Architectural Rendering.* Use of India ink and water color in making rendered drawings, with a view to their application to architectural design problems. One to two hours, each term.

Lower Division Architectural Design. The number of hours of credit earned each term is determined by the point system. Normally four term hours would be earned the first year and six term hours the second year. During the first year fundamental principles are studied, accompanied by rendered drawings of the orders of architecture, simple facades and architectural details. In the second year simple problems in architectural planning are studied and solutions evolved that require the making of well executed architectural drawings.

Upper Division Architectural Design. The number of hours of credit earned each term is determined by the point system. Normally twelve term hours would be earned in the third year, eighteen term hours in the fourth year and thirty term hours in the fifth year. In these three years a progressive series of problems in architectural design and planning are studied, including short time sketch problems and elaborate, carefully studied rendered drawings.

300a,b,c. *Domestic Architecture.* Fourth year. A study of the principles and requirements incident to domestic architecture is applied to the execution of plans and elevations of residence buildings.

One to four hours, each term.

410a,b,c. *Advanced Domestic Architecture.* Continuation of Domestic Architecture. One to four hours, each term.

302a,b,c. *City Planning.* The principles and practice of city planning are discussed and applications suggested. One hour, each term.

418, 419, 420. *Advanced City Planning.* Continuation of City Planning. Six to twelve hours, each term.

220a,b,c. *Interior Design Elements.* Second year. An introduction to the scope, aims and technique of interior design (decoration).

One hour, each term.

Lower Division Interior Design. The first and second years of Interior Design are identical with the Lower Division Architectural Design.

Upper Division Interior Design. The number of term hours of credit earned each term is determined by the point system. Normally fifteen term hours would be earned in the third year, fifteen term hours in the fourth year and thirty term hours in the fifth year. In these three years a progressive series of problems relating to interior design are studied. Sketches and carefully executed drawings are made, some in orthographic presentation and some in perspective.

120. *Construction I.* First year. Students are introduced to construction methods by means of direct observation of buildings under construction. These observations are made the basis of class discussion and calculations. One hour, spring term.

230a,b,c. *Construction II.* Second year. Scale and full size details of building construction are studied and drawings executed. Buildings under course of construction are visited and notes taken as to details.

One hour, each term.

309, 310, 311. *Construction III.* Third year. This course is intended to follow trigonometry and involves the application of mathematics to the designing of structures. Three hours, each term.

312a,b,c. *Construction IV.* Fourth year. This course is intended to give a general knowledge of various special subjects such as building materials, i.e., stone, concrete, steel, etc.; heating; plumbing; ventilation; acoustics; illumination; mechanical equipment of buildings; etc.

One hour, each term.

313a,b,c. *Construction V.* Fourth year. Students are assigned to make inspection reports on buildings under construction, paralleling a study of building specifications. One hour, each term.

314, 315, 316. *Construction VI.* Fourth year. A course in constructive design continuing the work of Construction III. Designs include trusses in wood and steel, plate girders, reinforced concrete, retaining walls, etc.

Two hours, each term.

122a,b,c. *Architectural History I. Art Appreciation.* First year. A course in art appreciation intended to present a general historical background in the various branches of art, such as painting, sculpture, decorative design, stained glass, etc. One hour, each term.

240a,b,c. *Architectural History II.* Second year. A study of the historic styles of architecture, supplemented by individual research investigation of historic ornament. Course open to non-majors.

Two hours, each term.

317a,b,c. *Architectural History III*. Third year. This course continues the work of Architectural History II. *Two hours, each term.*

318a,b,c. *Architectural History IV*. Fourth year. History of modern architecture. Continuing History III. *One hour, each term.*

421, 422, 423. *Architectural History V*. Continuation of Architectural History IV. *One to two hours, each term.*

397-398-399. *Architectural History VI*. Civilization and Art Epochs. Fifth year. The civilization and art epochs of former generations are studied in their relations to each other and to present day art. *Two hours, each term.*

319, 320, 321. *Architectural History VII*. Third year. A study of the history of furniture—textiles and other accessories contributing to interior design. *Two hours, each term.*

430a,b,c. *Architectural Practice*. Fifth year. Office management, business relations, professional ethics, etc., are studied and discussed. *One hour, each term.*

424, 425, 426. *Technique and Practice*. Fifth year. Business, estimating methods and ethics for interior decorators. *Five hours, each term.*

GRAPHICS

250. *Descriptive Geometry*. An analytical study of the subject of projections, giving a thorough groundwork for all branches of drafting. Problems in the geometry of points, lines, and planes; solids; development of surfaces; plane sections; intersections of solids; etc. *Two hours, fall term.*

251a,b,c. *Instrumental Drawing*. For students in normal art. Practice in the use of drawing instruments, making simple plans and elevations. Geometric drawing, projections and perspectives are made the basis of the problems. *One hour, each term.*

CONSTRUCTION

LOWER DIVISION

252-253. *Surveying*. Lectures and field work designed to enable the student to measure lines with the steel tape; to measure angles with the transit; to determine the differences in level by means of the level instrument; to run traverse lines and plot lines; to plot field notes; to make contour maps and profiles; to perform simple calculations of area and earthwork. *Two hours, winter and spring terms.*

UPPER DIVISION

323a,b. *Strength of Materials*. Practical problems and exercises in the design of beams, columns, thin plates, and cylinders, including actual tests and experiments with the testing machines. *Three hours, winter and spring terms.*

324. *Graphic Statics*. Problems in equilibrium are solved by graphic constructions. The stresses in framed structures are determined by means of stress diagrams. A study is made of the influence line for moving loads. The subject matter of this course parallels that of the course in stresses. *Four hours, fall term.*

325. *Stresses*. The subject matter covered by this course is the same as in graphic statics. The solutions, however, are worked out by analytical calculation instead of graphic construction. *Three hours, spring term.*

326. *Hydraulics*. A study of laws governing the flow and pressure of water in pipes and conduits. Application to hydraulic motors, hydraulic elevators, sprinkler system, etc. *Three hours, spring term.*

327a,b. *Reinforced Concrete*. The underlying principles upon which the design of reinforced concrete construction is based. Problems in designing simple beams and columns. Practical working formulas and data. *Three hours, fall and winter terms.*

328, 329. *Masonry Construction*. Properties and uses of brick and stone. Foundation stresses in masonry structures such as walls, chimneys, piers, retaining walls, etc. *Three hours, fall and winter terms.*

330. *Mechanical Appliances for Buildings*. Investigation of the special appliances and machinery to be found in hotels, apartment houses, public buildings, etc.; pumps, vacuum systems; refrigeration systems; private water systems, etc. *Two hours, fall term.*

331. *Electric Lighting and Wiring*. Proper sizes of wires for various lighting installations. Direct and indirect systems of illumination and proper methods of installations. Lighting for special purposes, such as residences, stores, auditoriums, etc. Rules and regulations of the National Board of Fire Underwriters. *Three hours, winter term.*

332. *Heating and Ventilation*. The various methods of heating and ventilation. The fundamental principles governing the efficiency and adaptability of the systems to practical problems. Calculations for sizes of installations. *Four hours, spring term.*

333a,b. *Arches*. The theoretical and practical consideration involved in the design of arches in stone, brick, and concrete, applied to problems in practice. *Three hours, fall and winter terms.*

334, 335, 336. *Steel and Timber Construction*. Use of wood and steel in building construction. Design of wood and steel trusses; steel plate girders; steel frame buildings. *Three hours, each term.*

427, 428, 429. *Advanced Structural Design*. *Three to five hours, each term.*

PREMILY FOR GRADUATES

500, 501, 502. *Thesis*. Advanced architectural design. *Four to twelve hours, each term.*

510, 511, 512. *Thesis*. Advanced interior design. *Six to twelve hours, each term.*

525, 526, 527. *Assigned Reading*. *Hours to be arranged.*

530, 531, 532. *Seminar*. *Hours to be arranged.*

DRAWING AND PAINTING

130, 131, 132. *Painting I*. Elementary painting from still life. *Two to five hours, each term.*

254, 255, 256. *Painting II*. Advanced painting from still life and study, in color, of the head. Prerequisite, nine hours of credit in Painting I, or equivalent. *Three to five hours, each term.*

- 133, 134, 135. *Drawing I*. Study in charcoal of casts and antiques.
Two to five hours, each term.
- 257, 258, 259. *Drawing II*. Advanced antique drawing and elementary study from the nude figure. Prerequisite, nine hours credit in Drawing I, or equivalent.
Three to five hours, each term.
- 136, 137, 138. *Composition I*. Elementary study of the relation of elements within the picture space in line and value. Intended to encourage and guide the creative faculty of the student.
Two hours, each term.
- 260, 261, 262. *Composition II*. Study in color of the relation of elements within the picture space. Theory of color. Designing of easel paintings. Prerequisite, six hours credit in Composition I.
Three to five hours, each term.
- 140a,b. *Artistic Anatomy*. The study of the bone and muscle structure of the human figure in its relation to draftsmanship. Should accompany Drawing II.
One hour, winter and spring terms.
- 141, 142, 143. *Freehand Drawing I*. For architects. Training in freehand drawing with architectural motives.
One hour, each term.
- 265, 266, 267. *Freehand Drawing II*. For architects. Continuation of Freehand Drawing I, including drawing from antique.
One hour, each term.
- 270, 271, 272. *Life and Costume*. For Normal Arts. Fifteen minute sketches from draped model, together with sketch problems.
One hour, each term.
- UPPER DIVISION
- 337, 338, 339. *Painting III*. Advanced head painting and study of the nude figure in color. Prerequisite, nine hours credit in Painting II, or equivalent.
Three to five hours, each term.
- 340, 341, 342. *Painting IV*. Advanced Painting of nude figure. Prerequisite, nine hours credit in Painting III, or equivalent.
Three to five hours, each term.
- 433, 434, 435. *Painting V*. Continuation of Painting IV. Prerequisite, nine hours credit in Painting IV, or equivalent.
Three to five hours, each term.
- 343, 344, 345. *Drawing III*. Advanced study from the nude. Prerequisite, nine hours credit in Drawing II, or equivalent.
Three to five hours, each term.
- 346, 347, 348. *Drawing IV*. Continuation of Drawing III. Prerequisite, nine hours credit in Drawing III.
Three to five hours, each term.
- 439, 440, 441. *Drawing V*. Continuation of Drawing IV. Prerequisite, nine hours credit in Drawing IV.
Three to five hours, each term.
- 349, 350, 351. *Composition III*. Advanced designing of easel paintings and the study of mural decoration. Prerequisite, Composition II.
Three to five hours, each term.
- 352, 353, 354. *Composition IV*. Study and designing of mural decorations. Prerequisite, Composition III.
Three to five hours, each term.
- 448, 449, 450. *Composition V*. Designing and executing in a professional manner either an easel painting or a decoration. Prerequisite, Composition IV.
Three to five hours, each term.

- 355, 356, 357. *Freehand Drawing III*. For architects. Drawing from casts, antique and human figure.
One hour, each term.
- 358, 359, 360. *Freehand Drawing IV*. For architects. Continuation of Freehand Drawing III.
One hour, each term.
- 457, 458, 459. *Freehand Drawing V*. For architects. Continuation of Freehand Drawing IV.
One hour, each term.
- 361a,b,c. *History of Painting*. A survey of the development of painting from the prehistoric era to the present. Special emphasis is placed upon the characteristics of individual painters as well as upon their period.
Two hours, each term.
- 397-398-399. *Civilization and Art Epochs*. (Architectural History VI.) Lectures covering the history of archaeology and arts, emphasizing the influence of political, ecclesiastical and other human agencies upon the evolution of art.
Two hours, each term.
- 362a,b,c. *Pen and Pencil*. Technique of rendering with pen and pencil.
One hour, each term.

GRADUATE DIVISION

- 544, 545, 546. *Thesis*. Problem in drawing and painting.
Hours to be arranged.
- 550, 551, 552. *Assigned Reading*.
Hours to be arranged.
- 560, 561, 562. *Seminar*.
Hours to be arranged.

SCULPTURE

- 150, 151, 152. *Modeling I*. Modeling from cast. Portrait Modeling.
Two to six hours, each term.
- 275, 276, 277. *Modeling II*. Progressive studies in cast and portrait modeling. Prerequisite, nine term hours completed in Modeling I.
Three to six hours, each term.
- 153, 154, 155. *Architectural Modeling*. For architects. Study of architectural forms and details by actually creating the forms in clay, thus strengthening the student's perception of three dimensions when working on his design problems.
Two hours, each term.
- 156a,b,c. *Sculpture Composition I*. A comprehensive course, including the histories of sculpture, architecture and painting together with a study of the basic principles of the different schools of sculpture.
One hour, each term.
- 278, 279, 280. *Sculpture Composition II*. Continuation of I. Prerequisite, nine term hours completed in Composition I.
Two hours, each term.

UPPER DIVISION

- 363, 364, 365. *Modeling III*. Carries on progressively the cast and portrait modeling. Prerequisite, nine term hours completed in Modeling II.
Three to six hours, each term.
- 366, 367, 368. *Modeling IV*. Continues from III. Prerequisite, nine term hours complete in Modeling III.
Three to six hours, each term.
- 460, 461, 462. *Modeling V*. Continues from IV. Prerequisite, nine term hours completed in Modeling IV.
Three to six hours, each term.

369a,b,c. *Sculpture Composition III*. Continuation of Composition II. Prerequisite, Composition II. *Two hours, each term.*

370a,b,c. *Sculpture Composition IV*. Continuation of Composition III. Prerequisite, Composition III. *Two hours, each term.*

469, 470, 471. *Sculpture Composition V*. Continuation of Composition IV. Prerequisite, Composition IV. *Three hours, each term.*

PRIMARYLY FOR GRADUATES

565, 566, 567. *Thesis*. Sculpture problem. *Hours to be arranged.*

571, 572, 573. *Assigned Reading*. *Hours to be arranged.*

577, 578, 579. *Seminar*. *Hours to be arranged.*

NORMAL ART

LOWER DIVISION

160a,b,c. *Color Theory*. A study of color with reference to its scientific background and artistic use. Practical applications to every day life in dress, the home, the commercial world, and the theatre.

One hour, each term.

161a,b,c. *Design I*. A study of art structure underlying the visual arts. Fundamental for all students, either for general information or for those preparing for special art work. Laboratory problems in pure design in line, dark and light, and color with application to craft and industrial art including linoleum and wood block prints, cards, embroidery, lamp shades, lettering and posters. *Two hours, each term.*

281a,b,c. *Design II*. A continuation of course 161. A study of nature forms, landscapes and human figure, applied to illustrations, magazine covers and decorative compositions. Paper on historic textiles with application to wood block, tie-dyeing and batik. Prerequisite, Design I. *Two hours, each term.*

162a,b,c. *Representation I*. Principles of perspective. Proportion and the accurate rendering of form in studies of still life, flowers and plant form, interiors and landscapes, expressed through line, dark and light and color, using methods applicable to the presentation of the subject in grade and high schools. Emphasis on selection and arrangement of subject matter. Mediums used are pencil, charcoal, crayon, transparent and opaque water colors, cut paper and poster paints. *One hour, each term.*

282a,b,c. *Representation II*. A continuation of course 162 with more advanced problems along the same lines. Prerequisites, 162.

One hour, each term.

163. *Applied Design I*. Construction and decoration of boxes, portfolios, writing cases. Study of design as related to function and structure. Selection and combination of appropriate materials and decoration of same. No prerequisites. *Two to three hours, fall term.*

164. *Applied Design I*. Elementary book binding. Construction of laced and sewed books together with their decoration. Designing and making of cover and end papers through the use of batik and print processes. Outlines of the development of book binding as an art. Study of illustrations of fine examples leading toward a keener appreciation of

good design and sound workmanship as applied to the crafts. No prerequisite. *Two to three hours, winter term.*

165. *Applied Design I*. Lampshades. The construction and decoration of shades, with or without frames, designed, with reference to particular types of bases. Study of lamps in relation to their interior backgrounds. No prerequisites. *Two to three hours, spring term.*

251a,b,c. *Instrumental Drawing*. Practice in the use of drawing instruments, making simple plans and elevations. Geometric drawing, projections and perspectives are made the basis of the problems.

One hour, each term.

UPPER DIVISION

371a,b,c. *Practice Teaching*. One year of supervised teaching in the University high school for normal art seniors.

Three hours, fall term; two hours, winter and spring terms.

372a,b,c. *Pedagogy of Art*. Comparison of the leaders of art movements and methods of art teaching of the past and present. Subject matter, material and method of presentation; observation of art classes in the city schools and University high school; lesson plans and courses of study for grade and high schools; assigned readings. Illustrative material for teaching carried out in craft and industrial art processes. Two lectures, one hour laboratory. *Three hours, each term.*

373, 374, 375. *Applied Design II*. Weaving; construction of simple hand-loom for use in the grades; articles adapted to the needs and ability of the students; warping and setting up a four harness footpower loom for more advanced weaving. Patterns employed in the decoration of articles made which include bags, pillow tops, table runners, scarves, portieres and rag rugs. History of textile manufacture; modern industrial loom. *Two to three hours, each term.*

376, 377, 378. *Applied Design III*. Pottery, including the building by hand and casting from molds of tiles, bowl and vase forms, candle sticks and lamp bases; glazing and firing and the use of the potter's wheel; special attention to beauty of form. Historical resume of the potters' craft. *Two to three hours, each term.*

379-380-381. *Dress Design I*. Line, tone and color as applied to dress design. Planning of modern costumes based on principles of design and color harmony adapted to individual requirements; historic dress and ornament with possibilities for modern adaptations; special problems in period, stage and commercial design. Open only to upper division students. *Two to three hours, each term.*

484, 485, 486. *Dress Design II*. Continuation of Dress Design I, with special emphasis on the technique of fashion illustration. Study of various styles of rendering to be found in leading fashion periodicals. Page composition of two or more figures. Prerequisite, Dress Design I.

Two to three hours, each term.

385, 386, 387. *Home Decoration I*. Great periods of interior architecture, of decorative furnishings, and the evolution of the social groups and environments in which they developed. The house plan, walls, windows and their treatment, ceilings and floors, decorative textiles and hang-

ings. Lectures and reports. Required of normal art majors, open to upper division students of other departments. *Two hours, each term.*

487, 488, 489. *Home Decoration II.* Problems of side wall elevations in neutral wash and color. Quick rendering in pencil and water color of elevations and drapery arrangements. Furniture design, sketches and measured drawings. Painted furniture. Choosing, framing and hanging of pictures. Color and color schemes. Laboratory and museum research. *One hour, each term.*

GENERAL ART SUBJECTS

LOWER DIVISION

100a,b,c. *Art Survey.* General survey course of art as correlated with the history of civilization. *Three hours, each term.*

122a,b,c. *Art Appreciation.* Intended for the general student who is interested in, but not specializing in, art history, crafts, decorative art, and analysis of great historic periods of design. *One hour, each term.*

171, 172, 173. *Decorative Design I.* Study of the design impulse, its nature, origin and universality; principles of design as manifested in historic examples, and practical application to modern problems; museum research. Pattern, personality and symbolism; effects of materials and tools upon design; drawings in black and white, neutral value scale and color. Lecture and laboratory. *One to three hours, each term.*

285, 286, 287. *Decorative Design II.* A continuation of the work begun in *Decorative Design I.* *One to three hours, each term.*

163. *Applied Design I.* The construction and decoration of boxes, portfolios, writing cases. The study of design as related to function and structure. The selection and combination of appropriate materials and the decoration of the same. No prerequisites. *Two or three hours, fall term.*

164. *Applied Design I.* Elementary Bookbinding. The construction of laced and sewed books and their decoration. The designing and making of cover and end papers through the use of the batik and print processes. Outlines of the development of bookbinding as an art. Study of illustrations of fine examples leading toward a keener appreciation of good design and sound workmanship as applied to the crafts. No prerequisites. *Two to three hours, winter term.*

165. *Applied Design I.* Lampshades. The construction and decoration of shades with and without frames, designed with reference to particular types of bases. The study of lamps in relation to their interior backgrounds. No prerequisites. *Two to three hours, spring term.*

UPPER DIVISION

397, 398, 399. *Civilization and Art Epochs.* Lectures covering history, archaeology and evolution of art. The influence of political, ecclesiastical, aesthetic and ethnological evolution upon art; the influence of art upon humanity. Illustrated by means of photographs, lantern slides, colored plates, etc. Prerequisite, upper division standing. *Two hours, each term.*

385, 386, 387. *Home Decoration I.* Great periods of interior architecture, of decorative furnishings, and the evolution of the social groups and environments in which they developed. The house plan, walls, windows

and their treatment, ceilings and floors, decorative textiles and hangings. Lectures and reports. Required of normal art majors, open to upper division students of other departments. *Two hours, each term.*

388, 389, 390. *Home Decoration II.* Problems of side wall elevations in neutral wash and color. Quick rendering in pencil and water color of elevations and drapery arrangements. Furniture design, sketches and measured drawings. Painted furniture. Choosing, framing and hanging of pictures. Color and color schemes. Laboratory and museum research. *One hour, each term.*

391, 392, 393. *Decorative Design III.* Drawings for commercial work, such as textiles, rugs, wall paper, mosaic, etc., making use of the principles studied in *Decorative Design I and II.*

Two to three hours, each term.

490, 491, 492. *Decorative Design IV.* Not only drawings are made, but, in some cases, the work is carried to final conclusion by actual production of a piece of stained glass, a mural decoration, a mosaic or some such piece of art work. Students execute pieces of exterior and interior decorative detail which are incorporated in the buildings and grounds of the school of architecture and allied arts. *Two to three hours, each term.*

373, 374, 375. *Applied Design II.* Weaving; construction of simple hand-loom for use in the grades; articles adapted to the needs and ability of the students; warping and setting up a four harness footpower loom for more advanced weaving. Patterns employed in the decoration of articles made which include bags, pillow tops, table runners, scarves, portieres and rag rugs. History of textile manufacture; modern industrial loom. *Two to three hours, each term.*

376, 377, 378. *Applied Design III.* Pottery, including the building by hand and casting from moulds of tiles, bowl and vase forms, candle sticks and lamp bases; glazing and firing and the use of the potter's wheel; special attention to beauty of form. Historical resume of the potter's craft. *Two to three hours, each term.*

379-380-381. *Dress Design I.* Line, tone and color as applied to dress design. Planning of modern costumes based on principles of design and color harmony adapted to individual requirements; historic dress and ornament with possibilities for modern adaptations; special problems in period, stage and commercial design. Open only to upper division students. *Two to three hours, each term.*

484, 485, 486. *Dress Design II.* Continuation of *Dress Design I* with special emphasis on the technique of fashion illustration. Study of the various styles of rendering to be found in leading fashion periodicals.

SCHOOL OF BUSINESS ADMINISTRATION

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D.	President of the University
DAVID E. FAVILLE, M.B.A.	Dean of the School of Business Administration
EARL M. PALLETT, M.S.	Registrar of the University
KATHRYN A. BAILEY, B.A.	Instructor and Secretary of the School of Business Administration
JESSE H. BOND, Ph.D.	Professor of Business Administration
O. K. BURRELL, M.A., C.P.A.	Assistant Professor of Business Administration
CHARLES E. CARPENTER, LL.B.	Dean of the Law School
WILLIAM A. FOWLER, M.B.A.	Associate Professor of Business Administration
DANIEL D. GAGE, M.B.A.	Associate Professor of Business Administration
CHARLES G. HOWARD, J.D.	Professor of Law
JAMES A. JOHNSTON, Ph.D.	Associate Professor of Business Administration
C. L. KELLY, M.A., C.P.A.	Professor of Business Administration
ALFRED L. LOMAX, M.B.A.	Professor of Business Administration
JOHN M. RAE, M.B.A.	Associate Professor of Business Administration
GEORGE W. ROBBINS, M.B.A.	Assistant Professor of Business Administration
CARLTON E. SPENCER, J.D.	Associate Professor of Law
ARTHUR B. STILLMAN, B.A.	Assistant Professor of Business Administration
W. F. G. THACHER, M.A.	Professor of Advertising
RAYMOND W. BRESHEARS	Graduate Assistant
LAURENCE J. DERYCKE	Graduate Assistant
FRED W. GERKE	Graduate Assistant
RONALD M. HUBBS	Research Assistant
RONALD H. ROBNETT	Research Assistant
THEODORE N. VAN GUILDER	Research Fellow

ORGANIZATION AND PURPOSE

The school of business administration, organized as a distinct unit of the University of Oregon in 1914, is divided into an undergraduate and a graduate department. The state board of higher curricula assigned to it as a special field the work in "higher commerce," with the exclusive right to offer graduate work in business training.

Accordingly, the school has built its curricula, both undergraduate and graduate, around one idea, the development of business executives. Each student in business administration is viewed as a future manager. This singleness of purpose enables the school to concentrate all its energies on the managerial and administrative aspects of business training, rather than to spread them over the entire realm of commercial activity.

Sound training in business administration necessitates a broad knowledge of economics, law and liberal arts, and technical business procedure. Through careful correlation between the allied courses in economics, law, liberal arts and business administration, the school bases its training in business technique on a broad foundation of this character. In addition to such correlation, a series of management studies is offered each year which covers every phase of management, so that at the conclusion of his course each major has studied the aspects of business management.

Opportunity is also offered for specialization in some one field during the junior, senior and graduate years. The various curricula are so arranged that a student may advance in a subject as a whole, such as accounting or banking, or he may specialize within a given field, i. e., he may study to become a certified public accountant or the manager of a bank. In other words, the school is meeting the individual needs of each student.

ADMISSION

The school of business administration admits students upon fulfillment of the regular entrance requirements of the University.

FIELDS OF TRAINING

Following is a brief summary of the fields available for specialization in the school of business administration. It will be seen that these fields include the vast majority of managerial positions in the business world. For instance, in the field of finance there are dozens of individual positions such as bond department manager, financial manager, bank manager, broker, bond buyer, bond and stock trader, financial sales manager, credit manager, etc. As stated above, the work of the school is so arranged as to give individual attention to the problems of each major.

The following detailed courses are not required, but merely suggestive of the kinds of work which the school offers.

SUGGESTED COURSE IN FINANCE

Finance. Since modern business is organized on a monetary basis, and money-making is regarded by many as a test of success in business, it is not strange that the field of finance itself is especially attractive. Every concern of size has its finance department which offers good positions to properly qualified persons. In addition, the rapid growth of banking institutions, bond houses, brokerage firms and investment companies of all kinds, has created a steady demand for young men and women who know the fundamentals of management, plus specific knowledge in a given line of financial endeavor. The school has so developed its finance courses that the student can specialize in any phase of that work.

FRESHMAN	Fall	Winter	Spring
Constructive Accounting	4	4	4
Unified Mathematics	4	4	4
Elective	6	6	6
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16	16	16
SOPHOMORE			
Elements of Organization & Production; Finance; Marketing	3	3	3
Business English	2	2	2
Principles of Economics	3	3	3
Elective	6	6	6
Military Science (men)	1	1	1
Physical Education	1	1	1
	16	16	16
JUNIOR			
Production Management	4		
Finance Management		5	
Sales Management			4
Business Law	4	4	4
Public Finance		4	4
Money, Banking and Crises	5		
Statistics	3	3	3
	16	16	15
SENIOR			
Elective	10	10	10
Investments	3	3	
International Finance			3
Bank Management			3
Business Policies		3	
Credit Management	3		
	16	16	16

SUGGESTED COURSE IN ACCOUNTING

Accounting. As business procedure grows more scientific, accounting becomes more and more urgently necessary. Thus the field offers increasing opportunity for persons of native ability and sound training. How faulty the average preparation is today is evidenced by the fact that upwards of 85 per cent of those who take the examinations to become certified public accountants fail.

The school of business administration offers two thorough courses in accounting: 1—For those who are interested in securing positions in accounting departments of business firms, banks or manufacturing establishments, a four-year managerial course is open. 2—For those who wish to prepare for public accountancy, a five-year course is available. The latter work in addition to covering all the ground found in the four-year course, particularly stresses problems which confront the certified public accountant.

FRESHMAN			
	Fall	Winter	Spring
Constructive Accounting	4	4	4
Unified Mathematics	4	4	4
Elective	6	6	6
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16	16	16
SOPHOMORE			
Elements of Organization & Production; Finance; Marketing	3	3	3
Business English	2	2	2
Principles of Economics	3	3	3
Elective	6	6	6
Military Science (men)	1	1	1
Physical Education	1	1	1
	16	16	16
JUNIOR			
Production Management	4	5	4
Finance Management	4	4	4
Sales Management	3	3	3
Business Law	4	4	4
Accounting Theory and Practice	3	3	3
Elective	5	4	5
	16	16	16
SENIOR			
Advanced Accounting Theory and Practice	3	3	3
Public Finance	3	4	4
Conservation of National Resources	3	3	3
Income Tax	3	3	3
Cost Accounting	3	3	3
Business Policies	3	3	3
Elective	9	3	5
	15	5	15
GRADUATE			
C. P. A. Problems	3	3	3
Systems	5	5	5
Seminar	2	2	2
Minor Field	5	5	5
	15	15	15

SUGGESTED COURSE IN FOREIGN TRADE

Foreign Trade. Unprecedented expansion of trade with foreign countries during the past few decades has resulted in a call from exporting and importing houses, marine insurance firms and banks, ocean transportation companies, port authorities, and governmental services, for capable young men and women familiar with the principles and trained in the technique of overseas commerce. The courses in foreign trade and related subjects offered by the school of business administration are designed to enable the student to take an active and intelligent part in building up the trade of the Pacific states, particularly the Northwest, with countries of the Pacific basin and other trade territories of the world.

FRESHMAN			
	Fall	Winter	Spring
Constructive Accounting	4	4	4
Elective	6	6	6
Foreign Language	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16	16	16
SOPHOMORE			
Elements of Organization & Production; Finance; Marketing	3	3	3
Business English	2	2	2
Principles of Economics	3	3	3
Foreign Language (continuation)	4	4	4
Elective	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
	16	16	16

JUNIOR			
	Fall	Winter	Spring
Personnel Management	4	5	4
Finance Management	4	4	4
Sales Management	4	4	4
Business Law	3	3	3
Foreign Trade Technique	5	4	4
Money, Banking and Crises	5	4	4
Elective	16	16	15
SENIOR			
Foreign Trade Marketing	3	3	3
International Trade Policies of the Pacific Area	3	3	3
Railway Economics	4	4	4
Water Transportation	4	4	4
Control of Carriers	4	4	4
International Finance	4	4	4
Business Policies	5	3	3
Elective	5	5	3
	15	18	16

SUGGESTED COURSE IN ADVERTISING

Advertising. In modern business, the center of gravity is passing, rapidly and definitely, from production to distribution. As the problems of mass production have been solved, so the greater problems of mass distribution now demand solution. It is for this reason that advertising, as an effective means of interesting the buying public in usable commodities has grown, during the past two or three decades, into an activity that approaches both a science and an art. The courses in advertising and selling offered by the school of business administration are designed to give the student a complete knowledge of the whole field of selling operations, so that he may choose that phase of the work which seems to offer the greatest adaptability to his individual needs.

FRESHMAN			
	Fall	Winter	Spring
Constructive Accounting	4	4	4
Elementary Newswriting	2	2	2
*Physical Science Survey or Unified Mathematics	4	4	4
Elective (Recommended: English, Language, or Philosophy) ..	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16	16	16

* If student plans to take Psychology with laboratory in the sophomore year, he may choose an elective instead of Physical Science Survey or Unified Mathematics in the freshman year.

** SOPHOMORE

Elements of Production; Finance; Marketing	3	3	3
Publishing and Printing	3	3	3
Principles of Economics	3	3	3
Business English or Report Writing	2	2	2
Beginners' Psychology	3	3	3
Military Science (men)	1	1	1
Physical Education	1	1	1
	16	16	16

** Statistics, 3 hours one term, a desirable sophomore elective.

*** JUNIOR

General Advertising	2	2	2
Advertising Practice	1	1	1
Space Selling	2	2	2
Publicity	2	2	2
Merchandising	4	4	4
Sales Management	4	4	4
Elective	7	7	7
	16	16	16

*** Finance Management, 5 hours in fall; Production Management, 4 hours in spring desirable business administration electives and required of those working for the B.B.A. degree.

SENIOR

Advertising Problems	2	2	2
Business Law	4	4	4
Elective	10	10	10
	16	16	16

The foregoing outlines are indicative of courses that may be arranged in other fields, such as the following:

Marketing. In addition to the outlined course of study for advertising, there are other branches of work in the marketing field for which the school of business administration offers preparation such as: retail store management, training toward the positions of buyer and merchandise manager in a department store; and sales management, which includes not only the successful handling of a sales force, but training in salesmanship as well.

Transportation. The rapid development of transportation as a part of modern business has created a demand for traffic managers. Such persons are needed not alone by (a) the railroads, ocean, highway and air transportation companies; but (b) by chambers of commerce and other civic bodies which have found it advisable to create traffic departments for the sound development of community enterprise; and (c) by manufacturing concerns and business houses of size that have found it highly desirable to establish their own traffic departments to facilitate the easy movement of their products.

Labor Management. Personnel or labor management is one of the new fields open in modern business. For many years the employers were content to place emphasis upon the development of machinery alone. That great economies could be realized through the proper conservation of the labor force did not occur to the employer until recently. Today, however, no successful manager can ignore this phase of business. This means that companies must employ experts in this line, and hence, there is an ever growing demand for both men and women who are qualified to act as personnel managers. The school offers a four-year course covering this field.

Commercial Aviation. A special curriculum has been set up for students interested in entering the field of aviation. Students interested in this work should write to the secretary of the school of business administration for information.

COMBINATION COURSES

An intimate relation exists between business and certain of the other professions. In increasing numbers students are desiring courses which consist of combinations of business with some other field of endeavor such as law, the physical sciences, etc. The following combinations are indicative of the opportunities now available:

SUGGESTED SIX-YEAR BUSINESS ADMINISTRATION-LAW COURSE

Business Administration and Law. Many students enter the University hesitating whether to enroll in business administration or in law. At many points the training in these two fields cross and the student properly trained in both business and law is doubly fortified to battle with the world. To meet an increasing demand for training of this kind, the school of business administration and the school of law offer a combined six-year course leading to the degree of bachelor of business administration on the one hand and bachelor of laws on the other. A student taking the business administration-law combination will register in the law school in his senior year. He will take the regular first year of law school work and will receive credit for forty-six hours toward his bachelor degree. Eighteen hours of the law work may be used to satisfy the thirty-six hour social science requirement for the bachelor of science degree.

FRESHMAN	Fall	Winter	Spring
Constructive Accounting	4	4	4
Elective	10	10	10
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16	16	16
SOPHOMORE			
Elements of Organization & Production; Finance; Marketing	3	3	3
Principles of Economics	3	3	3
Business English	2	2	2
Elective	5	5	7
Military Science (men)	1	1	1
Physical Education	1	1	1
	15	15	17
JUNIOR			
Production Management	4		
Finance Management		5	
Sales Management			4
Public Finance		4	4
Conservation of National Resources			3
Money and Banking	5		
Elective	7	7	5
	16	16	16

Advanced Work. The law school part of this combined course will consist of the regular law course of three years. The first year of work in the law school is fully prescribed, and consists of the following courses: Agency, Contracts, Criminal Law, Personal Property, Common Law Reading, Real Property, and Torts. In the second and third year some election is provided for, and selection may be made from the following courses: Bankruptcy, Bills and Notes, Corporations (private), Corporations (municipal), Constitutional Law, Equity, Evidence, Insurance, Mortgages, Code Pleading, Oregon Practice, Office Practice, Trial Practice, Public Utilities, Real Property, Sales, Trusts, and Wills.

COMBINATION COURSE FOR WOMEN

Business Administration and Household Arts. The call of business is strong in the ears of the modern girl but statistics show that upwards of 85 per cent of college girls marry. In order to give sound training for business and at the same time permit the student to qualify as manager of a household, the school of business administration, in conjunction with the department of household arts, offers a four-year combined course in business administration and household arts. This combined course assures the student of sound training in homekeeping and at the same time prepares her to assume positions in the business world. Some business opportunities depend upon the specific training offered in this group. For example, wholesale and retail organizations dealing with foods and food products are particularly desirous to obtain employees who have the combined knowledge of the elements of business and household management.

DEGREES

Four degrees are open to students majoring in business administration.

UNDERGRADUATE

Bachelor of Business Administration. Students must meet all general University requirements and in addition complete at least 45 hours in business administration, including the following courses: Constructive Accounting 111a,b,c, Elements of Organization and Production 221, Elements of Finance 222, Elements of Marketing 223, the professional management series, one year of law and one year of Principles of Economics.

Bachelor of Arts. Students must meet all general University requirements plus 45 hours in business administration which must include Constructive Accounting 111a,b,c, Elements of Organization and Production 221, Elements of Finance 222, Elements of Marketing 223 and 24 hours of any upper division work in business administration. In addition to the above one year of Principles of Economics and two years of one foreign language are required.

Bachelor of Science. Students must meet all general University requirements plus 45 hours in business administration which must include Constructive Accounting 111a,b,c, Elements of Organization and Production 221, Elements of Finance 222, Elements of Marketing 223 and 24 hours of any upper division work in business administration plus one year of Principles of Economics. Thirty-six hours of social science or science and mathematics are required for the bachelor of science degree.

GRADUATE DIVISION

Master of Business Administration. Holders of a bachelor's degree from a standard college or university are admitted to the graduate division of the school of business administration.

Members of the graduate division who have previously completed at least forty-five term-hours of undergraduate work in business administration and economics are normally able to earn the forty-five hours necessary for the master's degree in one year.

Members who have not completed the equivalent of forty-five term-hours of undergraduate work in business administration and economics will have to complete that amount of undergraduate work before proceeding upon the forty-five hours required for the master's degree. Of the forty-five required hours, fifteen may be selected in a minor from some approved allied field.

In the work required for the master's degree, three hours are allowed for the thesis and a minimum of fifteen hours must be made in courses of strictly graduate work; that is, in courses open to graduate students only. The remaining work must be done either in strictly graduate courses or in approved upper division courses.

Not all graduate students wish to proceed to the degree. Frequently students whose undergraduate training has not included work in commerce wish to spend a fifth year largely devoted to business training. Such students will elect courses which best fit the individual case without regard for degree requirements.

Occasionally a graduate student is interested only in carrying on some specialized type of work such as training for the C.P.A. examination and does not care to become a candidate for a degree. When the student can demonstrate his earnestness and ability to do this, every effort is made to provide the type of training he desires.

SCHOLARSHIPS AND PRIZES

Phi Chi Theta Scholarship. Phi Chi Theta, national honorary commerce fraternity for women students, awards the Phi Chi Theta key to the most outstanding girl in the department each year.

Beta Gamma Sigma Scholarship Record. Beta Gamma Sigma, national honorary commerce fraternity, has placed in the corridor of the Commerce building a permanent record plate on which appears the following inscription: "To honor outstanding scholastic attainment, Beta Gamma Sigma inscribes hereon annually the name of a freshman major in the school of business administration." The name of the freshman receiving the highest scholastic average for a year is inscribed on this record.

Life Insurance Prizes. Annually, cash prizes amounting to fifty or more dollars are awarded to the students making the best sales demonstration of a real life insurance policy by the Life Managers' Association of Oregon.

The Oregon Life Insurance Company has presented the school of business administration with a silver loving cup upon which the name of the winner of the contest each year is inscribed. In addition to the cup, the winner is presented with a personal memento from the company.

Accounting Scholarships:

1. *Oregon State Society of Certified Public Accountants Scholarship.* This scholarship is awarded annually to the most outstanding student in accounting.

2. *Senior Scholarships.* Outstanding senior students are each year awarded scholarships with Portland public accounting firms for the winter term. Such students are given an opportunity to receive actual accounting practice and at the same time to continue their senior accounting courses in the Portland Extension Center.

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

The Advertising Club of Portland Scholarship of \$150.00 is given annually to the student of advertising (male) who is considered best qualified to profit by the training offered for entrance into the field of advertising.

The Botsford-Constantine Prizes of \$25, \$15, and \$10 are offered each year by the Botsford-Constantine Advertising Agency of Portland, for the best solutions of an advertising problem by students in the class in general advertising.

The Ham-Jackson Prizes, aggregating \$50, are given annually by the Ham-Jackson Co., Inc., of Portland, to students of advertising, for the best solutions of advertising problems involving the use of direct mail literature.

The Henry Hayek Prizes, with a total of \$50, for the best solutions of an advertising problem in which lay-out and typography are emphasized.

The McMorran and Washburn Prizes of \$15 and \$10, for the best advertisements for a department store.

Summer Scholarships. For the purpose of furnishing actual experience in various fields of advertising and related activities, there are offered a number of "summer scholarships" for qualified students of advertising. These scholarships provide that the student is engaged, during the summer, as a regular employee of the firm giving the scholarship, at a beginner's salary. The firms offering these scholarships are: Meier and Frank Co.; Olds, Wortman and King; Lipman and Wolfe; The Bedell Co.; Botsford-Constantine Co.; Crossley and Failing, Inc.; The Portland Oregonian; The Oregon Journal; The Portland Telegram; Trade and Class Press Associations; Earl Bunting and Associates; Edmund C. Bechtold and Associates; and Foster and Kleiser Co.

GRADUATE SCHOLARSHIPS

Certain scholarships and research fellowships are available to students in the graduate division of the school. These awards carry stipends varying from \$250 to \$1800 per year. They are granted to students in recognition of exceptional ability and scholastic achievement.

LABORATORIES AND LIBRARY

The school of business administration maintains a complete reference library in the Commerce building. Except in the field of accounting, students are not required to purchase text books. All text and reference materials are supplied to students by the school through the reference library. Adjacent to the library are well equipped study rooms. The laboratories of the school are well furnished with various types of calculating machines. This equipment is of material aid to the student as it effects a great saving of student time. A careful study shows that the student benefits through this economy in text book purchases to the extent of approximately thirty dollars per year. The library and laboratories are available to non-majors registering in business courses upon the payment of course fees. Course fees are not required of majors in business administration.

BUREAU OF BUSINESS RESEARCH

In the carrying out of its functions of training for business management the school of business administration maintains a bureau of business research. Its purpose is to study the problems of business enterprise peculiar to the state and to the northwest. The work of the bureau is carried on by the entire teaching staff of the school, augmented by several research assistants. The studies made are undertaken either at the request of business men of the state or on the suggestion of some member

of the teaching organization. During the past year the following studies were completed either in whole or in part:

- Overseas Markets for Oregon and Washington Dried Prunes.*
- Financial and Operating Standard for Oregon Retail Concerns.*
- Comparison of Municipal Borrowing Rates in Oregon with Other States.*
- Oregon Hardwood Industries.*
- Oregon's Exportable Surplus.*
- A Study of the Operating Costs of Master Plumbers in Oregon—1928 and 1929.*
- Oregon Butter and Cheese in Overseas Markets.*
- An Analysis of Retail Furniture Buying in Portland, Oregon.*
- Oregon's Share in American Export Traffic to Trans-Pacific Destinations.*
- Oregon's Industrial Development.*

Such investigations render definite and valuable assistance to the business men of the state. Junior and senior students maintain a close contact with the work of the bureau and through it are constantly informed of current business problems and their solutions. All graduate students and many seniors assist in the study and solution of these problems. It is an invaluable experience.

Description of Courses

Service Courses

The school of business administration offers to the campus at large certain courses of a service nature. These courses are open to non-major students without prerequisites.

301a,b,c. *Seminar in House Administration.* Deals with the business problems continually arising in the management of a living organization. Problems of buying, financing, record keeping, etc., are fully discussed and typical solutions analyzed. It will be of interest to the house managers of living organizations and to prospective house managers. Open to upper classmen with the consent of the instructor. Rae.

One hour, each term.

302. *Personal Finance.* An elementary course in practical investments designed to be of service to students who are not business administration majors. A study is made of the principles governing the proper investment of savings in building and loan associations, savings banks, insurance, real estate mortgages, stocks and bonds. Business administration majors not admitted.

Three hours, winter term.

303. *Commercial Aviation.* A study of the history of aviation; types of aircraft; air ports; airways and safety devices; government and state regulation; mail, express and passenger service; rates and operating costs; training of personnel; investment and speculation. The course will deal with the commercial side of aviation from a service and investment standpoint. Open to upper division non-majors without prerequisite; and to sophomores by permission of the instructor. Faville and Fowler.

Two hours, spring term.

469-470. *Statistical Methods.* A study of the principles and methods used in statistical analysis, and their application to business and economic problems. Attention is directed to the statistical methods used in research, in the analysis of business conditions and in forecasting. The

first term is devoted largely to study of statistical methods; the second term to their application and interpretation. The course is designed to satisfy the needs of students particularly interested in the social sciences. Open to upper division non-majors without prerequisite. Johnston.

Three hours, winter and spring terms.

LOWER DIVISION

Required Courses

111a,b,c. *Constructive Accounting.* An introduction to the entire field of accounting and to business administration. A study of proprietorship from the standpoint of single ownership, partnership and corporation organization. Accounting systems from the simple to the complex are constructed from the basic accounting principles. Financial statements and the collection, interpretation, and comparison of their data. Required of all majors and fundamental to all advanced courses in business administration. Stillman and staff.

Four hours, each term.

112b,c. *Constructive Accounting.* At the beginning of the winter and spring terms, all Constructive Accounting students are re-sectioned on the basis of their accomplishments during the preceding term. Students who receive a grade of "I" in either the fall or winter terms are registered in Constructive Accounting 112b or 112c instead of 111b or 111c. This course is designed for students showing special ability in the field of accounting. The course includes more material than course 111b,c, and carries an extra hour of credit. Stillman and staff.

Five hours, winter and spring terms.

SOPHOMORE SERIES

Constructive Accounting is prerequisite to the following sophomore courses.

221. *Elements of Organization and Production.* Description and fundamental considerations in organizing and locating a business concern. A survey of modern methods of production. Required of all business administration majors. Rae and Bond.

Three hours, any term.

222. *Elements of Finance.* A brief survey of financial institutions with attention to the possible use of each by the business man. A further study of the financial problems involved in the launching of a business enterprise, expansion, budgetary control, credits and collections, borrowing and management of earnings. Required of all business administration majors. Rae, Burrell and Gage.

Three hours, any term.

223. *Elements of Marketing.* A study of the problems involved in the marketing of a product; dealing with marketing functions, agencies, policies and methods. A descriptive course designed to acquaint the student with problems of marketing raw materials; market analysis and distribution of commodities from the manufacturer to the consumer. Foundation course for later specialized study in advertising, sales management, retailing, wholesaling and foreign trade marketing. Required of all business administration majors. Rae and Robbins.

Three hours, any term.

304. *Elements of Statistics.* An elementary course in the collection, arrangement, and use of statistical data, with particular attention to the application of statistical methods to business problems. Recommended for all business administration majors. Open to sophomores. Johnston.

Two hours, fall or winter terms.

UPPER DIVISION

Constructive Accounting 111a,b,c, and Elementary Business Administration 221, 222, 223, are prerequisite to all upper division courses in business administration.

412. *Personnel Management.* The study of principles and policies which underlie the successful administration of personnel work. Bond.

Three hours, fall term.

413. *Finance Management.* A study from the manager's point of view of financial problems dealing with promotion, organization, obtaining permanent and working capital, bank loans, commercial paper borrowing, management of earnings, administration policies, valuation, combination and reorganization. Actual business problems illustrating specific points are developed by analysis and discussion. Rae.

Five hours, fall term.

414. *Sales Management.* The field and functions of sales management, problems of sales organization, research and planning, sales policies, control of sales operations. Studied from the point of view of the sales manager. Robbins.

Four hours, winter term.

415. *Production Management.* An analysis of the problems of production, factory organization and factory management. Studied from the point of view of the production manager. Bond. *Four hours, spring term.*

Courses 416-418 constitute a sequence known as the manager's use of law.

416. *Business Law.* A general course in business law correlating fundamental principles with selected cases illustrating their application to typical business situations. The law and its relation to business. Formation of contracts, offer, acceptance, consideration, performance, interpretation and discharge of contracts. Special types of contracts, insurance and suretyship. Howard.

Four hours, fall term.

417. *Business Law.* The law of negotiable instruments. Types of negotiable instruments, creation of negotiable instruments, consideration, delivery, rights and liabilities of parties. The law of principal and agent, creation of the agency, etc. The law of personal property, sales, bailments and chattel mortgages. Rosson.

Four hours, winter term.

418. *Business Law.* The law of business organization, partnerships, corporations, unincorporated association, business trusts and joint stock companies. The law of real property, real property mortgages, landlord and tenant, and mechanics' lien law. Spencer. *Four hours, spring term.*

432. *Office Organization and Management.* The principles of organization and management as applied to the office. The elements of office organization, office management, office records and systems. A special study of the office manager as an executive and his qualifications. Bailey.

Two hours, spring term.

440a,b. *General Advertising.* Theory and practice. The economic and social implications of advertising. The advertising agency. The "campaign," including methods of research, and the coordination of advertising with marketing and merchandising processes. Selection of media. Retail and mail order advertising. Open to majors in business administration and journalism; to others only by consent of instructor. Thacher.

Two hours, fall and winter terms.

441. *Space Selling.* The salesmanship of advertising, including a description of the organization and methods of the advertising department

of newspapers and other publications. Open to majors in business administration and journalism; to others only by consent of instructor. Prerequisite, 440a,b, and 442a,b. Students who take this course must also take 442c. Thacher.

Three hours, spring term.

442a,b. *Advertising Practice.* Instruction in the mechanics of advertising, including typography, printing, engraving and book making. Practice in the production of lay-outs, and copy writing. Offered in connection with 440a,b. Thacher.

One hour, fall and winter terms.

445a,b,c. *Advertising Problems.* The purpose of this course is to give the student an opportunity to cultivate his judgment through consideration of actual marketing and merchandising problems, in the solution of which advertising may be a factor. Open to majors in business administration and journalism; to others only by consent of instructor. Prerequisite, 440a,b. Thacher.

Two hours, each term.

450-451. *Traffic Management.* A study of the transportation and traffic problems confronting industrial and commercial traffic managers with particular emphasis on rail rates and services. Fowler.

Three hours, fall and winter terms.

453. *Business Policies.* The aim of this course is to coordinate the work given in the specialized courses in the school to show the interdependence between the different functional departments of a business; to suggest the solution of problems affecting the broad general policy of an operating company; and to correlate business problems with law and economics. Particular attention is given to the relation of business policies to the business cycle. Open to upper division business administration students who have had principles of economics and who have had or are taking business law. Faville and Rae.

Three hours, spring term.

454. *The Manager's Use of Accounting.* Primarily for students who have completed constructive accounting and want more training in managerial accounting, but do not wish to specialize in professional accounting. Analysis of budgetary control, profit and loss statements, distribution of costs, etc. Johnston.

Three hours, one term.

455. *Manufacturing.* A brief study of about twenty of the principal manufacturing industries of the United States, including history, technical processes and vocabulary. An elementary knowledge of physics and chemistry is a desirable prerequisite of this course. Bond.

Four hours, winter term.

457, 458, 459. *Senior Thesis.* Subject for research in some field of special interest to be chosen upon consultation with major adviser. Faville and staff.

Three hours, each term.

460. *Bank Management.* The administrative problems concerned with the organization and operation of the modern bank. Gage.

Three hours, spring term.

461. *Building and Loan Association Management.* The administrative problems concerned with the organization and operation of the building and loan association.

Three hours, spring term.

463-464. *Investments.* Investment avenues and methods of analyzing various classes of investment securities; the principles governing a sound investment policy; the relation of investment to general business movements. Gage.

Three hours, fall and winter terms.

465. *Foreign Investment.* Foreign investment avenues and classes of investment securities; the importance of foreign investments from the standpoint of developing foreign trade as well as from the international standpoint. Prerequisite, 463-464. *Three hours, spring term.*

466. *Investment Analysis.* An advanced course in the application of investment principles to the analysis of specific securities in the industrial, public utility, and railroad fields. A study of individual corporation reports and their relation to security valuation. Prerequisite, Investments 463-464. Burrell. *Three hours, spring term.*

467. *Public Utility Management.* A study of the production, distribution, and finance problems of public utilities. Includes consideration of rates, accounting methods, flotation of securities, public relations, and consolidations. Johnston. *Three hours, spring term.*

468. *Real Estate.* Business problems connected with the purchase, sale, and management of real estate; valuation, building operations, insurance and financing of real estate transactions; legal phases, contracts, liens, taxes and assessments, transfer of titles, deeds, bonds and mortgages. Selling real estate; office, field and staff organization. Kelly. *Three hours, spring term.*

469-470. *Statistical Methods.* A study of the principles and methods used in statistical analysis, and their application to business and economic problems. Attention is directed to the statistical methods used in research, in the analysis of business conditions and in forecasting. The first term is devoted largely to a study of statistical methods; the second term to their application and interpretation. Open to all upper division students. Johnston. *Three hours, winter and spring terms.*

475. *Merchandising.* A study of retailing methods with particular attention to unit store, chain store and department store problems in buying, selling and stock control. Includes figuring mark-up, layout and merchandise classification, style, pricing, purchasing and planning stocks, inventory methods, stock records, selling organization and special sales events. Course conducted by the case method with practical problems taken from actual experience. Faville. *Four hours, fall term.*

476. *Credit Management.* An applied study of the credit and collection problems of modern industrial and mercantile concerns from the standpoint of the credit manager. Emphasis on case method and correspondence. Designed primarily for those intending to enter the credit field. Gage. *Three hours, winter term.*

477. *Salesmanship.* Research work in salesmanship problems. Open to qualified students who wish to specialize in the selling phase of business. Kelly. *Three hours, spring term.*

478. *Life Insurance.* Personal and business uses of life insurance; insurance administration; government control; rate making; premiums; study of contracts. Kelly. *Three hours, winter term.*

479. *Property Insurance.* The economic and legal principles and leading practices upon which the various kinds of property insurance are based. Nature of the coverage, types of underwriters, types of contracts and their special application; analysis of the policy contract, special endorsements and the factors underlying the determination of rates, and adjustment of losses. Bond. *Three hours, spring term.*

481a,b,c. *Foreign Trade Technique.* Comprehensive study of export and import procedure, ocean shipping, marine insurance, financing foreign shipments, commercial treaties, and customs tariffs and procedure, particular stress placed on the business practices involved. Open to students who have completed lower division requirements in business administration. Fowler. *Three hours, each term.*

482. *International Finance.* An analysis of foreign exchange principles and practices involved in the financing of export and import shipments. Fowler. *Three hours, spring term.*

483a,b,c. *Foreign Trade Marketing.* Careful study of channels of distribution in foreign trade, sales methods and problems, and a detailed market analysis of all the major trade territories of the world particularly as outlets for products of Oregon and other Pacific states. Prerequisite, Foreign Trade Technique 481a,b,c. Fowler. *Three hours, each term.*

491a,b,c. *Accounting Theory and Practice.* The underlying theory on which accounting records and statements are based. Statements of affairs, depreciation, analysis of profit and loss accounts, receiverships, balance sheet construction and problems. Required of accounting majors. Johnston. *Three hours, each term.*

492a,b,c. *Advanced Accounting Theory and Auditing.* Application of the technical phases of accountancy. Professional training in practical accounting theory and auditing in preparation for the position of auditor, comptroller or executive of large corporations. Prerequisite 491a,b,c, and prescribed work in business administration. Required of accounting majors. Johnston. *Three hours, each term.*

494. *Income Tax Procedure.* Income tax laws of the United States. Problems involving personal, partnership and corporate returns. Forms, law, regulations, treasury decisions involving modern points of law; decisions and rulings which affect business. Prerequisite, senior standing and 492a,b,c, or equivalent. Johnston. *Three hours, fall term.*

495. *Cost Accounting for Industrials.* The principles and methods of factory cost accounting, with application to practical problems. Phases of industrial management necessary to the installation and operation of a modern cost system. Prerequisite, senior standing and 492a,b,c, or equivalent. Stillman. *Five hours, spring term.*

GRADUATE DIVISION

501a,b,c. *Accounting Technique for the Manager.* An intensive study of the manager's application of accounting theory and technique to daily problems of administration. Includes the theory of account construction, the preparation of statements for managerial use, the manager's interpretation of accounts and statements, and the relationship of accounting records to managerial standards of operation, finance, etc. Emphasis is given the relationship of statements as a basis of managerial control, the use of ratios in statement analysis, and the contributions of accounting to a budgetary system. Open only to graduate students upon the recommendation of the adviser. Burrell. *Five hours, each term.*

503. *Management Technique.* Intensive analysis of the field of management. Types of problems faced by the manager are classified, a technique of problem approach and solution is developed. Compiling of the examples of essential problems fundamental in each of the generally

recognized managerial fields. Emphasis on detailed solution of these problems. Open only to graduate students upon recommendation of the adviser.
Five hours, fall term.

504-505-506. *Advanced Commercial Research.* Progress of commercial research in business institutions and research departments of universities. Examination and criticism of typical studies in business research. Determination of methods of procedure in adaptation to various types of business problems. Practice studies will be performed for application of the methods of business research. Faville and staff.
Two hours, each term.

507-508-509. *Graduate Management.* Application of the principles of business management to the major subject of the student. Studies will be made of means of control available in scientific administration of business in special departments of institutions. Scientific investigations on application of these means of control in the field of the student's major business interest.
Three hours, each term.

510. *Pedagogy of Commerce.* Application of modern principles and methods to the problems of commercial education. Comparative study of representative types of commercial curricula in high schools and universities. A curriculum is framed by each student for the type of school in which he has especial interest. Open to graduates in business administration who have had one or more courses in principles of education.
Three hours, spring term.

512-513-514. *Graduate Labor Management.* Intended primarily for persons who expect to engage in some phase of labor management. An intensive presentation of the entire field. The functions of the manager and the means by which he solves his problems are given detailed consideration. Especially valuable to graduates of schools of engineering who expect to engage in labor management. Bond.
Three hours, each term.

520-521-522. *C. P. A. Problems.* Intensive study of problems and questions asked by the examining boards of the various states as well as the American Institute of Accountants' examinations. Extensive practice in solution of problems, training to analyze correctly and gain correct form and desired speed in solving difficult problems, involving a knowledge of partnerships, executors' accounts, corporation accounts, revenue accounts, fire insurance, etc. Prerequisite, graduate standing with adequate preparation to be determined by the instructor. Kelly.
Five hours, each term.

523-524-525. *Accounting Systems.* Installation and methods of control, cost systems. Special business concerns are studied and systems worked out to fit particular situations as well as standard business practice. Report writing, including technique, style, and form. Problems and research work. Kelly.
Five hours, each term.

540-541-542. *Graduate Seminar.* Topics for presentation and discussion are selected in general conference from term to term. Faville and staff.
Two hours, each term.

560. *Graduate Thesis.*
Three hours, any term.

SCHOOL OF EDUCATION

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D.	President of the University
HENRY D. SHELDON, Ph.D.	Dean of the School of Education
EARL M. PALLETTE, M.S.	Registrar of the University
BURCHARD W. DEBUSK, Ph.D.	Educational Psychology
FRED L. STETSON, M.A.	Secondary Education
CARL L. HUFFAKER, Ph.D.	School Administration
HAROLD S. TUTTLE, M.A.	Associate Professor
NELSON L. BOSSING, Ph.D.	Teaching Practice
THOMAS H. GENTLE, B.A.	Educational Practice

R. U. MOORE, B.A.	Administrative Principal, University High School
ANNE LANDESBURY BECK, B.A.	Music
MAUDE I. KERNS, B.A., B.S.	Art
EDGAR R. MEANS, M.A.	Science
MARGARET B. GOODALL, B.A.	English
EDITH B. PATTEE, M.A.	French and Latin
C. E. ROTHWELL, M.A.	History and Civics
MELTRUDE COE, B.A.	Commercial
JOHN F. BOVARD, Ph.D.	Pedagogy of Physical Education
E. R. KNOLLIN, M.A.	Pedagogy of Physical Education
FLORENCE ALDEN, B.A.	Pedagogy of Physical Education
HELEN EVERETT	Library

KATHERINE KNEELAND	Research Secretary
DEBETTA ROBNETT	Research Assistant
R. W. LEIGHTON	Teaching Fellow
I. M. MATHER	Teaching Fellow
J. D. DAVIS	Teaching Fellow
F. J. ROUBAL	Graduate Assistant
GERALD JENSEN	Graduate Assistant

Students in the school of education receive instruction from practically all departments of the University. This list includes only the names of instructors giving courses especially designed for the students in the school of education.

ORGANIZATION

The school of education of the University of Oregon was authorized by the board of regents in February, 1910. The general purpose of the school is to organize and correlate all the forces of the University which have for their ultimate aim the growth of educational efficiency in the state of Oregon. The Education building, designed for the school of education, gives commodious and well fitted quarters for the school.

OPPORTUNITIES FOR SPECIALIZATION

The school of education, by means of the professional training offered in the various departments of education and the academic instruction given in the respective University departments, is prepared to train the following classes of teachers.

- (1) Superintendents, principals, supervisors and teachers for administrative work.
- (2) Teachers for departmental work in senior high schools.
- (3) Teachers for departmental work in junior high schools.
- (4) Special supervisors in music, art, physical training, athletic sports, public speaking and commerce.
- (5) School librarians.
- (6) Teachers for normal schools and colleges.
- (7) Teachers who are interested in defective and subnormal children and delinquents.

(8) Those who are interested in physical and mental measurements and tests as specialists in large cities.

THE UNIVERSITY HIGH SCHOOL

A model high school building on Alder street north of 16th Avenue near the Education building houses the University high school. Here students may have an opportunity of observing the application of methods of teaching and may acquire, under supervision, such skill as will lead to the actual work of the school. Model lessons are given by the supervisors in charge so that those who are preparing to teach may have illustrations to guide them in the application of the principles underlying education. Lesson plans are worked out and supervised teaching is done. Much of the teaching is done by the problematic or project method. Problems of discipline and organization are also considered.

THE APPOINTMENT BUREAU

The University maintains an appointment bureau to aid its graduates and alumni to find those positions for which their academic and professional training has fitted them. The fee is two dollars. The bureau keeps in touch with the boards of education and superintendents desiring teachers and strives to put the right teacher in the right place. The bureau does not assist teachers who are not University of Oregon graduates, but concentrates all its energies in the service of its own graduates. The recommendation of the bureau will be limited to candidates who have taken courses as prescribed by the University, including the norms in subject matter for teachers as well as the professional courses.

THE BUREAU OF EDUCATIONAL RESEARCH

This bureau is organized as the service department of the school of education for the schools of the state. It is the purpose of this bureau to conduct researches in the leading educational problems of the state and to give the schools the benefit of these results. This bureau furnishes information upon request to any school in the state about educational problems. It advises as to the purchase and use of educational tests and it cooperates with schools in making studies in their own systems. In the last two years this bureau has conducted building and financial surveys in two cities in the state and one large cooperative testing program in reading and arithmetic among six city systems.

DEGREES

The degree of bachelor of arts or bachelor of science is conferred upon the students of the school of education who have met the requirements of the college of literature, science and the arts for the degree.

The degree of bachelor of science in education is conferred upon students of the school of education who have secured 186 hours of University credit and who have completed a prescribed curriculum in the school of education.

The graduate school of education as a department of the graduate school of arts and sciences, offers opportunities for graduate study and the earning of advanced degrees to those who have done their major work in education.

TEACHERS' CERTIFICATES

Graduates from the University are entitled to teaching certificates as provided in the following Oregon school law:

Certificates shall be issued to graduates from standard colleges or universities who have completed 120 semester hours (180 term hours) including 15 semester hours (22 term hours) in education as follows:

1. One-year state certificates shall be issued without examination, upon application, to such graduates of standard colleges and universities, authorizing them to teach only in the high schools of this state.

2. The holder of a one-year state certificate, issued in accordance with the provisions of this section, shall, after six months' successful teaching experience in this state and upon the recommendation of the county superintendent of the county in which the applicant last taught, receive, without examination, a five-year state certificate authorizing him to teach only in the high schools of this state.

3. The holder of a five-year certificate issued in accordance with the provisions of this section shall, after thirty months' successful teaching experience in this state and upon the recommendation of the county superintendent of the county in which the applicant last taught, receive, without examination, a state life certificate authorizing him to teach only in the high schools of this state.

4. The holder of a one-year state certificate, or a five-year state certificate, or a state life certificate, secured in accordance with the provisions of this section, is hereby authorized to act as city superintendent of the schools of any city.

5. After September 1, 1930, high school certificates will only be granted to applicants who have passed in courses (amounting to three term hours) in Educational Psychology, Secondary Education, and Principles (Technique) of Teaching.

Fees are as follows, payable to the state superintendent of public instruction:

One-year certificate	\$1.00
Five-year certificate	2.00

REQUIREMENTS FOR THE TEACHING CERTIFICATE

The school of education designates the following courses to be taken in satisfying the requirement of twenty-two hours in education for the teaching certificate. Candidates for the certificate should take these courses as outlined by years. Candidates for the certificate must take the first three of these courses as prerequisites to other advanced courses in the department.

	JUNIOR	Term Hours
Education 301, 302, 303		12
	SENIOR	
Theory and Observation, 306		5
Supervised Teaching, 307		5
		22

NORMS FOR PROSPECTIVE TEACHERS

The University of Oregon recommends no graduate as a qualified candidate for a teaching position who has not completed in addition to the professional requirements specified by the Oregon school law, the academic preparation outlined under either (A) or (B) below.

A.—For students whose major courses are included in the subjects commonly taught in the high schools of the state, i.e., English, history, mathematics, Latin, French, Spanish, German, biological science (includ-

ing geology), physical science (physics and chemistry), music, and physical education (commercial branches), the requirement is a major course of study including a major norm and a minor norm.

B.—For students whose major courses are not included in the above list of subjects commonly taught in the high school, the requirement is two minor norms.

Students who have started to complete norms as outlined by former legislation, may either continue with their original programs or substitute the new norms as given below:

Students who have taken courses in this college covering the subject matter of the norms may substitute these with the consent of the head of the department and dean of the school of education. General substitution of courses of different subject matter cannot be made.

Following is the list of norms intended to correspond to the main lines of high school teaching which are undertaken by the University's graduates:

I. ENGLISH NORMS

MINOR NORM	Term Hours
101-102-103, Literature Survey	12
Two terms of Shakespeare	6
350, The Teaching of English Composition	2
114, American Literature	3
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	23

MAJOR NORM

The minor norm, and in addition: one more term of Shakespeare (3), and 12 hours from any upper division subjects approved for majors in English.

II. HISTORY, CIVICS, ECONOMICS

MAJOR NORM	Term Hours
371, 372, 373, American History	12
204, 205a,b, Modern European History, or	
211, 212, 213, World History	12
201-202, Modern Governments	8
203a,b,c, Principles of Economics	9
Elements of Sociology	9
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MINOR NORM

371, 372, 373, American History	12
204, 205a,b, Modern European History, or	
211, 212, 213, World History	12
201-202, Modern Governments	8
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III. MATHEMATICS

MAJOR NORM	Term Hours
104-105-106, Unified Mathematics, or	
93, Advanced Algebra; 94, Plane Trigonometry; and	
300, Analytical Geometry	12
201-202-203, Differential and Integral Calculus	12
401a,b, Differential Equations, or	
Two term-courses in upper division work	6
402, Higher Algebra, or	
403, Theory of Equations and Determinants	3
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	33

MINOR NORM

104-105-106, Unified Mathematics, or	
93, Advanced Algebra; 94, Plane Trigonometry; and	
300, Analytical Geometry	12
301-302, Differential and Integral Calculus	8
402, Higher Algebra, or	
403, Theory of Equations and Determinants	3
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	23

IV. LATIN

MAJOR NORM	Term Hours
Thirty-three hours above Latin 1a,b,c (first year) including:	
2a,b,c, Cicero's Orations and Vergil's Aeneid	12
101a,b,c, Latin Literature, The Golden Age	9
301a,b,c, Latin Literature, The Silver Age, or	
302a,b,c, The Elegy	9
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	30
MINOR NORM	
Twenty-four hours above Latin 1a,b,c, including:	
2a,b,c, Cicero's Orations and Vergil's Aeneid	12
101a,b,c, Latin Literature, The Golden Age	9
353, Latin Pedagogy	3
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	24

V. FRENCH

MAJOR NORM	Term Hours
Twenty-four hours above French 2a,b,c (second year), including:	
303a,b,c, French Literature (third year)	9
305a,b,c, French Composition (third year)	6
307a,b,c, French Pronunciation and Phonetics	6
413a,b,c, Modern French Drama, or	
412a,b,c, Nineteenth Century Novel	9
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	30
MINOR NORM	
Twenty-seven hours above French 1a,b,c (first year), including:	
2a,b,c, Second year French	12
303a,b,c, French Literature (third year)	9
305a,b,c, French Composition (third year)	6
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	27

VI. SPANISH

MAJOR NORM	Term Hours
Twenty-four hours above Spanish 12a,b,c (second year), including:	
309a,b,c, Spanish Literature (3rd year)	9
324a,b,c, Spanish Composition (3rd year), or	
326a,b,c, Commercial Spanish	6
423a,b,c, Contemporary Literature	9
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	24
MINOR NORM	
Twenty-seven hours above Spanish 11a,b,c (first year), including:	
12a,b,c, Second year Spanish	12
309a,b,c, Spanish Literature (3rd year)	9
324a,b,c, Spanish Composition (3rd year), or	
326a,b,c, Commercial Spanish	6
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	27

VII. GERMAN

MAJOR NORM	Term Hours
Twenty-five hours above German 3a,b,c (second year), including:	
301a,b,c, Classical German, or	
302, 303, 304, German Fiction and Contemporary Literature, or	
305, 306, 307, Modern German Drama	9
315, Goethe's Faust	3
330, Teaching of Germanic Languages	3
331, 332, 333, Advanced German Composition	4-6
334, 335, 336, German Conversation	6
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	25-27

MINOR NORM

Twenty-seven hours above German 1a,b,c (first year), including:	
3a,b,c, Second year German	12
301a,b,c, Classical German, or	
302, 303, 304, German Fiction and Contemporary Literature, or	
305, 306, 307, Modern German Drama	9
331, 332, 333, Advanced German Composition	6
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	27

VIII. BIOLOGICAL SCIENCES

MAJOR NORM	Term Hours
101a,b,c, Elementary Biology	9
204-205, 206, Plant Morphology and Syst. Botany, or 201, 202, 203, Advanced Zoology, or 301a,b, Invertebrate Paleontology (counts as Animal Biology), and 417, Paleobotany (Plant Biology)	12
205, 206, 207, Geography with laboratory	12
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	33

MINOR NORM	Term Hours
101a,b,c, Elementary Biology	9
204-205, 206, Botany, or 201, 202, 203, Zoology, or 308, 309, 310, Geology	12
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	21

IX. PHYSICAL SCIENCE

MAJOR NORM	Term Hours
92a,b,c, Elementary Chemistry, or 201a,b,c, General Chemistry	12
204a,b,c, General Physics	12
300, Physics Laboratory Arts	3
Year courses totaling 9-12 hours from following subjects:	
411-412-413, Advanced General Physics	9
414-415-416, Electrical Measurements	9
210a,b,c, (Chemistry) Second year Chemistry	12
404a,b,c, (Geology) Earth Materials	12
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	9-12
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	36-39

MINOR NORM	Term Hours
92a,b,c, Elementary Chemistry	12
204a,b,c, General Physics	12
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	24

X. MUSIC

MAJOR NORM	Term Hours
100-101-102, Field of Music	9
126a,b,c, Ear-training, Solfeggio, and Dictation	6
250a,b,c, Public School Music	9
131a,b,c, Sight Singing	3
251a,b,c, Musical Science, 2nd year	9
229a,b,c, Elementary Analysis	9
130a,b,c, Orchestral Organization	6
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Piano: Ability to cope with the problems involved. This usually requires about three years work.
Voice: At least 1 year of accredited instruction and choral experience.

MINOR NORM	Term Hours
100-101-102, Field of Music	9
126a,b,c, Ear-training, Solfeggio, and Dictation	6
229a,b,c, Elementary Analysis, or 130a,b,c, Orchestral Organization	6-9
250a,b,c, Public School Music	9
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	30-33

Piano: At least three years of accredited instruction and ability to cope with the pianistic problems involved.
Voice: At least one year of accredited instruction and choral experience.

XI. PHYSICAL EDUCATION

MAJOR NORM (MEN)	Term Hours	
171a,b,c, Introduction to Physical Education	6	
173a,b,c, Physical Education for Majors (Freshmen)	6	
271a,b,c, Fundamentals of Physical Education	6	
273a,b,c, Physical Education for Majors (Sophomores)	6	
475a,b,c, Principles of Physical Education	9	
313, Coaching of Football 314, Coaching of Basketball 315, Coaching of Baseball 316, Coaching of Track	} One course selected from this group	
		2
		<hr/>
		35

Participation in at least three sports under supervision (no credit)

MINOR NORM (MEN)

171a,b,c, Introduction to Physical Education	6	
173a,b,c, Physical Education for Majors (Freshmen)	6	
273a,b,c, Physical Education for Majors (Sophomores)	6	
313, Coaching of Football 314, Coaching of Basketball 315, Coaching of Baseball 316, Coaching of Track	} Three courses selected from this group	
		6
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		24

MAJOR NORM (WOMEN)

121a,b,c, Introduction to Physical Education	6
123a,b,c, Physical Education for Majors (Freshmen)	3
223a,b,c, Physical Education for Majors (Sophomores)	3
301a,b,c, Technique of Teaching Physical Education	6
445a,b,c, Principles of Physical Education	9
350a,b,c, Playground and Community Recreation	6
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	34

MINOR NORM (WOMEN)

121a,b,c, Introduction to Physical Education	6
123a,b,c, Physical Education for Majors (Freshmen)	3
223a,b,c, Physical Education for Majors (Sophomores)	3
301a,b,c, Technique of Teaching Physical Education	6
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	18

XII. COMMERCIAL SUBJECTS

MAJOR NORM	Term Hours	
111a,b,c, Constructive Accounting	12	
221, 222, 223, Elements of Organization and Production, Finance, and Marketing	9	
203a,b,c, Principles of Economics	9	
412, Personnel Management 413, Finance Management 414, Sales Management 416, Business Law 417, Business Law 418, Business Law	} * Three courses selected from this group ..	
		11-13
		<hr/>
		41-43

* Substitutions will be permitted only where the contents of courses are to a large extent identical.

All students expecting to offer the norm in commercial teaching are expected to report at the School of Education and demonstrate their capacity to type effectively before registering in the education courses. Typing is not given at the University of Oregon.

PROFESSIONAL CURRICULA

The following courses of study show the work in the school of education which should be followed by students who are intending to become high school teachers or whose special interest lies in the fields of secondary education or school administration. Related work in the college or in other schools of the University is shown only when it is necessary in building the proper curriculum.

Special lines of study have also been planned for those preparing for work with defectives and delinquents. Details of this curriculum may be obtained from the school of education.

SUGGESTED COURSE FOR PROSPECTIVE SUPERINTENDENTS AND PRINCIPALS

FRESHMAN	Fall	Winter	Spring
Education 111a,b,c	2	2	2
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SOPHOMORE			
Education 211a,b,c	2	2	2
Beginners Psychology (no education credit)	3-4	3-4	3-4
*Economics 203a,b,c	3	3	3

JUNIOR			
Education 301, 302, 303	4	4	4
Education 306 (Theory and Observation)	4	4	4
*Economics 418a,b		4	4
SENIOR			
Education 472-473-474 (basic course in school administration)	4	4	4
Practice Teaching (either high school semester)			5
Education elective	2	2	

* These courses are recommended, not required.

Norms: There is one teaching norm required. It is recommended that, if possible, one major and one minor norm, or two minor norms be met.

(SUGGESTED COURSES FOR NORMAL SCHOOL GRADUATES)

JUNIOR			
Education 302, 457, 482	Fall	Winter	Spring
Economics 208a,b,c	4	3	3
	3	3	3
SENIOR			
Education 472-473-474 (basic course in school administration)	4	4	4
Education 451			4
Economics 418a,b (Public Finance)		4	4

COURSES IN EDUCATION FOR HIGH SCHOOL TEACHERS

A. Senior High School Teachers

FRESHMAN			
Education 111a,b,c	Fall	Winter	Spring
	2	2	2
SOPHOMORE			
Education 211a,b,c	2	2	2
Beginners Psychology (no education credit)	3-4	3-4	3-4
JUNIOR			
Education 301, 302, 303	4	4	4
Theory and Observation of Teaching (may be taken in senior year, but must precede supervised teaching) ..			5
SENIOR			
*Supervised Teaching (either high school semester)	5	2	
	or	2	5
One or more terms from Education 481, 482, 483, 484, or 485			3

The remaining hours in education are elective.

Normal graduates will take Education 302 in the junior year, also 301 and 303, in case these fields have not been covered previously. Theory and Observation of Teaching is optional but is recommended for those who have worked with the lower grades only. Two terms are required from Education 481, 482, 483, 484, 485. The remaining hours in education are elective.

B. Junior High School Teachers

Freshman and sophomore years as above.

JUNIOR			
Education 301, 302, 303	Fall	Winter	Spring
Methods and Observation of Teaching in the Junior High School (must precede Supervised Teaching)	4	4	4
			5
SENIOR			
*Supervised Teaching in Junior High School (either high school semester)	5	2	
	or	2	5
Education 484, The Junior High School	3		

Normal graduates will take Education 302, also 301 and 303 in case these fields have not been covered previously, Supervised Teaching in the Junior High School and Education 484. The remaining hours in education are elective.

* Normal graduates and others of requisite experience may be excused from supervised teaching.

COURSES FOR MENTAL EXAMINERS AND CLINIC WORKERS IN PUBLIC SCHOOLS

The following course is suggested in education for those students who are looking forward to a career in the public schools as mental examiners or clinicians. Since it is advisable for one to know school organization and practice, it is recommended that those courses leading to certification be taken as a background. Courses to be taken as a major are listed

below. Other courses should be chosen after consultation with the adviser. It is advisable to take an additional year of psychology with laboratory beyond the required year for education majors, also to have at least one year's teaching experience before taking the fifth year. The course is so arranged that the student can receive the master's degree at the end of the fifth year.

FRESHMAN AND SOPHOMORE YEARS

111a,b,c, Orientation
211a,b,c, Sophomore Cycle

JUNIOR

Introduction to Education
Educational Psychology
Problems in Secondary Education
Theory and Observation of Teaching

SENIOR

Supervised Teaching
Child Psychology
Psychology of Atypical Children or Hygiene of School Child
Mental Tests or Hygiene of Child Mind

GRADUATE YEAR

Mental Tests in Clinical Practice
Statistical and Experimental Methods in Education
Research and Thesis

Students who are transferred from other colleges and who have had any of the above courses or the equivalent, should choose from the courses listed below to make the required number of hours. It is also recommended that wherever possible courses in addition to above and chosen from the fields listed below should be taken.

The Junior High School
Measurement in High School
Social Education
Moral Education
History of Education

The school of education provides, also, curricula intended to give training in such groups of allied subjects as most commonly be taught by the same teacher in a high school of moderate size. The curriculum for science teachers, given below, is typical of these.

CURRICULUM FOR TEACHERS OF SCIENCE

This curriculum, leading to the degree of bachelor of science in education, is characterized by its substitution of an extensive training in the fundamental sciences, which are commonly taught in high schools, for the customary major requirement in a single department. It prescribes basic courses in biology, physics, geology, and chemistry, and further requires that the student shall select some one of the sciences as a specialty, which is to be pursued for at least a year beyond the prescribed fundamental course.

FRESHMAN			
	Fall	Winter	Spring
Biology	3	3	3
Geology (or geography)	4	4	4
Elective in language or social science	3-4	3-4	3-4
Education	2	2	2
Other electives	2-3	2-3	2-3
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16-17	16-17	16-17
SOPHOMORE			
Physics	4	4	4
Psychology	3	3	3
Written English	2	2	2
Education	2	2	2
Elective	3-4	3-4	3-4
Military Science (men)	1	1	1
Physical Education	1	1	1
	16-17	16-17	16-17

JUNIOR			
Chemistry	4	4	4
Education Cycle (301, 302, 303)	4	4	4
Observation of Teaching			5
Electives	8	8	5
	16	16	18
SENIOR			
Advanced Science	3-4	3-4	3-4
Supervised Teaching	5	2	
Electives			

The electives of the first two years must include at least one year-course of not less than three hours per term in either the first or second group. They may well include such subjects as literature, foreign language, history or government, chemistry, mathematics, mechanics, mechanical drawing or household arts.

The upper division courses will include the courses in education and practice teaching required for certification and at least two methodology courses (6 term-hours). The remaining hours may be taken as free elective. Additional courses in the sciences will appeal to those who wish as complete a grasp as possible of the range of high school science.

HONORS IN EDUCATION

Students majoring in education whose first two years' record entitles them to register for honors may do so by applying to the dean. Such students should register for Education 321, 322, 323 (Reading Course). Students may register for special honors in education with thesis or for general honors in which latter case certain courses in other departments closely connected with the reading in education must be taken. Reading for honors in education means systematic individual study in the following fields: (1) Child and Adolescent Development as Found in Fiction and Autobiography. (2) Social surveys and other materials treating of Child Conditions and Improvements. (3) Descriptions and narratives of educational institutions in foreign countries. These are not class meetings but each student is held responsible for individual work.

Reading for honors may in no case take the place of the courses, Education 301, 302, 303, 306, 307 providing training for immediate professional needs.

MINIMUM TEACHING REQUIREMENT

Beginning with the fall quarter 1930, juniors before registering for the courses, leading directly to teaching shall show a scholarship average of at least 3.5. In doubtful cases, personality ratings shall be taken into account as well as marked improvement in scholarship during the sophomore year.

Description of Courses

FOR FRESHMAN MAJORS

111a. *How to Study.* Designed to aid freshmen in their college studies. Progressive drills in reading for speed and comprehension; effective use of library; note-taking, study schedule, fixing study habits. Graphs of reading improvement. Individual conferences. Open only to majors in education. Tuttle. *Two hours, fall term.*

111b. *How to Study.* Continuation of Course 111a. Discussion of problems of social adjustment, overcoming discouragement, the nature of learning, aids to memory and reasoning, the laws of attention and interest, the value of imagination and self-expression; drill in each basic type of study. Reading drill; graphs of improvement. Individual conferences. Open only to majors in education. Tuttle. *Two hours, winter term.*

111c. *Problems of College Course.* A preview of the college courses open to education majors; content and method, value of college subjects,

organization of college course. Reading drill, oral and written reports. Individual conferences. Open only to majors in education. Tuttle. *Two hours, spring term.*

FOR SOPHOMORE MAJORS

211a. *Great Teachers and Educational Reformers.* A study of the lives and achievements of notable teachers with a view to understanding the essential principles of modern education as they have developed historically. Sheldon. *Two hours, fall term.*

211b. *Development of Modern School Systems.* Considered naturally and in relation to certain basic ideas such as naturalism, democracy, science and economic efficiency. Sheldon. *Two hours, winter term.*

211c. *Education Reforms of Today.* A consideration of some of the more recent experiments and changes in contemporary education in Europe as well as America. Considerable use of periodical literature will be made. Sheldon. *Two hours, spring term.*

UPPER DIVISION

301. *Introduction to Education.* An introductory study of education with particular reference to the Oregon school system, including a development of the more outstanding problems. Attention will be given to the factors of the school system that are directly related to the teacher. This course is designed to give a clear perspective of education as a whole and to compare the Oregon schools with the best available standards. Prerequisite, Beginner's Psychology. Open to students who meet the minimum teaching requirement. Huffaker, Stetson, Tuttle. *Four hours, any term.*

302. *Problems of Secondary Education.* A study of the practical problems of the high school from the standpoint of the teacher. The aims of the high school and how they are achieved through the program of studies and through the general socializing program. Analysis of the various phases of the teacher's work in the classroom, in school routine, in supervision and in guidance. Professional and social relationships in school and community. Prerequisite, Beginner's Psychology. Open to students who meet the minimum teaching requirement. Huffaker, Stetson, Tuttle. *Four hours, any term.*

303. *Educational Psychology.* An introductory course dealing with the applications of psychology to the teacher's task. Nature of learning process; types of learning; basic laws of learning; attention; interest; nature of intelligence. Individual differences; transfer of training. Open to upper division students who have completed regular introductory course in Beginner's Psychology. Courses 301, 302, 303 are prerequisite to all other upper division courses in education. Prerequisite, Beginner's Psychology. Open to all students who have met the minimum teaching requirement. Huffaker, Stetson, Tuttle. *Four hours, any term.*

305. *Methods and Observation of Teaching in Junior High School.* The theory and technique of teaching applied to early adolescence. Analysis of types of teaching, problems in class organization and management. Observation in local junior high schools. Required of prospective junior high school teachers. Prerequisite, Education 301, 302, 303. Open to students who meet minimum teaching requirement. Students registering for this course should at the same time take 305x. Bossing and assistants. *Three hours, one term.*

305x. A two hour course in methods. See 313, 314, 315, 316, 317.

306. *Theory and Observation of Teaching in Senior High Schools.* Principles of the technique of instruction. Phases of classroom management, readings, reports, and class discussions supplemented by observations in local high schools. A professional course in methods of teaching and class management in high schools. Required of all prospective senior high school teachers and a prerequisite for supervised teaching. Prerequisite, Education 301, 302, 303. Open to students who meet the minimum teaching requirements. Students registering for this course should at the same time take 306x. Bossing. *Three hours, any term.*

306x. A two hour course in methods. See 313, 314, 315, 316, 317.

307a,b. *Supervised Teaching.* Bossing. *Hours to be arranged.*

310. *Junior High School Theory and Practice.* The causes and development of the junior high school movement; aims and functions of the new school; organization and administration; exploration; guidance; socializing activities; standards. Required of prospective junior high school teachers. Stetson. *Three hours, fall term.*

311. *Junior High School Curricula.* Principles of curriculum organization and administration applied to the junior high school. Analysis of courses and objectives; selections and organization of subject matter. Required of prospective junior high school teachers. Stetson. *Three hours, winter term.*

313. *Teaching of History and Social Sciences in Secondary Schools.* A practical course designed for experienced teachers as well as advanced students who expect to teach history or the other social studies. Comparison of various techniques such as the contract plan, the unit plan and supervised study. The value, selection and use of supplementary materials, visual instruction and socialized procedures. Consideration of aims and objectives. Current trends in the thought and instructional materials of the social studies field. Rothwell. *Two hours, one term.*

314. *Teaching of Science in Secondary Schools.* This course has been designed both for teachers and for science majors who expect to teach, and will include the evaluation of a variety of teaching aids such as visual instruction, laboratory technique and equipment, the selection and utilization of supplementary reading, historical background and classroom procedure. Materials will be drawn from many sources, including text books, high school manuals and periodical literature. Means. *Two hours.*

315. *Methods in Modern Foreign Language.* Procedure: Study of newer and better methods applicable to French, Spanish, German and Italian teaching in secondary schools; investigation of sources and use of modernized equipment and texts; practical application of project method, socialized procedure; visual instruction, provision for individual differences, and new type testing; analysis of individual problems with conferences; demonstrations and exhibits of approved methods and equipment. Pattee. *Two hours.*

316. *Teaching and History of Mathematics.* The course in methods in mathematics will deal with the essential elements of high school algebra, geometry (plane and solid) and trigonometry. Necessary equipment for

the best development of each subject will be presented. Emphasis will be placed upon the drill lesson, analytic method and long unit assignment. Moore. *Two hours.*

317. *Teaching of Literature in the Secondary Schools.* For experienced teachers or students well advanced in the field of education. A study of the objectives of literature teaching in the light of modern educational psychology. The choice of materials, classical and contemporary, suitable for high school age, and the problem of teaching how to read them. The values of extensive and intensive reading. The long unit assignment as adapted to English classes. The testing of results; an attempt to determine the direction of recent opinion in the field of literature teaching. Goodall. *Two hours.*

321, 322, 323. *Reading Course in Education.* Open only to those major students in education who have already made a superior record in education and have made provision in their course for professional preparation for teaching. Instructor should be consulted before registering. Taken in Junior and senior year. Sheldon. *One to three hours, each term.*

FOR ADVANCED UNDERGRADUATES AND GRADUATES

450. *Education Club.* Reports of current educational meetings, book reviews, discussions of special topics investigated by members. Sheldon and staff. *Two hours, each term.*

451. *History of American Education.* Lectures, reports and discussions treating the intellectual development of America with special reference to education. Knowledge of American history a requisite. Open to seniors and graduates who have met the practice teaching requirement. Sheldon. *Four hours, spring term.*

454. *History of Education* (with special reference to modern educational ideas). Includes a study of the educational writings of Plato, Aristotle, Quintilian, Renaissance educators, Comenius, Locke, Rousseau, Pestalozzi, Froebel, Herbart, Herbert Spencer, Dewey and Madame Montessori. Sheldon. *Four hours.*

457. *Social Education.* A study of education in the light of its social aims and functions and the accepted principles of psychology; the relation of the school to other institutions; the criteria of social progress and function of education in its attainment; the significance of the school in a democracy; the cultivation of responsibility and leadership; discipline as social process; play as an educative agency. Case studies of maladjustment. Open to seniors on consent of instructor. Tuttle, Sheldon. *Four hours, fall term.*

458. *Advanced Principles of Education.* A study of the broad fundamental principles and problems of education, with some attempt at their solution. The meaning of philosophy; the philosophy of education; principal rules, formulae; the value of a correct philosophy of education for the teacher and school administrator. How it may be made to function in all phases of school work. Huffaker, Sheldon. *Four hours, winter term.*

459. *Special Pedagogy of Adolescent Groups.* This course deals with the development of special social interests among adolescents and the best methods of utilizing these in organization. It is especially designed as preparation for leaders in such organizations as the boy scouts, girl

scouts, campfire girls, and the like. The course will consist of two parts. The first part, dealing with the general principles of the subject, will be given by members of the University faculty. The second part, dealing with the technique of organization, will be given for each organization by an accredited representative. Tuttle.
Hours to be arranged.

460. *Comparative Education.* A study of the school systems of the chief countries of the modern world, particularly those of Germany, France, Great Britain and the United States in relation to certain vital problems of adjustment, economic, moral and political. Special attention will be given to developments since the World War and to significant experiments in Germany, Russia, Bohemia, Denmark, India and elsewhere. Sheldon.
Four hours, spring term.

461. *Psychology of Childhood.* A study of the mental development of the child. Native responses; play, self assertion, instinctive social attitudes; speech, emotions; simple mental processes; complex mental processes; mental organization. Prerequisite, Education 301, 302, 303 or Psychology 202a,b,c. DeBusk.
Four hours, fall term.

463. *The Psychology of Exceptional Children.* A study of the psychology of the types of children who do not respond successfully to the usual methods of classroom instruction. The course will also include a study of the special disabilities of those atypical children who are not mentally defective. Prerequisite, Psychology of Childhood. DeBusk.
Four hours, winter term.

464. *Mental Tests.* The technique of giving and scoring tests, both individual and group. The underlying psychological principles; the application of mental tests to the problems of the school room. Prerequisite, Education 301, 302, 303 or Psychology 202a,b,c. DeBusk.
Four hours, spring term.

467. *Hygiene of the Child.* A consideration of those factors which affect the adjustment of the child to the school and its work. The physical basis of education; the facts and principles of growth; growth defects and disorders, together with a brief discussion of those environmental factors which affect growth. Open to qualified upper division students. DeBusk.
Four hours, winter term.

468. *Hygiene of Learning.* A study of the problems of mental economy and control. Fatigue, rest, play, organization of work, interference of association; condition of inhibition; mental attitudes. Open to qualified upper division students. DeBusk.
Four hours, spring term.

471. *State School Administration.* The financial organization for the support of public education. Principles of state and federal aid—the need for a new administrative unit. Equalization of educational opportunities; taxation for the support of public education; increasing cost of education; educational control and support. Better administration and supervision of rural education; consolidation of rural schools.
Three hours, spring term.

472. *Basic Course in School Administration—Organization.* Courses 472, 473 and 474 constitute the administrative cycle which is required of all majors in school administration and of prospective high school principals. 472 deals with the organization of both grade and high schools,

with emphasis on the problems of the small school system. Illustrative topics are: curriculum, construction, the course of study, building the daily program, classification of pupils, time allotments. Huffaker, Stetson.
Four hours, fall term.

473. *Basic Course in School Administration—Administration.* This course is the second of the administrative cycle. It deals with such topics as relations of the principal to the school board, school finance, school records and accounts, school building programs, building standards, construction and financing of buildings, pupil accounting, the teaching staff. Open to qualified students who have not had Educ. 472. Huffaker, Stetson.
Four hours, winter term.

474. *Basic Course in School Administration—Supervision.* This is the third course of the administrative cycle. It deals with such topics as purpose of supervision, plans for supervision, general supervisory procedure, use of tests, diagnosis of pupil difficulty, etc., as applied to both elementary and secondary schools. Open to qualified students who have not had Educ. 472-473. Huffaker, Stetson.
Four hours, spring term.

476. *School Surveys.* The development and technique of the survey movement in education; current problems in school administration as revealed through school surveys; analysis of the methods of studying these problems, and of the current tendencies in school administration as indicated through the recommendations. An intensive study of several surveys; extensive reading in this literature is required. Huffaker.
Three hours, one term.

481. *Curriculum Making in Secondary Education.* Deals with the problems of building junior and senior high school curricula. Curriculum theories and policies since 1900; principles for selecting and organizing subject matter; courses of study in various fields; principles of curriculum organization; type programs; important studies in this field. Stetson.
Three hours, one term.

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

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

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

485. *Pupil Counseling in Secondary Schools.* The nature and need of guidance for adolescents; guidance through counseling; analysis of phases

of counseling; developing a general guidance program in junior and senior high school; special techniques; cumulative record systems; the training and work of the counselor. Stetson. *Three hours, one term.*

490. *Moral Training.* The importance of character training in relation to other school objectives; distinction between instruction and training; social control of ethical ideals; criticism of current definitions of morality; stages in character development; the dynamic function of the feelings; methods of training attitudes and interests; the function of ideals; the value of creative imagination; the place of extra-curricular activities in character building; the problem of social readjustment; moral significance of discipline; reward and punishment; penalty and consequences. A comprehensive program of character training. Open to seniors on consent of instructor. Tuttle. *Four hours, one term.*

491. *Education and Ethics.* A study of methods of character education evaluating the function of instruction; the bearing of knowledge on conduct; the use of school courses for ethical instruction; limitations of the course in citizenship; the value of codes. Ethical judgment tests. Ethics and religion. Open to seniors on consent of instructor. Tuttle. *Four hours, one term.*

PRIMARILY FOR GRADUATES

505-506-507. *Statistical and Experimental Methods in Education.* Technique of quantitative and experimental methods; application of statistical methods to problems; correlation methods, regression equations, and determination of errors as employed in educational administration and research, test construction and the interpretation of test results; methods of determining relationships where data is curvilinear or categorical; partial and multiple correlation and regression equations. Calculus not required. For qualified seniors and graduate students. Admission after first term only upon permission of instructor. Huffaker. *Three hours, each term.*

552-553a,b. *Problems in History of 19th Century Education and Civilization.* A special course for students in history and education. Each student will prepare paper based on source material. The library is equipped with a collection of source material covering the English, German, French and American portions of the subject. Sheldon. *Two hours, each term.*

554. *Movements in the Organization of Higher Education.* Includes an introductory study of the development of higher education in Europe and America, different types of institutions, problems of finance and organization, administration of personnel work, different types of curriculum. Sheldon, (with the cooperation of different members of the administrative staff). *Two hours, fall term.*

555. *College and University Teaching.* Includes a consideration of mental tests in their application to college situations, the objective examination, other movements in the field of college teaching. While the course will be organized by Mr. Sheldon as chairman of the committee on college teaching, the lectures and problems studied will be outlined by the members of the University best equipped to present them. *Two hours, winter term.*

556. *College and University Teaching.* This quarter's work will consist of the consideration of the pedagogy of particular college subjects offered by members of the respective departments. *Two hours, spring term.*

561-562-563. *Advanced Educational Psychology.* A discussion of the experimental material which seems most useful and relevant to educational psychology. Open to graduate students with preliminary training in education and psychology. DeBusk. *Two hours, each term.*

564-565-566. *Advanced Course in Mental Tests.* The history of the test movement; principles of test making; the application of tests to school problems; the definition of intelligence; average mental age of adults; the variability of the IQ; uses of tests in diagnosis. Open to graduate students only. DeBusk. *Two hours, each term.*

574. *Educational Finance.* A study of the major problems of financing public education. State systems of financing education, computing the cost of education, unit costs. The problem of school revenues, the capital cost of education. Budget making. Open only to graduate students. Huffaker. *Three hours.*

580-581-582. *Secondary School Curricula.* Problems of curriculum making in the modern high school. Historical, philosophical, social, psychological and administrative factors involved. Experimental studies in this field. Stetson. *Two hours, each term.*

583-584-585. *Comparative Secondary Education.* Secondary school organization and practice in representative foreign countries. Varying conceptions of aims and functions, comparative efficiency, suggestions for American education. Stetson. *Two hours, each term.*

597. *Educational Research.* In addition to the regular courses listed above members of the staff stand ready to supervise research and investigation by qualified graduate students. Registration by permission of the staff member or members in whose field the investigation lies. Credits, one to three, depending upon the nature of the investigations.

Problems in the history of education. Sheldon.
Problems in school administration or elementary education. Huffaker.
Problems in secondary education. Stetson, or Bossing.
Problems in educational psychology or hygiene. DeBusk.
Problems in social or moral education. Sheldon and Tuttle.

SCHOOL OF JOURNALISM

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D. *President of the University*
 ERIC W. ALLEN, B.A. *Dean of the School*
 EARL M. PALLETT, M.S. *Registrar of the University*

RALPH D. CASEY, Ph.D. *Professor of Journalism*
 ROBERT C. HALL, *Associate Professor of Journalism and Superintendent of University Press*
 W. F. G. THACHER, M.A. *Professor of Advertising*
 GEORGE TURNBULL, B.A. *Professor of Journalism*
 ARNE G. RAE, B.S.J. *Assistant Professor of Newspaper Management*
 GEORGE H. GODFREY, B.S. *Assistant Professor of Journalism*
 JOHN HENRY NASH, Litt.D. *Lecturer in Typography*
 CARLTON E. SPENCER, B.A., J.D. *Professor of Law of the Press*
 LILJAN TINGLE. *Head of Department of Household Arts, and
 Professor of Home Economics Journalism*

ORGANIZATION AND PURPOSE

Classes in journalism have been taught in the University since 1900. In 1912 a department of journalism was established, which has since been developed into one of the best equipped and staffed schools of journalism in the country, with a complete practical equipment for the training of newspaper men and magazine, trade and class journalists. It is the only school of its kind in Oregon.

The school has three purposes: to fit its students for an abundant life through a broad and liberal training, to prepare them for the various branches of journalism and publishing, and to contribute, insofar as an educational institution may, to the progress of American journalism.

A sound general liberal training for every journalism student is regarded as of paramount importance. As the resources of the liberal arts college are indispensable to the training of the prospective journalists, the student devotes the greater part of his time in his four collegiate years to the study of literature, language, history, and the social and natural sciences. Every graduate of the school of journalism enters upon the active pursuit of his profession only after a cultural and liberalizing experience which has given him a broad understanding of the world and its problems.

The courses in journalism train for all phases of journalism, including the editorial, reportorial, interpretive, critical, advertising, circulation and business departments of the newspaper and magazine, and for independent work in advertising and writing.

In his junior courses, the student is put in touch with the technical requirements of his future profession. In the culminating courses, the student is trained in a type of thought and method of workmanship peculiarly appropriate to his life work and at the same time leading to intellectual leadership. In the fourth year, under the head of "editing," the assignments give the senior an insight into comparative journalism, the history of journalism, the writing of editorials, and the expression of critical opinion. In this course problems of opinion are attacked with the same seriousness and competency that were manifested in the courses developing a technique for dealing with questions of fact.

The course in journalism includes attention to both the editorial and advertising departments of the magazine as well as the newspaper. Students are taught to write for general publications, trade and class journals, and newspaper syndicates.

Already, former students of the school are owners of both daily and weekly newspapers; are reporters, editors, advertising managers, adver-

tising agency men, advertising managers of department stores, trade journalists, circulation men, foreign correspondents, publishers, teachers of journalism, teachers of printing, government representatives abroad, copy editors, managing editors, and special writers. Several are story writers and two have obtained national reputations as novelists.

EQUIPMENT

The school of journalism is one of the best equipped in the country. It occupies two buildings of its own, of which the larger is a three-story brick structure containing the class rooms and offices. The school is well supplied with typewriters, copy desks, library facilities, seminar rooms and the conveniences necessary to the most practical work under very favorable conditions. Its principal copy desk is a testimonial gift from the newspapers of Oregon, embellished with a bronze plate expressing appreciation of the work of the school.

The school possesses an unexcelled technical laboratory in the University Press, which was founded to furnish instruction for journalism students in the practical branches, and which is now one of the most important departments of the school. It occupies a building specially planned for it and scientifically arranged after an examination of the plans of the most modern printing establishments, including university and commercial presses.

Members of the State Editorial Association have endowed a special press, a department of the University Press, which will be devoted to the printing of fine books. The gift had its inspiration in the presence on the campus at the annual newspaper conferences of John Henry Nash, Litt.D., San Francisco, a celebrated printer whose fame is world wide. He supervises some of the work of the special press, giving his service gratuitously. The regents have placed him on the faculty roll of the school of journalism under the title of lecturer in typography and history.

The University Press inventories at about \$60,000 and its equipment includes a Goss Comet perfecting press, a No. 3 Miehle, a model A Kelly automatic, two platen presses, two modern linotype machines, a Cleveland folder, a stitcher, a saw-trimmer, a power cutter, a caster, a complete printers' bindery, a book bindery and everything requisite to the publication of either books and pamphlets, or a weekly or a small-town daily newspaper. In this laboratory, training is offered in the arts allied with journalism, such as advertising, etc.

ADMISSION

Freshmen are admitted to the school on the same terms as to other branches of the University. No high school courses in "newswriting" or "pre-journalism" subjects are required. The high school student is advised to devote himself to obtaining a substantial preparation in Latin, French or German, history, science, mathematics and other solid branches. Skill in typewriting and stenography is decidedly advantageous but not required. A student does well to own his own typewriter; nevertheless the school furnishes a liberal supply.

Advanced students are admitted from other universities and colleges, and from other branches of the University of Oregon, at any time in the course, and an effort is made to adjust the curriculum to special needs. The most favorable time for entering the school of journalism for those who do not come as freshmen is the beginning of the junior year. Students having practical experience in newspaper work will be directed to courses best suited to their stage of development.

CURRICULUM

The school of journalism supervises the student's course for the first two years, much of his time being spent in the college of literature, science and the arts, and sees to it that he has the opportunity to take those courses that will furnish the best foundation for his future work. At the beginning of the junior year he becomes a professional student, spending a large proportion of his hours in the school of journalism itself, and devoting himself otherwise to the social sciences which have a direct bearing on the work of the journalist.

Of professional journalism courses the student is expected to master 52 term-hours, out of the 186-term-hours that constitute the baccalaureate curriculum. Of these 52 hours, 33 should be taken in the junior and senior years. The courses in reporting, copyreading, proofreading and editing are required of all students, a total of 28 term-hours.

In addition, choice must be made of one of three options: (a) Advertising and Publishing, 24 hours; (b) Specialized Press, Short Story and Publicity and Camera Work, 24 hours; or (c) Business Administration, Publishing, Newspaper and Shop Management, and Typography, 24 hours. Each of these options should be reinforced by some approved amount of practical outside experience.

DEGREES

The degrees of bachelor of arts and bachelor of science in journalism are conferred upon graduates of the school of journalism, as well as the liberal arts degrees of bachelor of arts or science. The advanced degrees are master of arts and master of science in journalism.

SCHOLARSHIPS AND PRIZES

Prizes and scholarships are offered as follows:

Advertising Club of Portland Scholarship, \$150.00; *Botsford-Constantine Prizes*, \$25.00, \$15.00 and \$10.00; *Ham-Jackson Prizes*, \$50.00; *Henry Hayek Prizes*, \$50.00; *McMorran and Washburne Prizes*, \$25.00.

Summer Scholarships are offered for the purpose of furnishing actual experience in various fields of advertising. These scholarships are: Meier and Frank Co.; Olds, Wortman and King; Lipman and Wolfe; The Bedell Co.; Botsford-Constantine Co.; Crossley and Failing, Inc.; Earl Bunting and Associates; Edmund C. Bechtold and Associates; The Portland Oregonian; The Oregon Journal; The Portland Telegram; Trade and Class Press Association; and Foster and Kleiser Co.

The *Oregon Daily Emerald* offers numerous cash prizes for excellent work in connection with the student paper. Certain positions on this paper pay as high as \$600 a year.

Visiting newspaper men frequently offer prizes to be contended for by the students.

COURSES OF STUDY

The school of journalism offers four separate courses called options, and a considerable number of variations of these options for persons preparing for various specialties. The options are writer's option, advertising option, manager's option, and five-year journalism course. Of these the writer's option is given as typical, although modifications are permitted to meet special cases:

JOURNALISM

WRITER'S OPTION

	Fall	Winter	Spring
FRESHMAN			
Elementary Newswriting	2	2	2
Foreign Language	4	4	4
Political or Social Science	4	4	4
Elective	4	4	4
Military Science (men) or Personal Hygiene (women)	1	1	1
Physical Education	1	1	1
	16	16	16
SOPHOMORE			
Publishing and Printing	3	3	3
Proofreading	1		
Psychology or other Sciences	4	4	4
Literature	2	3	3
Foreign Language	3-4	3-4	3-4
Short Story	2	2	2
Military Science (men)	1	1	1
Physical Education	1	1	1
	17-18	17-18	17-18
JUNIOR			
Reporting	3	3	3
Copyreading	1	1	1
Advertising	3	3	3
Economics	3	3	3
Law of the Press	3		
Publicity and Camera	3	3	3
Elective	2	2	2
	18	16	15
SENIOR			
Editing (newspaper management and policy, public opinion)	5	5	5
Sociology, Economics, or Philosophy	3-4	3-4	3-4
Specialized Press	3	3	3
Electives in appropriate Social Sciences or History	4-5	4-5	4-5
	15-17	15-17	15-17

Description of Courses

LOWER DIVISION

111a,b,c. *Elementary Newswriting and News Gathering*. Fundamentals of general reporting, interviewing, news analysis, note taking, together with a study of news and lectures upon the modern newspaper. Allen, Turnbull.
Two hours, each term.

200a,b,c. *Publishing and Printing*. The study of type and its uses, the history of printing, book and newspaper standards, printing machinery and materials, the illustrative processes, cost accounting for printers, country journalism, and newspaper finance and administration. Laboratory in the print shop and practical management. Allen, Hall.
Three hours, each term.

118. *Proofreading*. Theory and practice. Turnbull.
One hour, one term.

UPPER DIVISION

327, 328. *Home Economics Journalism*. Intended to equip students as department editors for newspapers and magazines. Prerequisites, courses in reporting and copyreading, and not less than fifteen hours of work in household arts. Parallel courses as advised after conference. Tingle, Allen.
Two hours, winter and spring terms.

300a,b,c. *Publishing and Printing*. (Same as 200a,b,c, above).
Three hours, each term.

330-331-332. *Reporting*. Types of newswriting in leading newspapers of the country, methods of handling typical difficulties in news getting;

interviewing. Assignments given and prepared with a view to probable publication in some of the available University, town and state papers. Casey, Turnbull. *Three hours, each term.*

333. *Interpretative Newswriting.* The higher branch of reporting in which it is not enough to record the bare fact. Analysis of motives; study of probable consequences; exposition of the idea or principle underlying the fact. Political and economic news; interpretative magazine work. Prerequisite, 330-331-332. *Three hours, one term.*

334a,b,c. *Copyreading.* (Sometimes called news editing.) The handling of material intended for newspaper publication; editing, correcting and revising any errors of fact, style and treatment, and accepting or rejecting according to standards of value. The theory of news values, and practice in news judgment. Headwriting. The full leased-wire reports of the Associated Press and of the United Press are available for student use. Turnbull. *One hour, each term.*

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

FOR ADVANCED UNDERGRADUATES AND GRADUATES

400a,b,c. *Newspaper Problems and Shop Management.* Rae. *One hour, each term.*

420a,b,c. *The Specialized Press.* The specialized journalism of the leading industries, professions and vocations, and avocations. The principles of trade and class journalism. The special informational feature article for magazine and newspaper. Sources, subjects, and types of articles. A review of magazine and syndicate markets. Students in this class are expected to sell their articles for publication. Prerequisites, courses 111a,b,c, and 330-331-332, or their equivalent. Casey. *Three hours, each term.*

425. *Law of the Press.* Law of libel, blackmail, literary property including copyright, privileged communications, federal regulations and other phases of law bearing on the press. Spencer. *Three hours, fall term.*

431-432-433. *Press Relations.* Theory and practice of placing before the public important industrial, social, educational, political, economic, charitable, religious and reform movements and institutions. Open to selected students only. Godfrey. *Two hours, each term.*

434a,b,c. *Advanced Copyreading.* Includes news room management and incidental executive training. Turnbull. *One hour, each term.*

440a,b. *General Advertising.* Theory and practice. The economic and social implications of advertising. The advertising agency. The "campaign," including methods of research, and the coordination of advertising with marketing and merchandising processes. Selection of media. Retail and mail-order advertising. Open only to majors in journalism and business administration. Thacher. *Two hours, fall and winter terms.*

441. *Space Selling.* The salesmanship of advertising, including a description of the organization and methods of the advertising department of newspapers and other publications. Open only to majors in journalism and business administration. Thacher. *Three hours, spring term.*

442a,b. *Advertising Practice.* Instruction in the mechanics of advertising, including typography, printing, engraving and book making. Prac-

tice in the production of lay-outs, and copywriting. Offered in connection with 440a,b, and 441. Thacher. *One hour, fall and winter terms.*

445a,b,c. *Advertising Problems.* The purpose of this course is to give the student an opportunity to cultivate his judgment through the consideration of actual marketing and merchandising problems, in the solution of which advertising may be a factor. Open only to majors in journalism and business administration. Thacher. *Two hours, each term.*

450-451-452. *Camera Reporting.* Choice, position and selection of news pictures. Marking for engraver. Use of camera. Course can be taken only in connection with 431-432-433. Godfrey. *One hour, each term.*

463-464-465. *Typography.* Advanced work in printing. Prerequisite, publishing and printing. Hall, Nash. *One hour, each term.*

470-471-472. *Current Events.* A seminar course given some years. Allen. *One hour, each term.*

480-481-482. *Estimating on Printing Jobs.* Elective for seniors who expect to work in smaller cities. Prerequisites, courses in publishing and printing. Hall. *Hours to be arranged.*

483-484-485. *Newspaper and Shop Management.* For seniors. Allen, Hall. *Two hours, each term.*

486-487-488. *Printshop Laboratory.* Advanced work in printing, and the management of job printing establishments. Hall. *Hours to be arranged.*

494a,b,c. *Editing.* History and analysis of the newspaper and its influence. A consideration of journalistic ethics, editorial writing, the analysis of news and propaganda, and training in the criteria of authenticity. Newspaper management and policy. Editorial writing, use of exchanges, syndicates, and services. History of journalism in Europe and America. Study of current world problems, and the media and principles through which the editor attains authentic points of view. The coordination and application of the knowledge the student has obtained in his study of the social sciences. Final course, required for graduation, senior year. Allen, Casey. *Five hours, each term.*

495a,b,c. *Social Science and the News.* Readings in social science and discussions bearing on news interpretation. Allen. *Hours to be arranged.*

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

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

499a,b,c. *Thesis.* The school of journalism regularly provides for thesis work. *Two hours, each term.*

GRADUATE DIVISION

500a,b,c. *Seminar.* A research course for students having the necessary preparation to enter a specialized field of original investigation. Allen. *Hours to be arranged.*

509a,b,c. *Thesis.* *Nine hours.*

SCHOOL OF LAW

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D. *President of the University*
 CHARLES E. CARPENTER, M.A., LL.B. *Dean of the School*
 EARL M. PALLETT, M.S. *Registrar of the University*
 JAQUOISE KIRTLLEY, B.A. *Law Librarian*

CHARLES G. HOWARD, A.B., J.D. *Professor of Law*
 HUGH E. ROSSON, B.S., LL.B. *Professor of Law*
 CARLTON E. SPENCER, B.A., J.D. *Professor of Law*
 WAYNE L. MORSE, Ph.B., M.A., LL.B. *Assistant Professor of Law*
 ORLANDO J. HOLLIS, B.S., J.D. *Special Lecturer in Law*
 JAMES D. BARNETT, Ph.D. *Professor of Political Science*

THE LAW LIBRARY

The law library is arranged to give students and faculty easy access to the books. In content it is such as to serve every normal need of both students and faculty. It now numbers approximately twenty thousand accessioned volumes and several hundred unaccessioned volumes and is receiving continual additions. The library includes substantial gifts from the libraries of Lewis Russell, Judge Matthew P. Deady, and Judge W. D. Fenton. Judge Fenton's gift is known as "The Kenneth Lucas Fenton Memorial Library," and numbers about eight thousand volumes.

ADMISSION TO THE LAW SCHOOL

For admission to the law school the student must have met the requirements for the junior certificate with upper division standing which requires half of a four year university course. For specific statement see Graduation Requirements.

Pre-legal students should select their program of studies from the following list:

Freshman: English history, modern governments, accounting, mathematics, science with laboratory, extempore speaking, survey course in English literature.

Sophomore: American history, political science, pre-legal English, principles of economics, money and banking, economics of business organization, philosophy, psychology, sociology.

SPECIAL STUDENTS

In exceptional cases students who have not complied with the regular admission requirements, may be admitted as special students. Such admissions will be restricted to those who are at least 23 years of age and who have completed a four-year high school course, and who are otherwise deemed qualified by the dean of the school.

Not more than ten per cent of the entering class will be admitted as special students in any one year.

No work done as a special student can be applied toward a law degree.

Neither admission nor attendance as a special student in the school of law for one term shall give the right to continue as such in any subsequent term, nor a right to a degree. If a special student's record has been in any respect unsatisfactory, the dean may refuse permission to register or continue as a special student in any subsequent term.

Work carried as a special student for a three-year period will entitle one to take the state bar examination.

ADVANCED STANDING

A student may transfer not to exceed two years of credit earned in other schools of recognized standing, provided the credit was earned subsequent to the completion of the prescribed two years of academic work. The right to reject any and all such credit is, however, reserved.

COMBINED COURSES IN ARTS OR SCIENCE AND LAW AND IN COMMERCE AND LAW

SIX YEAR COURSE IN ARTS OR SCIENCE AND LAW

Students who wish to secure both arts and law, or science and law degrees, may enter the law school at the beginning of their senior year and count the first year of law toward both the collegiate and the law degrees, and by so doing may obtain the two degrees in six years from the date of their admission to the University.

If all requirements are complied with, the degree of bachelor of arts or of bachelor of science is conferred at the close of the first year in the law school, and the degree of doctor of jurisprudence at the conclusion of the law course two years later.

The third pre-legal year in either of these combined courses may be profitably spent in English, history, economics, philosophy, and business administration courses. Such training will increase substantially one's professional opportunities.

SIX YEAR COURSE IN COMMERCE AND LAW

Present-day conditions make it highly desirable for the lawyer to have an adequate knowledge of sound business administration. Likewise, it is practically essential for a business man to have a knowledge of law. In order to provide such training for law and commerce students, the school of law and the school of business administration are offering a combined six-year course in commerce and law. Students completing this work will receive the degrees of bachelor of business administration and doctor of jurisprudence. Any student who has taken this course is doubly fortified to go successfully into the business or legal world. Detailed information regarding the curricula may be secured from the dean of the law school.

DEGREES

THE DEGREE OF BACHELOR OF LAWS (LL.B.)

Students who have met the requirements for the junior certificate with upper division standing in this University or their equivalent in another institution of recognized collegiate rank, and who have successfully completed courses in law aggregating one hundred fifteen credits, and who have otherwise satisfied the requirements of the University and of the law school, will be granted the degree of bachelor of laws (LL.B.).

THE DEGREE OF DOCTOR OF JURISPRUDENCE (J.D.)

The degree of doctor of jurisprudence (J. D.) will be granted to students who have received at least a year previous thereto, the degree of bachelor of arts, bachelor of science or bachelor of business administration from this University, or from some other institution of recognized collegiate rank, who have satisfactorily completed courses in law aggregating one hundred and fifteen term-hours with an average grade of at least III, and who have otherwise satisfied the requirements of the University and of the law school. Since one year of law may be counted toward both the collegiate degree and the law degree, the requirements for

the degree of doctor of jurisprudence may be satisfied by the successful completion of a combined six-year course.

ADDITIONAL DEGREE REQUIREMENTS

1. Any student who fails to obtain a minimum of IV over the full three years of his law course shall not receive any law degree. For the J.D. degree, a minimum average of III is required.

2. A total of at least three years resident study in this or in some other law school of recognized standing is required of every applicant for a degree.

3. No degree shall be conferred upon any student who has not spent at least one year in resident law study at this University.

PRIZES

The Hilton Prize. Frank R. Hilton, Esq., of Portland, offers an annual prize of fifty dollars to the student who presents the best oral discussion of a legal subject selected by the faculty of the law school. To this the law school has added a second prize of twenty-five and a third of fifteen dollars.

The Bancroft-Whitney Prize. The Bancroft-Whitney Company, law publishers, have instituted an annual prize to be awarded to the senior student in the school of law who receives the highest average in his law school work. The prize consists of a law publication to be selected annually.

THE OREGON LAW REVIEW

The Oregon Law Review is published quarterly under the editorship of the law faculty as a service to the members of the Oregon bar, and as a stimulus to legal research and productive scholarship on the part of the students. It is the official organ of the Oregon Bar association.

REGISTRATION FEES

The law registration fee for all regular and special students and for partial students carrying more than six term-hours of law, is \$10 a term or \$30 a year. This fee is in addition to the University registration fee of \$26.25 a term.

Students registering late are required to pay full registration fees for the term in which they register, and in addition, the privilege fees asked by the University for late registration.

Description of Courses

The law school assumes that its primary duty is owed to the people of the state of Oregon. For this reason, special emphasis is placed on both Oregon substantive law and Oregon procedure. In all courses, reference is repeatedly made to Oregon decisions and statutes. The attention of the student is called particularly to courses 405, 431, 432, 433 and 484, for a fuller statement concerning the procedural work.

The courses of instruction are arranged to present, as far as possible, the fundamental topics of the law during the first year, and the more specialized subjects during the second and third years. In courses continuing more than one term, credit may be withheld until the course is completed.

FIRST YEAR COURSES

401a,b,c. *Contracts.* Formation of simple contracts, including mutual assent and consideration; contracts under seal; parties affected by contracts; operation of the statute of frauds; performance of contracts, including express implied conditions; illegality; impossible of performance; discharge. Williston, Cases on Contracts. Howard.

Four hours, fall term; three hours, winter and spring terms.

402a,b,c. *Agency.* Nature of relation; appointment; liability of principal for agent's torts, contracts, crimes; liabilities of agent; parties to writings; undisclosed principal doctrines; delegation of agency; termination; ratification. Mechem's Cases on the Law of Agency. (2nd ed.) Rosson.

Six hours, spring term.

403a,b,c. *Torts.* Trespass to persons, to real property and to personal property; excuse for trespass; legal cause, negligence, contributory and imputed negligence; plaintiff's illegal conduct as a defense; duties of land owners; hazardous occupations; liability for animals; deceit; defamation, slander, libel, privilege, malice; malicious prosecution; interference with social and business relations, fair and unfair competition, strikes, boycotts, business combinations. Bohlen, Cases on Torts. Carpenter.

Three hours, each term.

405. *Procedure I.* An introductory course on procedure in actions at law. Its purpose is to acquaint the student with the court system, methods of trial and appellate review; and to study in detail common law pleadings. Magill, Cases on Civil Procedure. Hollis.

Three hours, fall term.

406. *Criminal Law.* Nature of crime; source of criminal law; mental element in crime; intent and motive; parties in crime; crime as an act; attempts; specific crimes; crimes against the person; crimes against the dwelling house; felonious intent; jurisdiction; contributions of social science to criminal law. Sayre, Cases on Criminal Law (2nd ed.) Morse.

Three hours, fall term; two hours, winter term.

408. *Real Property I.* An introduction to the law of real property. The common law of estates; reversions and remainders; the Statute of Uses; rights in land; easements; profits a prendre; licenses; covenants running with the land; surface and percolating waters, natural water-courses; lateral support. Bigelow, Cases on Rights in Land. Morse.

Four hours, winter term; two hours, spring term.

SECOND YEAR COURSES

404. *Personal Property.* Legal consequences of possession; facts giving rise to possessory title; various methods of acquiring title to chattels; liens and pledges; conversion. Warren, Cases on Property, abridged edition, supplemented by mimeographed selected cases. Spencer.

Two hours, fall and winter terms.

420. *Equity.* Historical introduction; the method of enforcing equitable decrees; the relation of equity to the common law; territorial limitations upon the power of a court of equity; equitable relief against torts; denial of equitable relief upon grounds other than the adequacy of the legal remedy; specific performance of contracts; fulfillment of conditions; laches and the statute of limitations; part performance and the statute of frauds; equitable conversion; equitable servitudes; misrepresentation, mistake and hardship as defenses to specific performance, reformation and rescission for mistake. Spencer.

Four hours, fall term; three hours, winter term.

424. *Domestic Relations and Persons.* Marriage as a contract or relation; annulment; divorce. Husband and wife; wife's contracts; husband's duty to support wife and her authority to bind him by her contracts; property rights; rights to each as to earnings, services, and society of the other; husband and wife in the law of torts and crimes. Parent and child. Infancy; contracts, conveyances, torts and crimes. Woodruff, Cases

on Domestic Relations and Persons (3rd ed.) (Not given 1930-31.) Spencer. *Three hours, spring term.*

425. *Bills and Notes.* The law of checks, bills of exchange and notes, with a detailed discussion of formal requisites; acceptances; indorsement, transfer, extinguishment; obligation of parties; diligence; special character; the effect of the negotiable instruments law. Britton's Cases on Negotiable Instruments. Rosson. *Six hours, fall term.*

426. *Real Property II.* Titles; conveyancing; original titles founded on prescription, adverse possession, and accretion; execution and delivery of deeds; description of property conveyed; creation of easements; covenants for title; estoppel by deed; dedication; landlord and tenant; joint ownership; recording acts. Aigler, Cases on Titles to Real Property. Morse. *Six hours, spring term.*

431a,b. *Procedure II.* (a) Code pleading. Actions; parties; the complaint; demurrers; the answer; the reply. (b) Procedure before trial. Sunderland, Cases on Code Pleading. Hollis. *Four hours, winter term.*

SECOND AND THIRD YEAR COURSES COMBINED

421a,b. *Trusts.* Nature and requisite of trust; express, resulting, and constructive trusts; charitable trusts; nature of cestui's remedies against trustee, transfer of trust property by trustee or by cestui; bona fide purchase for value; liability of trustee to third person; investment of trust funds; extinguishment of trust. Scott, Cases on Trusts. Given alternate years. (Not given, 1929-30.) Carpenter. *Three hours, fall and winter terms.*

423. *Sales of Personal Property.* Subject matter of sale; executory and executed sales; bills of lading; seller's lien and right of stoppage in transitu; fraud; warranty, and remedies for breach of warranty; statute of frauds. Woodward, Cases on Sales. Given alternate years. (Not given, 1930-31.) Rosson. *Four hours, winter term; two hours, spring term.*

430. *Bankruptcy and Insolvency.* Fraudulent conveyances at common law and under the federal bankruptcy act; who may be a bankrupt; who may be petitioning creditors; acts of bankruptcy; what property passes to the trustee; provable claims, duties and powers of the bankrupt and trustee; protection; exemptions and discharge of bankrupt. Holbrook and Aigler (2nd ed.), Cases on Bankruptcy. (Not given, 1930-31.) *Three hours, spring term.*

441. *Constitutional Law* (Political Science 401). Written and unwritten constitutions. The adoption and amendment of constitutions; the relations between the federal and the state governments; the legislature, executive and judiciary; the state and territories; the individual and the government. Evans, Cases on Constitutional Law (2nd ed.). Given alternate years. (Not given, 1930-31.) Barnett. *Four hours, fall term.*

442. *International Law* (Political Science 403). The law of peace, the law of war, and the law of neutrality. Evans, Cases on International Law (2nd ed.). Barnett. *Four hours, winter term.*

443. *Corporations, Municipal* (Political Science 402). The nature, constitution, powers and liabilities of municipal corporations. Tooke, Cases on Municipal Corporations. Given alternate years. (Not given, 1929-30.) Barnett. *Four hours, fall term.*

445a,b. *Partnership and Private Corporations.* Partnerships; acts and contracts creating partnerships; property; firm name and good will; rights and duties toward each other. Actions between partners; powers of partners; nature and extent of liabilities; application of assets to claims of creditors. Corporations, formation and reorganization; problems of disregarding the corporate entity; promotion and the liability of promoters; watered stock; extent and exercise of corporate powers; the de facto doctrine; ultravires; duties and rights of officers and stockholders, and the rights of creditors. Mechem, Cases on Partnerships. Richards, Cases on Corporations. Given alternate years. (Not given, 1930-31.) Howard. *Three hours, winter term; five hours, spring term.*

450. *Mortgages and Suretyship.* All forms of mortgage security, both real and chattel; essential elements of legal and equitable mortgages; legal and equitable rights, powers and remedies of mortgagor and mortgagee with respect to title, possession, rents and profits, waste, collateral agreements, foreclosure; redemption; priorities; marshalling; extension of mortgages, assignment of mortgages; discharge of mortgages. Nature of the suretyship relation and the means of establishing it; rights of the surety, including indemnity, contribution, subrogation and exoneration; rights of creditor to surety's securities; sureties' defenses against the creditor, both legal and equitable. Parks, Cases on Mortgages. Ames' Cases on Suretyship. Given alternate years. (Not given, 1929-30.) Howard. *Three hours, winter term; three hours, spring term.*

THIRD YEAR COURSES

422a,b. *Evidence.* Respective functions of judge and jury; presumptions; burden of proof; judicial notice; rules relating to hearsay, opinion and character evidence; admissions and confessions; real evidence; evidence relating to execution, contents and interpretation of writing; the best evidence rule; the parole evidence rule; competency of witness; privilege of witness; examination of witness. Thayer, Cases on Evidence (Maguire's edition). Spencer. *Three hours, fall term; three hours, winter term.*

428. *Wills.* Testamentary capacity and intent; signature; attestation; witnesses; incorporation by reference; revocation; republication and revival; grant and revocation of probate; title and powers of executors and administrators; payment of debts; payment of legacies. Costigan, Cases on Wills. (Second edition.) Morse. *Four hours, fall term.*

432. *Procedure III.* Trial practice. Jurisdiction of courts; venue; process; judgments. Selection and instruction of juries; methods of introducing evidence; exceptions; findings; verdicts; motion for new trial. Sunderland, Cases on Trial Practice. Hollis. *Three hours, spring term.*

440a,b. *Conflict of Laws.* Nature of law; territorial limitation upon the operation of law as affecting persons and things, including domicile and taxation; jurisdiction of courts in proceedings in rem, in personam, quasi in rem, and for divorce; extraterritorial recognition of rights acquired under foreign law, including status of persons, rights of property, obligations ex contractu and ex delicto, judgments, inheritance laws, etc. Lorenzen's, Cases on Conflict of Laws. Carpenter. *Two hours, each term.*

491. *Legal Research.* A course open to third-year students and by special arrangement only. The student will work under the supervision of the instructor in whose field the problem is selected. *One to three hours.*

495. *Thesis.*

Nine hours.

SCHOOL OF MEDICINE

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D. *President of the University*
 BURT BROWN BARKER, A.B., LL.B. *Vice President of the University*
 RICHARD BENJAMIN DILLEHUNT, M.D. *Dean of the Medical School*
 HAROLD BUNCE MYERS, A.B., M.D. *Associate Dean*

JOHN FOREST DICKSON, M.B., M.D., L.R.C.P. *Emeritus Professor of Ophthalmology*
 ANDREW JACKSON GIESY, M.D. *Emeritus Professor of Clinical Gynecology*
 SIMSON EDWARD JOSEPHI, M.D., LL.D. *Dean Emeritus and Emeritus Professor of Nervous and Mental Diseases*

JAMES CHARLES ELLIOTT KING, A.B., M.D. *Emeritus Professor of Dermatology*
 EDMOND JOHN LABBE, M.D. *Emeritus Professor of Obstetrics*
 GEORGE FLANDERS WILSON, M.D. *Emeritus Professor of Surgery*

WILLIAM FITCH ALLEN, Ph.D. *Professor of Anatomy and Head of the Department*
 ROBERT LOUIS BENSON, M.A., M.D. *Clinical Professor of Pathology*
 JOSEPH BROWN BILDERBACK, M.D. *Professor of Pediatrics and Head of the Department*
 GEORGE EMANUEL BURGET, Ph.D. *Professor of Physiology and Head of the Department*
 T. HOMER COFFEN, M.S., M.D. *Clinical Professor of Medicine*
 ROBERT CALVIN COFFEY, M.D. *Clinical Professor of Surgery*
 RICHARD BENJAMIN DILLEHUNT, M.D. *Clinical Professor of Surgery and Dean of the Medical School*

JAMES DAY EDGAR, A.B., M.D. *Captain, Medical Corps, U. S. A., Professor of Military Science and Tactics*

JOHN EARL ELSE, Ph.G., M.S., M.D. *Clinical Professor of Surgery*
 RALPH ALBERT FENTON, A.B., M.D. *Clinical Professor of Otolaryngology and Head of the Department*

HOWARD DAVIS HASKINS, A.B., M.D. *Professor of Biochemistry and Head of the Department*
 WILLIAM BURROUGHS HOLDEN, M.D. *Clinical Professor of Surgery*
 NOBLE WILEY JONES, A.B., M.D. *Clinical Professor of Medicine*
 FREDERICK ANDREWS KIEHLE, A.B., M.D. *Clinical Professor of Ophthalmology and Head of the Department*

LYLE BOYLE KINGERY, B.S., M.D. *Clinical Professor of Dermatology and Syphilology and Head of the Department*

OLOF LARSELL, Ph.D. *Professor of Anatomy*
 ALBERT EDWARD MACKAY, M.D., C.M. *Professor of Urology*
 CLARENCE JOSEPH MCCUSKER, B.S., M.D. *Clinical Professor of Obstetrics and Head of the Department*

FRANK RAYMOND MENNE, B.S., M.D. *Professor of Pathology and Head of the Department*
 HAROLD BUNCE MYERS, A.B., M.D. *Professor of Pharmacology and Head of the Department*
 HARRY JOHNSON SEARS, Ph.D. *Professor of Bacteriology and Hygiene and Head of the Department*

LAURENCE SELLING, A.B., M.D. *Clinical Professor of Medicine and Head of the Department*
 RAYMOND EDWARD WATKINS *Clinical Professor of Gynecology and Head of the Department*

OTIS FRANKLIN AKIN, M.D. *Associate Clinical Professor of Surgery*
 RALPH FERRIEN DAVIS, M.D. *Associate Clinical Professor of Otolaryngology*
 THOMAS MARTIN JOYCE, M.D. *Associate Clinical Professor of Surgery*
 FRANK B. KISTNER, M.D. *Associate Clinical Professor of Otolaryngology*
 WILLIAM SIDNEY KNOX, B.S., M.D. *Associate Clinical Professor of Medicine*
 RALPH CHARLES MATSON, M.D. *Associate Clinical Professor of Medicine*
 CHARLES R. MCCLURE, A.B., M.D. *Associate Clinical Professor of Surgery*
 JAMES WENDEL ROSENFELD, A.B., M.D. *Associate Clinical Professor of Pediatrics*
 CHARLES EDWIN SEARS, B.S., M.D. *Associate Clinical Professor of Medicine*
 LENIGN HOWARD SMITH, A.B., M.D. *Associate Clinical Professor of Pediatrics*
 ERNST AUGUST SOMMER, M.D. *Associate Clinical Professor of Surgery*
 JAMES CULLEN ZAN, M.D. *Associate Professor of Surgery*

ALVIN WALTER BAIRD, A.B., M.D. *Assistant Clinical Professor of Surgery*
 MARR BISAILLON, M.D. *Assistant Clinical Professor of Medicine*
 CHARLES DELOS BODINE, M.D. *Assistant Clinical Professor of Surgery*
 ISIDOR CHEGNIAC BRILL, A.B., M.D. *Assistant Clinical Professor of Medicine*
 JOHN HAROLD FITZGIBBON, A.B., M.D. *Assistant Clinical Professor of Medicine*
 WESLEY EMMETT GATEWOOD, A.B., A.M., M.D. *Assistant Clinical Professor of Medicine*
 LOUIS PHAON GAMBEE, B.S., A.B., M.D. *Assistant Clinical Professor of Surgery*
 JOSHUA ALLEN GILBERT, M.D., Ph.D. *Assistant Clinical Professor of Medicine*
 LUTHER HESS HAMILTON, M.D. *Assistant Clinical Professor of Surgery*
 HENRY WELAND HOWARD, M.D. *Assistant Clinical Professor of Urology*
 WARREN CLAIR HUNTER, M.A., M.D. *Assistant Clinical Professor of Pathology*
 FRANKLIN PARADISE JOHNSON, Ph.D., M.D. *Assistant Clinical Professor of Urology*

RAY WILLIAM MATSON, M.D. *Assistant Clinical Professor of Medicine*
 EDWIN EUGENE OSGOOD, M.A., M.D. *Assistant Professor of Biochemistry and Medicine*
 HARVEY GAMALIEL PARKER, M.D. *Assistant Clinical Professor of Dermatology and Syphilology*
 GEORGE NORMAN PEASE, A.B., M.D. *Assistant Clinical Professor of Surgery*
 EUGENE WATSON ROCKEY, M.D. *Assistant Clinical Professor of Surgery*
 ARTHUR SAMUEL ROSENFELD, A.B., M.D. *Assistant Clinical Professor of Medicine*
 JOSEPH MALCOLM SHORT, M.D. *Assistant Clinical Professor of Medicine*
 JOHN GUY STROHM, B.S., M.D. *Assistant Clinical Professor of Syphilology and Urology*
 BENJAMIN NEWTON WADE, M.D. *Assistant Clinical Professor of Surgery*
 OTIS BUCKMINSTER WIGHT, A.B., M.D. *Assistant Clinical Professor of Gynecology and Instructor in Surgery*

JOHN CALVIN EVANS, M.D. *Clinical Lecturer in Psychiatry*
 LEWIS FRANKLIN GRIFFITH, M.D. *Clinical Lecturer in Psychiatry*
 FREDERICK D. STRICKER, M.D. *Lecturer in Public Health*
 STANLEY MYERS, LL.D. *Lecturer in Medical Jurisprudence*

FRANK ERNEST BUTLER, M.D. *Clinical Associate in Radiology*
 FERDINAND H. DAMMASCH, D.D.S., M.D. *Clinical Associate in Medicine*
 LEON ALBERT GOLDSMITH, A.B., M.D. *Clinical Associate in Medicine*
 BLAIR HOLCOMB, M.D. *Clinical Associate in Medicine*
 WILLIAM KENNETH LIVINGSTON, M.A., M.D. *Clinical Associate in Surgery and Instructor in Parasitology*

IRA ALBERT MANVILLE, M.A., M.D. *Associate in Physiology*
 KARL HENRY MARTZLOFF, A.B., M.D. *Clinical Associate in Surgery and Instructor in Surgical Pathology*

ALBERT MATHIEU, M.D. *Clinical Associate in Gynecology*
 FRANK REID MOUNT, M.D. *Clinical Associate in Medicine*
 LUTHER TOWNSEND NELSON, A.B., M.D. *Clinical Associate in Medicine*
 HERBERT STRONG NICHOLS, M.D. *Clinical Associate in Surgery*
 DORWIN LEWIS PALMER, M.D. *Clinical Associate in Radiology*
 ROY ALPHA PAYNE, A.B., M.D. *Clinical Associate in Medicine*
 EDWARD ALLEN PIERCE, M.D. *Clinical Associate in Medicine*
 ALBERT ARTHUR WITHAM, M.D. *Clinical Associate in Medicine*
 JAMES CULLEN ZAN, M.D. *Clinical Associate in Surgery*

THEODORE WRIGHT ADAMS, M.D. *Clinical Instructor in Obstetrics and Gynecology*
 EARL MARION ANDERSON, A.B., M.D. *Clinical Instructor in Urology*
 ELMER EVERETT ANDERSON, M.D. *Clinical Instructor in Urology*
 PAUL BAILEY, M.D. *Clinical Instructor in Otolaryngology*
 DAVID W. E. BAIRD, M.D. *Clinical Instructor in Medicine*
 WILFORD HALL BELKNAP, B.S., M.D. *Clinical Instructor in Otolaryngology*
 GROVER C. BELLINGER, M.D. *Clinical Instructor in Medicine*
 RUDOLF A. BISSETT, M.D. *Clinical Instructor in Medicine*
 HARRY CLYDE BLAIR, M.D. *Clinical Instructor in Surgery*
 WALTER WRIGHT BLACK, B.S., M.D. *Clinical Instructor in Surgery*
 WILBUR M. BOLTON, M.D. *Clinical Instructor in Otolaryngology*
 GUY LEE BOYDEN, B.S., M.D. *Clinical Instructor in Otolaryngology*
 ERNEST LLOYD BOYLEN, M.D. *Clinical Instructor in Medicine*
 MORRIS L. BRIDGEMAN, Ph.G., M.D. *Clinical Instructor in Pediatrics*
 FRANCIS WALTER BRODIE, M.D. *Clinical Instructor in Surgery*
 BANNER RAYMOND BROOKE, A.B., M.D. *Clinical Instructor in Surgery*
 JOHN C. BROUGHER, M.D. *Clinical Instructor in Surgery*
 CECIL ELSE BROUS, M.D. *Clinical Instructor in Surgery*
 CLARENCE WILLIAM BRUNKOW, A.B., M.D. *Clinical Instructor in Surgery*
 ANDREW JOHNSON BROWNING, M.D. *Clinical Instructor in Ophthalmology*
 WINFRED HENRY BUEERMANN, Ph.D., M.D. *Clinical Instructor in Surgery*
 ROSCOE WILLIAM CAHILL, M.D. *Clinical Instructor in Surgery*
 ALBERT HADLEY CANTRIL, M.D. *Clinical Instructor in Surgery*
 C. ELMER CARLSON, M.D. *Clinical Instructor in Surgery*
 HOWARD ERNEST CARRUTH, B.S., M.D. *Clinical Instructor in Otolaryngology*
 CHARLES T. CHAMBERLAIN, M.D. *Clinical Instructor in Otolaryngology*
 ARTHUR W. CHANCE, D.D.S., M.D. *Instructor in Oral Hygiene and Oral Pathology*
 CLINTON TYNG COOKE, M.D. *Clinical Instructor in Ophthalmology*
 HELEN GEORGE DENNIS, M.D. *Clinical Instructor in Pediatrics*
 LEE WASHINGTON DICKINSON, M.D. *Instructor in Pharmacology*
 EARL DANFORD DUBOIS, M.D. *Clinical Instructor in Medicine*
 VIRGIL ERNEST DUDMAN, B.S., M.D. *Clinical Instructor in Obstetrics and Gynecology*
 AUGUSTUS BERTRAM DYKMAN, M.D. *Clinical Instructor in Ophthalmology*
 JACOB ENKELIS, M.D. *Clinical Instructor in Urology*
 WILMOT COYNE FOSTER, A.B., M.A., M.D. *Clinical Instructor in Anatomy*
 IRA EARL GASTON, A.B., M.D. *Clinical Instructor in Ophthalmology*
 ADOLPHE EDUARDE GOURDEAU, B.S., B.M., M.D. *Clinical Instructor in Pediatrics*
 ROBERT GRANVILLE HALL, B.S., M.D. *Clinical Instructor in Medicine*
 SAMUEL G. HENRICKE, M.D. *Clinical Instructor in Pediatrics*

HARRY MONROE HENDERSHOTT, M.D.	Clinical Instructor in Ophthalmology
ROGER HOLCOMB, M.D.	Clinical Instructor in Medicine
WILLARD FLETCHER HOLLENBECK, B.S., M.D.	Clinical Instructor in Medicine
CARL J. HOLLINGWORTH, A.B., M.D.	Clinical Instructor in Medicine
ALBERT WILLIAM HOLMAN, M.D.	Clinical Instructor in Obstetrics
WILLIAM HENRY HUNTINGTON, M.D.	Clinical Instructor in Otolaryngology
A. HOLMES JOHNSON, A.B., M.D.	Clinical Instructor in Surgery
ARTHUR C. JONES, A.B., M.D.	Clinical Instructor in Surgery
LESTER T. JONES, A.B., M.D.	Clinical Instructor in Otolaryngology
JOHN HENRY LABADIE, M.S., M.D.	Clinical Instructor in Medicine
GORDON BERKELEY LEITCH, B.S., M.D.	Clinical Instructor in Medicine
MURRAY MORRIS LEVY, M.D.	Clinical Instructor in Medicine
CLAUDE ALLEN LEWIS, B.S., M.D.	Clinical Instructor in Surgery
WILLIAM LEVIN, M.S., M.D.	Instructor in Bacteriology
ELLSWORTH FRANCIS LUCAS, M.D.	Clinical Instructor in Medicine
HAROLD ROY LUCAS, M.D.	Clinical Instructor in Otolaryngology
LEO SHERMAN LUCAS, A.B., M.D.	Clinical Instructor in Surgery
IRVING MARTIN LUPTON, M.D.	Clinical Instructor in Otolaryngology
CHARLES HENRY MANLOVE, M.D.	Clinical Instructor in Surgery
MERL LONNER MARGASON, A.B., M.D.	Clinical Instructor in Medicine and Pediatrics
GEORGE WILBER MILLETT, A.B., M.D.	Clinical Instructor in Medicine
DWIGHT FRANSTONE MILLER, M.D.	Clinical Instructor in Otolaryngology
JOHN ROSCOE MIZNER, M.D.	Clinical Instructor in Urology
MERLE WAYLAND MOORE, B.S., M.D.	Clinical Instructor in Medicine
KARL PETERSON MORAN, M.D.	Clinical Instructor in Surgery
PAUL TALMAGE NEELY, M.D.	Clinical Instructor in Otolaryngology
NELSON ERNEST NEULEN, LL.B., M.D.	Clinical Instructor in Surgery
OLIVER MARTIN NISBET, B.S., M.D.	Clinical Instructor in Surgery
ERNEST JOSEPH NITSCHKE, M.D.	Clinical Instructor in Urology
BENJAMIN ISAAC PHILLIPS, A.B., M.D.	Clinical Instructor in Medicine
ARTHUR DEAN POCHERT, M.D.	Clinical Instructor in Medicine
EDWARD WALTER ST. PIERRE, A.B., M.D.	Clinical Instructor in Surgery
CARLETON PARISH PLYNN, M.D.	Instructor in Physiology and Clinical Instructor in Medicine
JOHN ROY RANSON, B.S., M.D.	Clinical Instructor in Radiology
SHERMAN ENOS REES, M.D.	Clinical Instructor in Radiology
EDWARD ELLIS RIPPEY, M.D.	Clinical Instructor in Surgery
MATTHEW CASEY RIDDLE, M.D.	Clinical Instructor in Medicine
MILLARD SAMUEL ROSENBLATT, A.B., M.D.	Clinical Instructor in Surgery
HOMER PARROTT RUSH, M.A., M.D.	Clinical Instructor in Medicine
WILLIAM ELLIOTT SAVAGE, A.B., M.D.	Clinical Instructor in Surgery
GOODRICH CAPEN SCHAUFFLER, M.D.	Clinical Instructor in Gynecology and Obstetrics
WILLIAM P. SHARKEY, M.D.	Clinical Instructor in Obstetrics
EDMUND W. SIMMONS, M.D.	Clinical Instructor in Medicine
FLOYD F. SOUTH, M.D.	Clinical Instructor in Urology
EUGENE P. STEINMETZ, M.D.	Clinical Instructor in Gynecology and Obstetrics
J'ON VIDALIN STRAUMFJORD, A.B., M.D.	Instructor in Anatomy
EDGAR MERLE TAYLOR, M.D.	Clinical Instructor in Ophthalmology
CHARLES PEARSON WILSON, M.D.	Clinical Instructor in Medicine
WILLIAM MILES WILSON, B.S., M.D.	Clinical Instructor in Gynecologic Pathology and Obstetrics
SAMUEL HOWARD WISE, M.D.	Clinical Instructor in Medicine
BERTRAND ODELL WOODS, M.D.	Clinical Instructor in Medicine
MARTIN SIGMUND SICHEL, M.D.	Clinical Assistant in Anatomy

ALVA BURTON ADKISSON, A.B., M.D.	Resident in Medicine
BYRON JOHN ASHLEY, B.S., M.D.	Resident in Otolaryngology
JESSIE LAIRD BRODIE, A.B., M.S., M.D.	Resident in Pediatrics
WILLIAM HENRY CONE, M.D.	Resident in Obstetrics
MILTON VANCE WALKER, A.B., M.D.	Resident in Surgery and Gynecology

CHARLES ULYSSES MOORE, M.S., M.D.	Director of Nutritional Research Laboratory
HERMAN SEMENOV, A.B.	Jones Fellow in Pathology

LELAND S. HARRIS, B.S., M.S.	Student Instructor in Biochemistry
HOWARD P. LEWIS, B.S.	Student Instructor in Anatomy
FRANK E. TROTSMAN, B.S.	Student Instructor in Biochemistry
JOYCE A. ALBERT, A.B.	Student Research Assistant in Biochemistry
ALBERT B. BAKER, B.S.	Student Research Assistant in Physiology
ALLEN M. BOYDEN, A.B.	Student Research Assistant in Pathology
EDGAR M. BURNS, A.B.	Student Research Assistant in Anatomy
WESLEY V. FRICK, B.S.	Student Research Assistant in Bacteriology
OTTO GEORGE, A.B.	Student Research Assistant in Obstetrics
LOUIS S. GOODMAN, A.B.	Student Research Assistant in Anatomy
THOMAS A. MCKENZIE, A.B.	Student Research Assistant in Pharmacology
SAMUEL J. NEWSOM, A.B.	Student Research Assistant in Medicine
ROBIN M. OVERSTREET, A.B.	Student Research Assistant in Anatomy

J. CLAUDE PROFFITT, A.B.	Student Research Assistant in Physiology
JOE M. ROBERTS, A.B.	Student Research Assistant in Pathology
CHARLOTTE SCHWICHTENBERG, A.B.	Graduate Student Research Assistant in Physiology
DELBERT L. STOKESBARY, A.B.	Student Research Assistant in Physiology
FREDERIC E. TEMPLETON, B.S.	Student Research Assistant in Gynecology

BESSIE J. ANDREW, B.S., M.D.	Student Assistant in Nutritional Research Laboratory
JACK D. BLAIR	Student Assistant in Gynecology
WILLARD M. GOBBELL, A.B.	Student Assistant in Library
HERBERT D. LEWIS, A.B.	Student Assistant in Anatomy
HOPE B. PLYMATE, B.S.	Student Assistant in Nutritional Research Laboratory
THOMAS D. ROBERTSON, A.B.	Student Assistant in Pathology
RICHARD D. SIMONTON, A.B.	Student Assistant in Pharmacology
VERA F. SMITH, A.B.	Student Assistant in Parasitology
JAMES D. STEWART, A.B.	Student Assistant in Pathology
GEORGE R. SUCKOW, A.B.	Student Assistant in Pathology
ROSS C. B. THORNTON, B.S.	Student Assistant in Pathology
J. IRVING TUELL, B.S.	Student Assistant in Pathology
VIOLA WHITE, B.S.	Student Assistant in Nutritional Research Laboratory
JAMES W. WILEY	Student Assistant in Anemia Research
A. EDGAR WRIGHTMAN, JR., A.B.	Student Assistant in Anatomy

EDITH M. BLACKLER	Technician in Anatomy
JACK GRONDAHL	Technician in Physiology
MARIAN HETLESATER	Technician in Surgery
R. WALTER JOHNSON	Photographer and X-Ray Technician
HUBERT HICKEY	Technician in Bacteriology
ORVAL PERDUE	Assistant Technician in Animal Research
HENRY SAXRUD	Technician in Pathology
KATHERINE W. STEWART	Technician in Pathology
MARIE STRUBE	Technician in Bacteriology
STELLA Z. SUCKOW	Technician in Clinical Laboratories
ALOIS TEDISCH	Technician in Biochemistry
WANDA TEMPLETON	Technician in Pathology
WILLIAM WELKER	Animal Technician
LLOYD A. WHEELWRIGHT	Student Technician in Pharmacology
MABEL WILHELM	Technician in Biochemistry

ADMINISTRATION

RICHARD B. DILLEHUNT, M.D.	Dean of the Medical School
HAROLD B. MYERS, M.D.	Associate Dean
HARRY R. CLIFF, M.D.	Director, Multnomah County Hospital
GRACE PHELPS	Director of Nursing
RALF COUCH	Secretary of the Medical School
LUCY I. DAVIS	Registrar
BERTHA B. HALLAM	Librarian
VALENTINE PRICHARD	Superintendent, Portland Free Dispensary
W. E. GAINES	Superintendent of Buildings and Grounds

CLARICE ASHWORTH	Medical Illustrator
EDNA D. CLERIN	Bookkeeper in Office
DOROTHY E. TUCKER	Office Assistant
MARGUERITE HENDERSHOT	Cashier in Office
ELIZABETH GILL	Chief Clerk in Office
IDA B. LUKK	Telephone Exchange Operator
GRACE H. OSGOOD	Clerk in Pathology
HAZEL RAGAIN	Clinical Clerk in Medicine
RUTH WEBER	Clinical Clerk in Clinical Laboratories and Pathology
GRACE S. WHITE	Assistant in Library
JULIA H. WOODS	Office Assistant
JOHN D. MCLAREN, M.D.	Assistant in Library

EXECUTIVE FACULTY

Arnold Bennett Hall, President of the University; Richard B. Dillehunt, Dean of the Medical School; Professors William F. Allen, Joseph B. Bilderback, George E. Burget, Harry R. Cliff, J. Earl Else, Ralph A. Fenton, Howard D. Haskins, Frederick A. Kiehle, Lyle B. Kingery, Olof Larsell, Albert Edward Mackay, Clarence J. McCusker, Frank R. Menne, Harold B. Myers, Harry J. Sears, Laurence Selling, Raymond E. Watkins.

STANDING COMMITTEES OF THE MEDICAL SCHOOL

Admission and Advanced Standing—Harold B. Myers, chairman; Olof Larsell, Harry J. Sears, and the registrar of the University (ex officio).
Clinical Laboratories—Harry J. Sears, chairman; Harold B. Myers, Robert L. Benson, J. Earl Else, Laurence Selling, and J. B. Bilderback.
Curriculum and Schedule—Harold B. Myers, chairman; James H. Gilbert, George E. Burget, Laurence Selling, T. Homer Coffen, J. Earl Else, Olof Larsell, Harry R. Cliff, and the secretary of the medical school (ex officio).

Graduate Work—Olof Larsell, chairman; George E. Burget and Frank R. Menne.
Publications and Catalog—Ralf Couch, chairman; William F. Allen, and Harold B. Myers.

Library—George E. Burget, chairman; Noble Wiley Jones, William F. Allen, Frank R. Menne, Ernest A. Sommer, and the librarian (ex officio).

Museums—Frank R. Menne, chairman; Clarence J. McCusker, and Raymond E. Watkins.

Research—William F. Allen, chairman; Robert Louis Benson, and Harry J. Sears.

Representative to Graduate Council—Olof Larsell.

Portland Free Dispensary—Clarence J. McCusker, chairman; T. Homer Coffen, J. Earl Else, Ralph A. Fenton, Harold B. Myers, L. Howard Smith, J. Guy Strohm, and Raymond E. Watkins.

Jones Lectureship—Laurence Selling, chairman; T. Homer Coffen, and George E. Burget.

Student Health—T. Homer Coffen, chairman; Noble Wiley Jones, and Harold B. Myers.

Internships—Frank R. Menne, chairman; Noble Wiley Jones, and Ralf Couch.

Henry Waldo Coe Prize—George E. Burget, chairman; Harry J. Sears, and Laurence Selling.

GENERAL INFORMATION

Tuition. For all resident students the tuition is \$180 per year, and for all students who are not bona fide residents of Oregon an additional fee of \$60 per year is charged. Arrangements may be made for paying the tuition in installments at the beginning of each term.

Tuition for special students and for summer work is \$3.50 per term hour.

Breakage Deposit. A deposit of fifteen dollars (\$15) for first and second year students, and ten dollars (\$10) for third and fourth year students is required at the beginning of each year for general breakage. The cost of damage done by an individual to University property will be deducted from his deposit; and in case the identity of the one responsible cannot be established, a pro rata charge will be made against the entire class of which he is a member. The remainder of this deposit will be returned at the end of each school year.

Microscopes. Students are expected to provide themselves with microscopes.

Lockers. Coat room and laboratory lockers will be assigned and a deposit of one dollar must be made when a lock for the same is received.

Special Examinations. If a special examination is granted, a fee of \$5 must be paid at the office.

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

ADMISSION TO THE UNIVERSITY OF OREGON MEDICAL SCHOOL

Application for admission should be made not later than July 1st. It is necessary to complete the list of matriculants early in July, making it thereafter impossible to consider applications for admission.

Notice of acceptance of application is accompanied by matriculation card, to be presented on registration day, together with duplicate to be returned not later than ten days following receipt, with matriculation fee of \$5.00 and a deposit of \$20.00, in order to reserve a place in the entering class. The deposit of \$20.00 may be applied toward the tuition fee of the first term. It is not refundable after July 15th.

REQUIREMENTS FOR ADMISSION

Applicants for admission are required to have satisfactorily completed a four years course in an accredited high school, or its equivalent, and collegiate preparation covering not less than three years of study in an acceptable institution. These courses must include the following:

I. High School Preparation. A minimum of fifteen units is required, acceptable toward collegiate matriculation, including the following:

	Units		Units
English	3	History	1
Algebra	1	One Foreign Language	2
Geometry	1	Additional in one of above sub-	
Laboratory Science	1	jects	1
		Elective	5

Recommended High School Course. The following high school course, which meets all the formal requirements, is strongly recommended:

	Units		Units
English	4	Latin	2
Algebra	1½	History	1
Geometry	1	German or French	2
Physics	1	Electives	1½
Chemistry	1		
Total	15		

II. Collegiate Preparation. At least 135 term hours (90 semester hours) exclusive of credit in military science, of collegiate preparation in an accredited institution, is required for admission. Included in this preparation the following work is prescribed:

	Term Hours
Chemistry, inorganic (qualitative and quantitative may be included) ..	15
Chemistry, organic	8
Biology	20
Physics	12
English	9
German or French	20

The subject matter considered in the course in organic chemistry should be distributed over the aliphatic and aromatic compounds. Not less than 25% of all chemistry credit must be for laboratory work.

Preparation in biology should be chiefly in animal biology, elemental and advanced. Not less than 20% of the credit should be for laboratory work. Bacteriology and botany may be accepted for one-quarter of the required work.

The course in physics should cover the subject subdivisions presented in the customary one-year college course, including not less than one laboratory period per week.

It is recommended that advanced courses in written English be taken.

German and French preparation may be satisfied by a statement certifying to the applicant's possessing a ready sight reading ability, submitted by an instructor granting credit in either subject in a standard college or university.

Candidates who are deficient in any of the above minimum requirements will not be admitted.

RECOMMENDED ELECTIVE SUBJECTS

In addition to the above described requisite preparation, those intending to study medicine are advised to make elective choice of psychology, history, mathematics, at least one of the social sciences and advanced courses in English.

Present facilities necessitate limiting each entering class to sixty. Many more than this number apply for admission. The selection is made upon the basis of scholarship, thoroughness of preparation, and personal fitness for the profession.

BACHELOR'S DEGREE

Students entering the University of Oregon Medical School without the bachelor of arts or bachelor of science degree shall become eligible for one of these degrees, either in the University of Oregon or in their respective institutions, before entering upon the work of the third year.

Eligibility for the bachelor of arts degree in the University of Oregon necessitates completion of 186 term-hours, including the satisfaction of at least three of four group requirements. The group requirements necessitate the completion of not less than 9 term-hours of correlated or sequence order courses. Groups are as follows:

I. Language and Literature. This group requirement may not be satisfied by beginning foreign language or required second year written English. Group I may be fulfilled by a survey course in Architecture or Music if the student is not majoring in either of those schools. German or French is specified by the Medical School as foreign language preparation.

II. Social Science. Economics, History, Political Science, and Philosophy.

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

IV. Biological Science. Animal Biology, Physiology, Plant Biology, Bacteriology or Psychology.

Laboratory work must be included in courses satisfying groups III and IV with the exception of preparation in mathematics.

Eligibility for the bachelor of arts degree necessitates completion of a two-year course in one foreign language, additional to two years of a foreign language offered at entrance.

Eligibility for the bachelor of science degree necessitates not less than 36 term-hours preparation in Group II or III, additional to fulfillment of at least two of the remaining three group requirements.

It is evident that applicants meeting subject requirements for admission to the Medical School must have satisfied group requirements III and IV for the baccalaureate degree. It is therefore necessary that applicants for admission to the Medical School, anticipating the completion of requirements for the baccalaureate degree in arts or science in the University of Oregon, must fulfill group requirement I or II before entering upon the work of the third year in the medical school.

SPECIAL STUDENTS

Students who are not candidates for the degree of doctor of medicine may register in courses in the fundamental laboratory branches for which they are prepared, as special students; and graduates in medicine may register as special students in any course. No matriculants will be accepted as special students in clinical subjects, other than graduates in medicine. No graduates in medicine will be accepted as candidates for the degree of doctor of medicine.

Special students who register for special work, and who are not candidates for the degree of doctor of medicine, will be charged tuition according to the amount of work undertaken and the nature of the courses.

CURRICULUM IN MEDICINE AT UNIVERSITY OF OREGON

The course in medicine comprises four years. Three years of pre-medical work on the campus at Eugene or in some other accredited institution are devoted to liberal studies embracing the fundamental sciences contributory to medicine. They include work generally given in pre-medical departments, and listed under requirements for admission. The

four years spent in the medical school at Portland are devoted to the subjects of the regular four-year curriculum in medicine required by law.

The first three years must be satisfactorily completed before admission to the medical school (Portland). It has been found necessary for the present to limit the number of first year students at the medical school, consequently, completion of the third pre-medical year does not guarantee admission to the medical school.

REQUIREMENTS FOR DEGREES

DOCTOR OF MEDICINE

A candidate for the degree of doctor of medicine must have completed satisfactorily the curriculum described, or in case of admission with advanced standing, the last year must be taken in this medical school. All candidates for degrees are expected to be present at the commencement exercises and receive the diploma in person.

COMBINED DEGREE

Under degree requirements it is specified that all candidates shall have had such balanced collegiate training, including usual preparation in basic sciences, to entitle the individual to baccalaureate degree requirements of the University of Oregon as outlined under statement of requirements for admission in this catalogue.

THE GRADUATE SCHOOL

The departments of anatomy, bacteriology, and hygiene, biochemistry, pathology, pharmacology and physiology offer instruction leading to the master's degree as an integral part of the graduate school of the University of Oregon and subject to the rules and regulations which are published in the bulletin of the graduate school.

MEDICAL SCHOOL CATALOG

For full particulars regarding the School of Medicine write to the Dean, University of Oregon Medical School, Portland, Oregon, for a catalog.

SCHOOL OF MUSIC

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D.	.....	President of the University
JOHN J. LANDSBURY, Mus.D.	.....	Dean of the School
JOHN STARK EVANS, B.A.	.....	Associate Dean
EARL M. PALLETT, M.S.	.....	Registrar of the University
ANNE LANDSBURY BECK, B.A.	.....	Public School Music, Composition, History
JANE THACHER	.....	Piano
GEORGE HOPKINS, B.A.	.....	Piano
AURORA POTTER UNDERWOOD, B.M.	.....	Piano
LOUIS ARTAU	.....	Piano
MINNIE GRISWOLD DOUGLASS	.....	Piano
REX UNDERWOOD	.....	Piano
ARTHUR BOARDMAN	.....	Violin
PRUDENCE E. CLARK	.....	Voice
*EUGENE CARR	.....	Voice
ROY GRIFFIN BRYSON, B.A.	.....	Voice
MME. ROSE MCGREW	.....	Voice
JOHN STARK EVANS, B.A.	.....	Voice, Opera Training
FRANCES PIERCE	.....	Organ, Piano
JOHN STEHN, M.S.	.....	Organ
JOHN MEZ, Ph.D.	.....	Wind Instruments
	.....	Violincello

* Leave of absence, 1929-30.

ORGANIZATION AND DEGREES

The school of music was organized in 1902, although a department of music had been instituted before that time.

This school takes care of that large and rapidly increasing group of regularly matriculated University students who are expected to take a degree in four years and who will offer music either as a major or minor subject. The idea that the intelligent study of music may be made a large and contributing factor in education is not a new one in theory but too often in practice the demands of the ordinary curriculum have been such as to leave little or no place for it. In the University of Oregon, however, music is a part of the regular University course of study. The students may offer it as a major subject under the same conditions as language, science, history or mathematics.

The student choosing music as a major subject may proceed toward either the degree or bachelor of arts or bachelor of science in the college of literature, science and the arts, or to the technical degree of bachelor of music.

For the college degrees, only six term-hours of applied music, such as piano, violin, etc., may be submitted, the remainder of the major subject being taken from the courses in theoretical music.

BACHELOR OF MUSIC DEGREE

For unconditioned admission to freshman standing in the professional course, leading to the degree of bachelor of music, the student must satisfy the general entrance requirements of the University, and in addition present evidence, either by examination or by statement from a duly accredited music teacher, that he has completed a satisfactory preparatory musical course.

As in the case of the bachelor of arts and science degrees 186 term-hours of work is required for graduation. However, more credit is allowed for applied music and the student substitutes school requirements for the University requirements.

These requirements are as follows:

Major subject: piano, voice, organ, violin, or cello.

Full work throughout the four years. This is taken to mean two weekly individual appointments with the instructor in charge, together with the necessary laboratory preparation, (one to four hours per day, according to the instrument chosen) ability to cover scheduled program, etc. In some cases class instruction may be substituted provided this has the approval of the instructor in charge.

Composition and History of Music, a minimum of 45 hours, usually composed as follows:

	Terms	Hours
Ear-training, Solfeccio, and Dictation	3	6
Field of Music	3	9
Second-year Musical Science	3	9
Elementary Analysis	3	9
Counterpoint (Harmonic or strict)	1	2
Double Counterpoint, Canon and Fugue	2	4
Keyboard Harmony	1	2
Modulation	2	4

Minor subject: A minor subject to be selected from any instrument in the group not containing the major instrument selected:

Group 1	Group 2
Piano	Voice
Organ	Violin
	Cello

The amount of work required in the minor subject cannot be definitely stated. The student must satisfy the instructor in his major department that a proper and reasonable balance between the harmonic and melodic modes of expression has been attained.

PUBLIC SCHOOL MUSIC

This course prepares the student for teaching and supervising music in the grade and high schools, and comprises the following subjects:

	Term Hours
The Field of Music	9
Ear-training, Solfeccio and Dictation	6
Public School Music	9
Sight Singing	3
Musical Science (second year)	9
Elementary Analysis	9
Orchestral Organization	6
Piano: Ability to cope with the problems involved. This usually involves about three years work.	
Voice: At least one year of accredited instruction and choral experience.	
Supervised Teaching	7
Introduction to Education	4
Problems of Secondary Education	4
Educational Psychology	4

NOTE—Beginning September 1, 1930, required courses in Education will be as follows:

Problems of Secondary Education	4
Educational Psychology	4
Theory and Observation of Secondary Teaching	3
Supervised Teaching	8

These courses, together with the three hours allowed for courses in Public School Music, make up the required twenty-two hours of Education.

FEES

Fees are charged for all of the courses in applied music, and for most of the courses in theoretical music. The amounts of these fees may be found in the schedule of courses which is published at the beginning of the year. For detailed information concerning courses of study suggested, special curricula, and expenses write for special bulletin to the dean of the school of music.

SCHOLARSHIPS

Through the generosity of members of the faculty of the school of music, a number of scholarships are available each year. These are

awarded by competitive examination to especially gifted and deserving students. Application should be made to the dean.

The Mu Phi Epsilon Scholarship. The musical sorority, Mu Phi Epsilon offers a scholarship for the year in either voice, violin, piano or organ. Applications are considered throughout the year until June first. Three Mu Phi Epsilon members, as judges for the sorority, in consultation with the dean of the school of music and other University authorities make the award according to talent, personality, financial situation, promise and general scholastic standing. It is a requirement that the scholarship be awarded a University student of at least one year's attendance, and preferably one eligible for Mu Phi Epsilon, if not already a member.

Description of Courses

LOWER DIVISION

Instruction in piano, organ, voice, violin, and cello is for the most part on an individual basis. The following courses, however, in group instruction are available to regularly classified students. All work is based primarily upon the literature of the instrument concerned—technique being regarded as a necessary and interesting tool.

111-112-113. <i>Piano.</i>	<i>Two hours, each term.</i>
211-212-213. <i>Piano.</i>	<i>Two hours, each term.</i>
114-115-116. <i>Organ.</i>	<i>Two hours, each term.</i>
214-215-216. <i>Organ.</i>	<i>Two hours, each term.</i>
117-118-119. <i>Violin.</i>	<i>Two hours, each term.</i>
217-218-219. <i>Violin.</i>	<i>Two hours, each term.</i>
120-121-122. <i>Voice.</i>	<i>Two hours, each term.</i>
220-221-222. <i>Voice.</i>	<i>Two hours, each term.</i>
123-124-125. <i>Cello.</i>	<i>Two hours, each term.</i>
223-224-225. <i>Cello.</i>	<i>Two hours, each term.</i>

100-101-102. *The Field of Music.* A general survey course designed to present to the student a birdseye view of the realm of music. Discussions from the layman's point of view of the following and other phases: The content of music; interesting historical material bearing upon our present notions; dramatic music, particularly opera and oratorio; what is meant by harmony, counterpoint, canon, fugue, suite, sonata, symphony, concerto, etc.; classical, romantic, and modern music; jazz; the place of music in education. The class will have unusual opportunities for hearing music performed and explained. In general, the course aims to stimulate an interest in good music and to promote intelligent listening. Beck and staff.
Three hours, each term.

126a,b,c. *Ear-training, Solfeggio, and Dictation.* An elementary course designed to give the student a working knowledge of the fundamentals of music. Beck.
Two hours, each term.

127a,b,c. *Thorough Bass.* A course in the harmonization of basses and melodies (usually called "harmony") based upon the treatise of Emery, Richter, Jaussohn and others. Accepted as a preparation for counterpoint, but not a substitute for course in ear-training, solfeggio, and dictation. Evans.
Two hours, each term.

128. *Keyboard Harmony.* A course aiming to teach students how to think music in the terms of the piano. Evans.
Two hours, one term.

130a,b,c. *Orchestral Organization.* A practical study of the strings and wood winds. Underwood.
Two hours, each term.

131a,b,c. *Ensemble.* Underwood.
One hour, each term.

133a,b,c. *Sight Singing for Prospective Teachers.* Designed especially for public school music majors. Beck.
One hour, each term.

229a,b,c. *Elementary Analysis.* A study of the motive, phrase, period, simple forms, and methods of development based upon the inventions, partitas, and fugues of Bach. The sonatas of Haydn, Mozart, and Beethoven—songs without words of Mendelssohn, etc. Some elementary work in harmonical analysis. Beck and staff.
Three hours, each term.

230a,b,c. *Orchestral Organization.* A continuation of the study of the strings and wood winds. Underwood.
Two hours, each term.

231a,b,c. *Ensemble.* Continuation of 131a,b,c. Underwood.
One hour, each term.

232a,b,c. *Free Composition.* A consideration of the most elementary type of composition in the free style. Hopkins.
Two hours, each term.

233a,b,c. *Introduction to Polyphonic Literature.* A course aiming to lay the foundation for polyphonic singing in general. The simpler motets, and canzonettas of the early classical period will constitute the basis of the work. Evans.
Two hours, each term.

234a,b,c. *Dramatized Singing.* Intended for all voice students. Designed to show that song is a message requiring not only text and music, but also interpretive actions. McGrew.
Two hours, each term.

235-236-237. *Historical Music Seminar.* Staff.
One hour, each term.

238a,b,c. *Orchestra.* Underwood.
One-third hour, each term.

239a,b,c. *Choral Singing.* Evans.
One-third hour, each term.

240-241-242. *Accompanying.* A course presenting practical problems in accompanying sight reading, rhythm, ensemble. Various types of accompaniments studied both from standpoint of public school music students, and those wishing to accompany soloists. A. P. Underwood.
Two hours, each term.

243. *Piano Seminar.* Staff.
One hour, one term.

244-245-246. *Operatic Fundamentals.* Training in the fundamentals of operatic tradition. Practical work in reproduction of excerpts of the less pretentious examples of classical, romantic, and modern opera. McGrew.
Three hours, each term.

247-248-249. *Historic Music*. An elementary course in repertoire and interpretation, especially for singers and accompanists, beginning with music in Italy about 1600. Music of Peri, Cocceini, Cesti, Percell, Bach, Handel, Gluck, etc., studied with traditions, all with the purpose of leading to intelligent interpretation. Clark. *One hour, each term.*

250a,b,c. *Public School Music*. A study of the development and care of the child voice, and the music and method adapted to the grades and high school. Melody writing, high school chorus work, and the use of the phonograph. Beck. *Three hours, each term*

251a,b,c. *Musical Science, Second Year*. A continuation of ear-training, solfeggio, and dictation. Beck. *Three hours, each term.*

UPPER DIVISION

311-312-313. *Piano*. *Two hours, each term.*

314-315-316. *Piano*. *Two hours, each term.*

317-318-319. *Organ*. *Two hours, each term.*

320-321-322. *Organ*. *Two hours, each term.*

323-324-325. *Violin*. *Two hours, each term.*

326-327-328. *Violin*. *Two hours, each term.*

329-330-331. *Voice*. *Two hours, each term.*

332-333-334. *Voice*. *Two hours, each term.*

335-336-337. *Cello*. *Two hours, each term.*

338-339-340. *Cello*. *Two hours, each term.*

341. *Advanced Harmony*. A continuation with particular reference to the modern trend in harmonic thinking. Evans and staff. *Three hours, one term.*

342. *Harmonical Analysis*. A study of the methods of harmonic reduction and expansion based upon the works of the classical and romantic composers. Evans and staff. *Three hours, one term.*

343. *Harmonic Counterpoint*. Designed to facilitate the transition from the free to the strict mode of expression and to serve as a preparation for counterpoint in general. Landsbury. *Two hours, one term.*

344a,b,c. *Orchestral Organization*. A study of transposition and instrumentation. Underwood. *Two hours, each term.*

345a,b,c. *Ensemble*. Advanced work in ensemble. Underwood. *One hour, each term.*

346. *Music of the Ancients*. A study of primitive music and musical instruments. Artau. *One hour, one term.*

347. *Classical Period*. A survey of the literature of the classical period and an attempt to relate the musical expression to other movements of the period. Artau. *Two hours, one term.*

348. *Romantic Period*. Romanticism as it finds expression in music. A survey of the literature, and the study of the composers. Much time will be given to the study of opera. Artau. *Two hours, one term.*

349. *Modern Tendencies*. An attempt to follow the changes resulting from modern experiments in tonal combinations. Some time will be spent considering the lives of representative modern composers. Hopkins. *One hour, one term.*

350. *General Survey of Musical Literature*. Designed to round out the musical background of the student by bringing him into contact with the best musical thought of all times as expressed in terms of the orchestra, quartet, and the various instruments. Staff. *One hour, one term.*

351. *Literature of the Voice*. Repertoire and interpretation, the folk song, classical, romantic, and modern art songs. Staff. *Two hours, one term.*

352. *Sacred Musical Literature*. Special attention will be given to sacred song literature in general including hymnology, oratorio, and passionate music. Staff. *Two hours, one term.*

353. *Formal Analysis*. The musical architecture of the free style, the career of the motive as influenced by the phrase, period and form, the song forms, developed ternary forms, etc. Texts, the sonatas of Haydn, Mozart, Beethoven, Schumann, and Brahms. A practical course for those wishing to know the basis of interpretation. Artau and staff. *Three hours, one term.*

354-355-356. *Advanced Operatic Fundamentals*. An advanced course dealing with the training of students who contemplate entering the field of opera. McGrew. *Three hours, each term.*

357b,c. *Piano Pedagogy*. A consideration of the principles of performance from the viewpoint of the teacher and of the player, covering fundamentals of technique and musicianship. Artau. *Two hours, two terms.*

358a,b,c. *Ensemble*. Underwood. *One hour, each term.*

359b,c. *Vocal Pedagogy*. A course in the principles of voice teaching, breathing control, vocal apparatus, types of singing voices, rules for interpretations, and pedagogical standards. Bryson. *Two hours, two terms.*

360a,b,c. *Orchestral Organization*. Underwood. *Two hours, each term.*

361a,b,c. *Intermediate Free Composition*. A continuation of elementary composition. The class will be limited and individual accomplishment encouraged. Hopkins. *Two hours, each term.*

362-363-364. *Dramatized Singing*. A service course for all voice majors designed to assist the student in fusing life and action into the literature of the romantic and modern period. McGrew. *Two hours, each term.*

365. *Organ Literature*. A literature course primarily for seniors, with particular emphasis on modern tendencies in organ composition and the possibilities of the modern console. Evans. *Two hours, one term.*

366. *Strict Counterpoint*. Constructive counterpoint, including a consideration of the so-called "harmonic counterpoint." A study of such texts as Fux, Cherubini, Bellerman, Richter, and Goetschius, together with the works of Bach, Handel, and Wagner. Landsbury. *Two hours, one term.*

376b,c. *Double Counterpoint, Canon and Fugue*. An elementary course dealing with the principles of double counterpoint in general, and the practical double counterpoint of J. S. Bach, in particular. Simple types of canon and fugue, etc. Landsbury. *Two hours, two terms.*

368a,b,c. *Free Composition*. A study of the characteristic idioms of the free style; the variation, simple and developed song form; developed ternary form, the art song, etc. Not more than three will be permitted in the class. Hopkins. *Two hours, each term.*

369. *Keyboard Harmony and Ear-Training*. A course aiming to teach students how to think music in terms of the piano. Evans.

Two hours, one term.

Educ. 307. *Supervised Teaching and Seminar*. Beck and staff.

Two and one-third hours, each term.

370b,c. *Modulation*. A comprehensive study of the resources of the triad, seventh chord, augmented chords, attendant chords, favorable and unfavorable positions, etc., in modulation. Much keyboard work will be demanded. The phrase and period will be used as a mold for the various formulae. Considerable attention will be given to the examination of the modulation of classical and romantic composers. Landsbury.

Two hours, two terms.

371-372-373. *Public School Music and Seminar*. Beck and staff.

Three hours, each term.

375a,b,c. *Band Organization*. A course designed to aid music supervisors and band directors in the public school in forming and developing bands. The artistic side of band work is discussed, but the chief emphasis is on the practical work, such as methods of teaching pupils to play band instruments, practical instrumentation, practical arranging, music suitable for young bands, methods of presenting music to the band, arranging programs, etc. The lectures and recitations will be accompanied by demonstrations on the various instruments, brass and reed, in order to give the prospective director a working knowledge of the capabilities, uses, manipulation, and principles of construction of each instrument. Several typical band scores will be studied in detail. Stehn. *Two hours, each term.*

FOR ADVANCED UNDERGRADUATES AND GRADUATES

400a,b,c. *Free Composition*. A study of the characteristic idioms of the free style; the variation, simple and developed song form; developed ternary form, the art song, etc. Not more than three will be permitted in the class. Hopkins. *Two hours, each term.*

402. *The Philosophy of Music*. Upper division seminar. Discussions of the physical basis of music, consonance and dissonance, musical content and associations, absolute and program music, the classical, romantic and modern viewpoints of the musical experience, etc. Landsbury.

Hours to be arranged.

GRADUATE DIVISION

501. *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. Landsbury. *Four to five hours.*

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

504. *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 501 and 502, and must show promise of being able to demonstrate by public performance the beauty and cultural value of the tonal masterpieces. Landsbury, Thacher, Evans, Hopkins, Underwood, Boardman. *Two to three hours.*

507. *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 of orchestral and choral composition. Landsbury, Hopkins. *Two hours, each term.*

SCHOOL OF PHYSICAL EDUCATION

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D. *President of the University*
 JOHN FREEMAN BOYARD, Ph.D. *Dean of the School*
 EARL M. PALLETT, M.S. *Registrar of the University*

DEPARTMENT FOR WOMEN

FLORENCE D. ALDEN, M.A. *Professor of Physical Education and Director for Women*
 HARRIET W. THOMSON, B.A. *Professor of Physical Education*
 JANET G. WOODRUFF, M.A. *Assistant Professor of Physical Education*
 MARJORIE B. FORCHEMER, M.A. *Instructor in Physical Education*
 ERNESTINE TROEMEL, B.S. *Instructor in Physical Education*
 MARGARET M. DUNCAN, B.S. *Instructor in Physical Education*

DEPARTMENT FOR MEN

ERNESTO R. KNOLLIN, M.A. *Associate Professor of Physical Education*
 *EARL WIDMER, M.A. *Assistant Professor of Physical Education*
 GILBERT L. HERMANEC, B.S. *Instructor in Physical Education*
 JACK E. HEWITT, B.A. *Instructor in Physical Education*
 HUBERT J. MCCORMICK, B.A. *Instructor in Physical Education*

DEPARTMENT OF ATHLETICS

VIRGIL D. EARL, B.A. *Professor of Physical Education and Director of Athletics*
 WILLIAM L. HAYWARD. *Professor of Physical Education and Coach of Track Athletics*
 CLARENCE W. SPEARS, B.S., M.D. *Professor of Physical Education and Coach of Football*
 WILLIAM J. REINHART. *Instructor in Physical Education and Coach of Basketball and Baseball*
 PRINCE G. CALLISON, B.B.A. *Instructor in Physical Education and Freshman Coach*
 ALFRED EUGENE SHIELDS, B.S. *Assistant Coach of Athletic Teams and Instructor in Physical Education*
 LEO VAUGHN. *Athletic Trainer*

UNIVERSITY HEALTH SERVICE

FRED N. MILLER, M.A., M.D. *University Physician and Director of Health Service*
 WILMOTH A. OSBORNE, A.B., M.D. *Assistant University Physician*
 RONALD C. ROMIG, B.S., M.D. *Assistant University Physician*
 CLARENCE W. SPEARS, B.S., M.D. *Assistant University Physician*
 MARGARET L. COLAHAN, R.N. *Nurse*
 HANNA FOOTE, R.N. *Nurse*
 LULU GEIL, R.N. *Nurse*
 HELEN M. FLEMING, R.N. *Nurse*
 JANE GOODWIN *Technician*

* Leave of absence, 1929-30.

ORGANIZATION

The school of physical education was authorized by the board of regents during the summer of 1920. It was intended that the school should be broad in its scope and not limited to the theoretical work in physical education. The school was organized to embrace all the work done in physical education for both men and women, intercollegiate athletics, the work in hygiene and all the activities concerned with student health.

The school of physical education unites together the interests of the following departments:

1. Physical education for women.
2. Physical education for men.
3. Intercollegiate athletics.
4. University health service.

The school supplies service courses for the University through the departments for men and women, physical education being required of all students during the first two years of their residence. All freshmen on entering are given a medical examination by the University health service so that the student may be properly adjusted to his physical activities.

A course of study, in which all departments cooperate, is shown on another page and is intended as the foundation training for those who

wish to specialize in the various fields of physical education. Such a course should be followed during the graduate years by a more intensive study if one expects to make physical education a profession. Some of the opportunities for service in physical education are as high school directors, city supervisors, community and play-ground managers, college and university instructors and directors, coaches of major and minor sports.

THE UNIVERSITY HEALTH SERVICE

While the health service is maintained primarily for the care of students who may become ill during their stay on the campus, it is also looked upon as an educational institution aiming to teach preventative medicine and hygiene. Through its consultations, examinations and advice it attempts to point out the causes of ill health and to present clearly the fundamental laws of good health.

The courses in hygiene for women offered by the school are given by the members of the health service.

GENERAL INFORMATION

DEGREES

Bachelor of Arts or Science. The courses in the school of physical education are so arranged that the student may fulfill all the requirements of the college of literature, science and the arts, and may obtain either the B.A. or the B.S. degree.

Master of Arts or Science. Those who care to become specialists in the field of physical education are urged to take advantage of the graduate courses in the department and complete work for the M.A. or M.S. degree. Two lines of endeavor are open, one in physiotherapy and the other in physiology.

The degree of master of arts or master of science is open to those who have a bachelor of arts or science degree from this institution or any other of approved standing.

Graduates from other institutions who wish to enter the graduate courses in the school of physical education should present as prerequisite the equivalent of the required curriculum in this school.

PHYSICAL AND MEDICAL EXAMINATION

All students, whether freshmen or not, are required to have a physical examination upon entering the University for the first time. Examinations are conducted in the examining rooms of the physical education department during the week preceding the opening of the fall term and during the first week of the winter and spring terms. It is necessary to have the physical examination completed before regular university work begins. This is especially important in the case of those whose physical condition makes it probable that some modification of the regular work in physical education must be made.

FEES

The fees paid by every student cover the use of pool and baths, locker, swimming suit, towels, bandages and other perishable supplies. Every student in the University has a basket or locker in the gymnasium for his or her exclusive use and is urged to use the gymnasium facilities to the utmost.

GYMNASIUM SUIT DEPOSIT FEE

Men. Upon payment of a \$12.00 fee at date of admission to the University, the department of physical education for men will issue to the student a complete gymnasium uniform, with the exception of shoes, which the student must purchase for himself.

Women. Upon the payment of a \$10.00 fee at the date of admission to the University the department of physical education for women will issue to the student a complete

gymnasium uniform with the exception of shoes and stockings, which the student must purchase for herself.

These gymnasium suit fees are payable but once and supply uniforms for the entire four years of undergraduate work.

TEACHERS' CERTIFICATES

Those majoring in physical education will upon the completion of the course of study as outlined, have satisfied the requirements for a state teacher's certificate, entitling the holder to teach in the schools of Oregon.

Students who are not majoring in physical education may obtain recommendations as teachers from the school of physical education provided they satisfactorily complete the course outlined as a norm in physical education. (See school of education.)

For a recommendation to coach the major sports, a course has been outlined which includes not only the courses in coaching, but a minimum of work in hygiene and theory of physical education.

Major Trip.—Each year, under the supervision of the school faculty, the seniors visit the various institutions in the state carrying on physical education programs. Inspection is made of the curriculum of small cities and also in the city of Portland. The purpose of the trip is to thoroughly acquaint the students with the problems of institutions, city schools, playgrounds and recreational organizations.

COURSE OF STUDY FOR MAJORS IN SCHOOL OF PHYSICAL EDUCATION

I. DEPARTMENT OF PHYSICAL EDUCATION FOR MEN

FRESHMAN	Fall	Winter	Spring
Introduction to Physical Education	2	2	2
Physical Education for Majors (Freshman)	2	2	2
Elementary Biology	3	3	3
Elementary Chemistry	4	4	4
Literature Survey	4	4	4
Military (Freshman Basic)	1	1	1
	16	16	16
SOPHOMORE			
Fundamentals of Physical Education	2	2	2
Physical Education for Majors (Sophomore)	2	2	2
Advanced Biology	4	4	
Body Mechanics			3
Written English	2	2	2
Beginners Psychology	3	3	3
Military (Sophomore Basic)	1	1	1
Elective	2	2	2
	16	16	15
JUNIOR			
Physical Education for Majors (Junior)	2	2	2
Teaching of Physical Education	1	1	1
Playground and Community Recreation	2-3	2-3	2-3
Physiology of Exercise	3	3	
Restricted and Individual Gymnastics	2	2	2
Introduction to Education	4		
Educational Psychology		4	
Problems of Secondary Education			4
Coaching of Track			2
Theory and Observation of Teaching	3		
Elective		2	2
	17-18	16-17	15-16
SENIOR			
Physical Education for Majors (Senior)	2	2	2
Teaching of Physical Education	1	1	1
Principles of Physical Education	3	3	3
Supervised Teaching	2	2	2
Thesis	1	1	1
Coaching of Basketball	2		
Coaching of Baseball		2	
Coaching of Football			2
Personal Health		3	
Biological Pedagogy		3	
Elective	5		5
	16	17	16

II. DEPARTMENT OF PHYSICAL EDUCATION FOR WOMEN

FRESHMAN	Fall	Winter	Spring
Introduction to Physical Education	2	2	2
Physical Education for Majors (Freshman)	1	1	1
Elementary Biology	3	3	3
Elementary Chemistry	4	4	4
Literature Survey	4	4	4
Personal Hygiene (women)	1	1	1
	15	15	15
SOPHOMORE			
Fundamentals of Physical Education	2	2	2
Physical Education for Majors (Sophomore)	1	1	1
Advanced Biology	4	4	
Body Mechanics			3
Written English	2	2	2
Beginners Psychology	3	3	3
Sociology or elective	4	4	4
	16	16	15
JUNIOR			
Physical Education for Majors (Junior)	1	1	1
Technique of Teaching	2	2	2
Playground and Community Recreation	2	3	2
Physiology of Exercise	3	3	
Theory and Observation of Teaching			3
Restricted and Individual Gymnastics	2	2	2
Introduction to Education	4		
Educational Psychology		4	
Problems of Secondary Education			4
Elementary Interpretative Dancing	1	1	1
	15	16	15
SENIOR			
Physical Education for Majors (Senior)	1	1	1
Principles of Physical Education	3	3	3
Thesis	1	1	1
Supervised Teaching (Education)	2	2	2
Biological Pedagogy		3	
Electives	9	6	9
	16	16	16

MAJOR NORM IN PHYSICAL EDUCATION FOR MEN

	Fall	Winter	Spring
Introduction to Physical Education	2	2	2
Physical Education for Majors (Freshman)	2	2	2
Fundamentals of Physical Education	2	2	2
Physical Education for Majors (Sophomore)	2	2	2
Principles of Physical Education	3	3	3
One course selected from this group:			
Coaching of Football	2		
Coaching of Basketball	2		
Coaching of Baseball	2		
Coaching of Track	2		
Participation in at least three sports under supervision (no credit)			
	13	11	11

MINOR NORM FOR MEN

Minimum hours for recommendation to coach one or more sports as a side line.

	Fall	Winter	Spring
Introduction to Physical Education	2	2	2
Physical Education for Majors (Freshman)	2	2	2
Physical Education for Majors (Sophomore)	2	2	2
Three courses selected from this group:			
Coaching of Football			2
Coaching of Basketball	2		
Coaching of Baseball		2	
Coaching of Track			2
	8	8	8-10*

* Only 8 hours required.

MAJOR NORM IN PHYSICAL EDUCATION FOR WOMEN

	Fall	Winter	Spring
Introduction to Physical Education	2	2	2
Physical Education for Majors (Freshman)	1	1	1
Physical Education for Majors (Sophomore)	1	1	1
Technique of Physical Education	2	2	2
Principles of Physical Education	3	3	3
Playground and Community Recreation	2	3	2
	11	12	11

MINOR NORM FOR WOMEN

	Fall	Winter	Spring
Introduction to Physical Education	2	2	2
Physical Education for Majors (Freshman)	1	1	1
Physical Education for Majors (Sophomore)	1	1	1
Technique of Physical Education	2	2	2
	6	6	6

Description of Courses

Courses 101-102-103 and 201-202-203 (or 107-108-109 and 207-208-209) for women, and 151-152-153 and 251-252-253 (or 157-158-159 and 257-258-259) for men, are required of all undergraduates in the first two years of residence. Courses 123a,b,c and 223a,b,c for women and 172a,b,c and 273a,b,c for men may be considered as fulfilling the physical education requirement.

UNIVERSITY REQUIRED COURSES

Service Courses for Women

101-102-103. *Elementary Physical Education.* Required of all freshmen. On the basis of the medical and physical examination students may elect work in the following activities; clogging, dancing, folk dancing, field games including speedball, field hockey, lacrosse and soccer, team games including baseball, basketball, tenikoits, and volley ball, horseback riding, fencing, swimming, life-saving, tennis, track, archery, golf. Three periods a week. *One hour, each term.*

201-202-203. *Advanced Physical Education.* Required of all sophomores. Continuation of course 101-102-103. The regulation is that each student represent at least three activities in her two years of required physical education work, and take one of these activities at least two terms. Three periods a week. *One hour, each term.*

107-108-109. *Restricted and Individual Gymnastics.* For students with temporary or permanent physical handicap referred by the University Health Service, or by their family physicians. Freshmen, referred to this course, substitute it for courses 101-102-103. Three periods a week. *One hour, each term.*

207-208-209. *Restricted and Individual Gymnastics.* A continuation of course 107-108-109. For sophomores. Three periods a week. *One hour, each term.*

110a,b,c. *Personal Hygiene.* A study of anatomy and physiology, followed by the application of the laws of hygiene for the health and welfare of the individual. One lecture a week. *One hour, each term.*

Service Courses for Men

151-152-153. *Elementary Physical Education.* Required of freshmen. After a physical examination the student is assigned to various classes by the instructor. Class work is given in the following: Gymnasium, floor work, swimming, boxing, wrestling, basketball, football, track, etc. Three periods a week. *One hour, each term.*

251-252-253. *Advanced Physical Education.* Required of sophomores. Continuation of course 151-152-153, but more advanced in character. Students are required to have engaged in at least three lines of recreational activities before the end of the sophomore year. Three periods a week. *One hour, each term.*

157-158-159. *Restricted Physical Education.* Special courses for freshmen not adapted to the heavier regular class work. Students are given individual attention and assigned to recreational and corrective programs suited to their needs. Substitute for course 151-152-153. Three periods a week. *One hour, each term.*

257-258-259. *Restricted Physical Education.* A continuation of 157-158-159 for sophomores. Substitute for course 251-252-253. Three periods a week. *One hour, each term.*

PROFESSIONAL COURSE OF STUDY

Courses for Women

LOWER DIVISION

121a,b,c. *Introduction to Physical Education.* Required of all majors in the freshman year. This course introduces to the student the entire field of physical education. It considers the scope of the field, its history, the aims and objectives, and the present day developments in relation to general education. Two lectures a week. *Two hours, each term.*

123a,b,c. *Physical Education for Majors.* Required of all majors in the freshman year. This course deals with intensive instruction in all the various activities which go to make up the physical education program. Four periods a week. *One hour, each term.*

221a,b,c. *Fundamentals of Physical Education.* Required of all majors in the sophomore year. The fall term is devoted to a study of general and community hygiene, the winter term to human anatomy with special reference to physical education, and the spring term to subject matter and methods in teaching health education. Two lectures a week. *Two hours, each term.*

223a,b,c. *Physical Education for Majors.* Required of all sophomore majors. A continuation of course 123a,b,c. Four hours a week. *One hour, each term.*

275. *Body Mechanics.* Required of all majors in the sophomore year. The analysis of gymnastics, athletic and occupational movements from the standpoint of their motor mechanism. *Three hours, spring term.*

UPPER DIVISION

301a,b,c. *Technique of Teaching.* Required of all women majors during the junior year. Technique of teaching gymnastics, rhythm training, and sports. One lecture and one laboratory period a week. *Two hours, each term.*

307a,b,c. *Theory and Practice of Restricted and Individual Gymnastics.* Required of all majors in junior year. Lectures, assigned reading, practice in orthopaedic examination, recognition of physical disabilities coming within the scope of the physical educator, developing programs, and practice in teaching restricted classes and individual corrective exercises. Prerequisites, body mechanics and physiology. One lecture and three laboratory periods a week. *Two hours, each term.*

308a,b,c. *Advanced Individual Gymnastics*. Supplemental to course 307a,b,c. For major students wishing additional reading and practice in this type of work. Two periods a week. Elective. *One hour, each term.*

309a,b,c. *Elementary Physical Therapy*. Lectures, assigned reading and problems in physical correction through heat, massage and exercise. Introductory studies in electro, light and hydrotherapy. Prerequisite, course 307a,b,c. Two lectures and three laboratory periods a week. Elective for majors in the senior year. *Three hours, each term.*

323a,b,c. *Physical Education for Majors*. Required of women majors in the junior year. A continuation of course 223a,b,c. Three hours a week. *One hour, each term.*

331a,b,c. *Elementary Rhythmics*. Required of women majors in the junior year. Fundamental body training based on principles of natural movement; realization of rhythm and rhythmic analysis of music; relating elements of design and meaning to physical and rhythmical realization to give a unity of expression. Three periods a week. *One hour, each term.*

332a,b,c. *Advanced Rhythmics*. Elective for senior women majors. Prerequisite, 331a,b,c. Three periods a week. *One hour, each term.*

343a,b,c. *Physical Education for Majors*. Required of women senior majors. A continuation of course 323a,b,c. Three periods a week. *One hour, each term.*

445a,b,c. *Principles of Physical Education*. Required of women majors in the senior year. The aims and functions of physical education; its place in a scheme of general education. Organization and administration of physical education and problems of supervision. Analysis of the history of music and the dance and its relation to art and education. Three periods a week. *Three hours, each term.*

Courses for Men

LOWER DIVISION

171a,b,c. *Introduction to Physical Education*. Required of all majors in the freshman year. This course introduces to the student the entire field of physical education. It considers the scope of the field, its history, the aims and objectives, and the present-day developments in relation to general education. Two lectures a week. *Two hours, each term.*

173a,b,c. *Physical Education for Majors*. Required of all majors in the freshman year. This course deals with intensive instruction in the various activities which go to make up the physical education program, including football, basketball, baseball, track and field, speedball, soccer, handball, fencing, boxing, wrestling, calisthenics, light and heavy apparatus, swimming, diving, life-saving, and tumbling. Taken with sophomores, juniors, and seniors, and at the same hours. Six periods each week. *Two hours, each term.*

271a,b,c. *Fundamentals of Physical Education*. Required of all majors in the sophomore year. The fall term is devoted to a study of general and community hygiene, the winter term to human anatomy with special reference to physical education, and the spring term to subject matter and methods in teaching health education. Two lectures a week. *Two hours, each term.*

Two hours, each term.

273a,b,c. *Physical Education for Majors*. Required of all majors in the sophomore year. Continuation of course 173a,b,c. Six periods each week. *Two hours, each term.*

275. *Body Mechanics*. For all majors in the sophomore year. The analysis of gymnastics, athletic and occupational movements from the standpoint of their motor mechanism. *Three hours, spring term.*

UPPER DIVISION

307a,b,c. *Theory and Practice of Restricted and Individual Gymnastics*. Required of all majors in junior year. Lectures, assigned reading, practice in orthopaedic examination, recognition of physical disabilities coming within the scope of the physical educator, developing programs, and practice in teaching restricted classes and individual corrective exercises. Prerequisites, body mechanics and physiology. One lecture and three laboratory periods a week. *Two hours, each term.*

313-314-315-316. *Coaching of Major Sports*. Required of all majors in junior or senior year and elective for general students. No student will be admitted to this course who has not spent at least one season on the squad or played the game in the intramural activities. Prerequisite, junior standing, not open to freshmen and sophomores. Two lectures a week. *Two hours, each term.*

373a,b,c. *Physical Education for Majors*. Required of all majors in the junior year. Continuation of course 273a,b,c. Six periods each week. *Two hours, each term.*

375a,b,c. *Teaching of Physical Education*. Required of all majors in the junior year. In this course the student is required to devote three hours each week to the teaching of physical activities in the regular physical education classes of the University. Three periods each week. *One hour, each term.*

393a,b,c. *Physical Education for Majors*. Required of all majors in the senior year. Continuation of course 373a,b,c. Six periods each week. *Two hours, each term.*

395a,b,c. *Teaching of Physical Education*. Required of all majors in the senior year. The student is required to devote three hours each week to the teaching of physical activities in the regular physical education classes of the University, or to coach athletic sports in the intramural or intercollegiate athletic program. Three hours each week. *One hour, each term.*

475a,b,c. *Principles of Physical Education*. Required of all men majors in the senior year. The aims and functions of physical education; its place in a scheme for general education. The problem of interest and adaptation of the means of physical education to this end. Organization and administration of physical education and problems of supervision. Three lectures a week. *Three hours, each term.*

Courses for Men and Women

UPPER DIVISION

350a,b,c. *Playground and Community Recreation*. Required of all majors in the junior year. Nature and function of play, age periods and adaptation of activities, social environment, playground development, construction, management, supervision. Practice in class instruction in games, story-plays, handwork and other physical activities. Recreation

material, athletics, field meets. Practical application in teaching age groups on University playground. Two lectures a week for the year and one laboratory period a week for one term (selected for any one term).

Two hours, each term.

355. *Personal Health*. Elective for any upper division student. Required of all majors in the senior year. Lectures and discussions on the theoretical and practical backgrounds for an individual health program. Designed as an informational course for all University students. Three lectures each week.

Three hours, winter term.

361. *Honors Reading*. Seminar. A course in extensive and intensive reading for honors candidates, arranged for the individual student. Junior year.

Three to twelve hours,

461. *Honors Reading*. Same as 361. Senior year.

Three to twelve hours.

465a,b,c. *Thesis*. All major students will be expected to write during the senior year a thesis based on their own investigation. Subjects to be chosen after consultation with heads of departments. Credit to be based on quality of work done.

307. *Physiology of Exercise*. Required of all majors in junior year. Fundamental principles underlying the physiology of the muscle and nerve with special application to physical activities. Given in department of animal biology. See course No. 309.

Three hours, fall and winter terms.

Elective Physical Education. For any and all upperclassmen of the University. The departments of physical education for men and women offer the following sports for those interested; swimming, basketball, indoor baseball, volleyball, field hockey, paddling, archery, indoor track, handball, soccer, boxing, wrestling, tennis, golf and squash. *No credit.*

GRADUATE DIVISION

501. *Physical Therapy Studies*. Lectures, assigned topics with reports and discussion. Clinic assignments comprising diagnostic studies, development and carrying out of various physical therapy treatment programs. Two lectures and three laboratory periods a week. *Three hours, each term.*

502. *Research in Corrective Gymnastics*. Specially qualified students wishing to investigate a particular problem in this field may arrange for it on consent of the instructor.

Hours to be arranged.

503. *Physiological Problems*. Lectures and laboratory work. An advanced course in physiology covering the physiology of muscle and nerve activities with applications to exercise, industrial fatigue problems, massage and corrective gymnastics.

Three hours, one term.

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

505. *Seminar*. Open only to qualified students on consent of dean of school.

Hours to be arranged.

506. *Thesis*. A research problem in the field of physical education suitable as a partial fulfillment of the requirement for the master's degree.

Hours to be arranged.

THE SUMMER SESSIONS

THE FACULTY, 1930

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

EUGENE SESSION

L. R. ALDERMAN, B.A.	.....	Specialist in Adult Education, U. S. Bureau of Education, Washington, D. C.
ERIC W. ALLEN, B.A.	.....	Dean of the School of Journalism
VICTORIA AVAKIAN, B.A.	.....	Assistant Professor of Industrial Art
C. W. BAILEY, M.A.	.....	Headmaster, Holt Secondary School, Liverpool, England
DONALD BARNES, Ph.D.	.....	Professor of History
ANNE LANDBURY BECK, B.A.	.....	Professor of Music
LESTER F. BECK, B.A.	.....	Laboratory Assistant in Psychology
ARTHUR BOARDMAN	.....	Chairman of Voice Department
JOHN FREEMAN BOVARD, Ph.D.	.....	Dean of the School of Physical Education
RAY P. BOWEN, Ph.D.	.....	Chairman of Department of Romance Languages
PRINCE CALLISON, B.B.A.	.....	Freshman Football Coach
LENORE CASFORD, B.A.	.....	Periodical Librarian
ARTHUR C. COLE, Ph.D.	.....	Professor of History, Ohio State University
F. A. COTTON, LL.D.	.....	Formerly State Superintendent of Schools of Indiana
KARL M. DALLENBACH, Ph.D.	.....	Assistant Professor of Psychology, Cornell University
WILLIAM MORRIS DAVIS, Ph.D., Sc.D.	.....	Emeritus Professor of Geology, Harvard University
B. W. DEBUSK, Ph.D.	.....	Professor of Education
EDGAR E. DECOU, M.S.	.....	Chairman of the Department of Mathematics
VIRGIL D. EARL, B.A.	.....	Professor of Physical Education and Director of Athletics
CONAH MAE ELLIS, M.A.	.....	Adviser of Girls, North Central High School, Spokane, Washington
RUDOLF H. ERNST, Ph.D.	.....	Professor of English
DAVID E. FAVILLE, M.B.A.	.....	Dean of the School of Business Administration
GRACE M. FERNALD, Ph.D.	.....	Associate Professor of Psychology, University of California at Los Angeles
ANDREW FISH, Ph.D.	.....	Assistant Professor of History
LEO FRIEDMAN, Ph.D.	.....	Assistant Professor of Chemistry
JAMES H. GILBERT, Ph.D.	.....	Dean of the College of Literature, Science and the Arts, and Chairman of the Department of Economics
MARGARET BANNARD GOODALL, B.A.	.....	Instructor in Education
CHARLES A. GOODWIN, B.S.	.....	Instructor in Physics
WILLIAM L. HAYWARD	.....	Professor of Physical Education and Coach of Track Athletics
ARTHUR C. HICKS, M.A.	.....	Instructor in English
GEORGE P. HOPKINS, B.A.	.....	Professor of Music, Piano
CLARA E. HOWARD, B.A.	.....	Chairman of Library School, New Jersey College for Women
C. L. HUFFAKER, Ph.D.	.....	Professor of Education
RUTH KNEELAND, M.A.	.....	Formerly Principal, Bellevue School for Clinical Cases, Los Angeles
E. R. KNOLLIN, M.A.	.....	Associate Professor of Physical Education
JOHN J. LANDBURY, Mus.D.	.....	Dean of the School of Music, Piano
RALPH LEIGHTON, M.A.	.....	Instructor in Education
E. D. MCALISTER, Ph.D.	.....	Assistant Professor of Physics
ERNEST GEORGE MOLL, M.A.	.....	Assistant Professor of English
RALPH U. MOORE, B.A.	.....	Assistant Professor of Education and Principal of University High School
VICTOR P. MORRIS, Ph.D.	.....	Associate Professor of Economics
PHILIP GEORGE NESERIUS, M.A.	.....	Department of Political Science, University of New Hampshire
PHILIP A. PARSONS, Ph.D., LL.D.	.....	Dean of the School of Applied Social Science
EDITH BAKER PATTEE, M.A.	.....	Instructor in Education
LILLIAN RAYNER, M.A.	.....	Los Angeles Public Schools
GEORGE REBEC, Ph.D.	.....	Dean of the Graduate School and Professor of Philosophy
KURT F. REINHARDT, Ph.D.	.....	Assistant Professor of German and Lecturer in Art
WILLIAM J. REINHART	.....	Instructor in Physical Education and Coach of Basketball and Baseball
R. A. RICE, Ph.D.	.....	Professor of English, Smith College
BLANCHE ROBERTS	.....	Instructor in Music
MOISES SÁENZ, M.A.	.....	Assistant Secretary of Education, Republic of Mexico
EMERSON P. SCHMIDT, M.A.	.....	Assistant Professor of Economics

ROBERT HOLMES SEASHORE, Ph.D.	Associate Professor of Psychology
OTTILIE T. SEYBOLT, M.A.	Assistant Professor of English and Director of Dramatics
HENRY D. SHELDON, Ph.D.	Dean of the School of Education
EUGENE SHIELDS, B.S.	Assistant Football Coach
F. L. SHINN, Ph.D.	Professor of Chemistry
DELLA J. SISLER, B.L.S., M.A.	Assistant Professor, School of Librarianship, University of California
DAVID SNEDDEN, Ph.D.	Professor of Education, Columbia University
C. W. SPEARS, M.D.	Head Football Coach
O. F. STAFFORD, M.A.	Chairman of the Department of Chemistry
JOHN H. STEHN, M.S.	Professor of Music
F. L. STETSON, M.A.	Professor of Education
REX UNDERWOOD	Professor of Music, Violin
ANDREW VINCENT, Chicago Art Institute	Assistant Professor of Painting
IVAN R. WATERMAN, M.A.	Division of Administrative Research and Service, San Francisco Public Schools
W. R. B. WILLCOX, F.A.I.A.	Professor of Architecture
JANET G. WOODRUFF, M.A.	Assistant Professor of Physical Education
LEAVITT O. WRIGHT, Ph.D.	Associate Professor of Romance Languages
NOWLAND B. ZANE	Associate Professor of Design

PORTLAND SESSION

WALTER C. BARNES, B.A. (Oxon)	Professor of History
ERNEST SUTHERLAND BATES, Ph.D.	Professor of English, Portland Center
GEORGE VERNE BLUE, M.A.	Assistant Professor of History
WILLIAM H. BOYER	Supervisor of Music, Portland Public Schools
RUDOLF BRODA, A.M., J.D.	Associate Professor of Social Science, Antioch College
JOHN E. BRYAN, B.A.	Superintendent of Schools, Bessemer, Alabama
AGNES D. CAMPBELL, B.A.	Chairman of the Department of Fine Arts, Holmby College
R. C. CLARK, Ph.D.	Chairman of the Department of History
HAROLD R. CROSLAND, Ph.D.	Associate Professor of Psychology
SAIDIE ORR-DUNBAR	Executive Secretary, Oregon Tuberculosis Association
THOMAS H. GENTLE, B.A.	Professor of Education
ALEXANDER GOLDENWEISER, Ph.D.	Lecturer and Anthropologist, Washington, D. C.
FREDERICK W. GOODRICH	Instructor in Music, Portland Center
CARL H. GRABO, Ph.B.	Associate Professor of English, University of Chicago
NATALIE DEATRICH GREY	Instructor in Art, Portland Center
RUTH E. HALVORSEN	Instructor in Art, Portland Center
ANSEL F. HEMRNWAY, Ph.D.	Professor of Botany, University of Arizona
EVELYN M. HOGUE, B.A.	Laboratory Assistant in Botany, Portland Center
C. R. HOLLOWAY, Ph.B.	Assistant Superintendent of Schools, Portland Oregon
BERNICE HOOPER, B.S.	Associate in Physical Education, University of California at Los Angeles
RALPH R. HUESTIS, Ph.D.	Associate Professor of Genetics
ALEXANDER HULL	Novelist and Short Story Writer, Newberg, Oregon
HAROLD HUNT, B.A.	Dramatic Director, Oregon Daily Journal, Portland, Oregon
PHILIP W. JANNEY, B.A., C.P.A.	Assistant Professor of Business Administration
ROBERT KROHN	Supervisor of Physical Education, Portland Public Schools
OLOF LARSELL, Ph.D.	Professor of Anatomy, School of Medicine
ALFRED L. LOMAX, M.A.	Professor of Business Administration
IRA A. MANVILLE, M.A., M.D.	Associate in Physiology, School of Medicine
MARION K. MCKAY, Ph.D.	Professor of Economics, University of Pittsburg
FRED B. MESSING, D.P.E.	Secretary, Oregon Social Hygiene Society
NORMA LEE PECK, B.A.	In Charge of the Rural Service, Library Association of Portland
HENRY F. PRICE, Ph.D.	Professor of Mathematics, Pacific University
CHARLES N. REYNOLDS, Ph.D.	Associate Professor of Sociology, Stanford University
CHARLES EASTON ROTHWELL, M.A.	Instructor in Education
SANDFORD M. SALYER, Ph.D.	Professor of English, University of Oklahoma
FRIEDRICH GEORG G. SCHMIDT, Ph.D.	Professor of German Language and Literature
S. STEPHENSON SMITH, B.Litt. (Oxon)	Associate Professor of English
CHARLES GARRETT VANNESST, Ph.D.	Professor of History and Education, Harris Teachers' College
F. MIRON WARRINGTON, Diplôme de l'Université de Paris	Professor of Romance Languages, Portland Center
ALMON J. WHITE, M.S.	Laboratory Assistant in Biology, Portland Center
ESTHER W. WUEST, Chicago Art Institute	Supervisor of Art, Portland Public Schools

POST SESSION

DONALD BARNES, Ph.D.	Professor of History
ERNEST SUTHERLAND BATES, Ph.D.	Professor of English, Portland Center
GEORGE VERNE BLUE, M.A.	Assistant Professor of History
CHASE L. CONOVER, M.A.	Professor of Education and Psychology, Pacific College
MARGARET D. CREER, B.A.	Assistant Professor of Applied Sociology
LEO FRIEDMAN, Ph.D.	Assistant Professor of Chemistry
CHARLES A. GOODWIN, B.S.	Instructor in Physics
C. L. HUFFAKER, Ph.D.	Professor of Education
E. D. MCALISTER, Ph.D.	Assistant Professor of Physics

VICTOR P. MORRIS, Ph.D.	Associate Professor of Economics
ROBERT HOLMES SEASHORE, Ph.D.	Associate Professor of Psychology
F. L. SHINN, Ph.D.	Professor of Chemistry
O. F. STAFFORD, M.A.	Chairman of Department of Chemistry
CHARLES GARRETT VANNESST, Ph.D.	Professor of History and Education, Harris Teachers' College, St. Louis

THE TWO SESSIONS

The summer school is divided into two sessions, held simultaneously in Portland and at Eugene. The Portland branch is devoted primarily to undergraduate courses and to work of general and popular interest, including an extensive range of subjects. The Eugene division, on the University campus, offers a wide variety of courses in practically all the regular academic schools and departments, featuring advanced, research and graduate work.

FACULTY

The faculty of the summer sessions is composed of 106 instructors. Seventy-six of these are outstanding members of the regular University staff, and thirty are visiting professors and teachers, all chosen, because of notable qualifications in their respective fields, from other universities and successful public school systems.

ATHLETIC COACHING SCHOOL

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

SPECIAL ANNOUNCEMENTS

Admission Requirements. The only requirement for admission to the summer session is the ability to do the work. Students not matriculated into the University of Oregon who wish to work toward their degrees should send official transcripts of preparatory school records to the registrar.

Registration. The registration day for both summer sessions is Monday, June 23, in Portland and in Eugene.

Nine term hours of credit may be earned in the regular six weeks session in Eugene and Portland and six term hours in the post-session in Eugene.

Graduate work. Most of the departments offering work in the Eugene session make special provision for graduate students. Certain advanced courses in Portland may also receive graduate credit by special arrangement. Graduate students matriculating in either session should consult with Dr. George Rebec, dean of the Graduate School.

Courses. All courses in the summer sessions meet daily and carry three hours of credit, unless otherwise noted.

Graduate courses are numbered 500 and above. Upper division courses (junior and senior years) which are numbered from 300 to 399, may not be taken for graduate credit, but upper division courses numbered from 400 to 499 may carry graduate credit. Lower division courses are numbered below 300.

Fees. The registration fee for the summer session is \$20 for residents of Oregon and for all regular extension students of the University. For others it is \$25.

NORMAL SCHOOL GRADUATES

Graduates of standard normal schools may usually without forfeiture of normal credits, work out majors in the school of education, the school of applied social science, the school of physical education, the department of sociology, the department of history and the department of English.

GRADUATION EXERCISES

Heretofore it has been necessary for those completing their work toward a degree at the end of a summer session to wait until January of the following year to receive their degree. This summer those who have completed all their requirements will be able to get their degrees at commencement exercises held during the last day of the post-session, on August 29.

PLATOON DEMONSTRATION SCHOOL

In the Portland session, this summer, in cooperation with the Portland public schools, a demonstration school will be held in the Shattuck school, a few blocks from Lincoln high school, where the regular classes are scheduled. The work will include the grades from the fourth to the eighth inclusive. There will be a staff of demonstration teachers in these grades, in addition to specialists in various fields.

CLINICAL SCHOOL FOR THE PROBLEM CHILD

The great interest in the field of the atypical child has led to the rapid expansion of the clinical school in the Eugene session. Analysis will be made of the difficulties and remedial work will be prescribed and carried out by Dr. B. W. DeBusk, professor of education; Dr. Grace M. Fernald, associate professor of psychology, University of California at Los Angeles; Miss Ruth Kneeland, formerly principal Bellevue School for Clinical Cases, Los Angeles; and Miss Lillian Raynor, Los Angeles public schools.

The school is not designed for normal children who are back in their studies, owing to absence due to illness, but for children who are hampered by certain psychological peculiarities.

POST-SESSION

Owing to the demand for extended summer study opportunities, a post-session of four weeks, from August 4 to August 29, will be held on the campus. Work will be offered in education, economics, English, history, chemistry, physics, psychology, sociology, and the clinic for the problem child.

POST-SESSION TO ALASKA

The Steamer Rogers of the Admiral Line has been chartered for a cruise to Alaska, making possible a post-session with two weeks spent in travel. Students will do their initial post-session work on the campus from August 4 to August 12, inclusive. A special train will leave Eugene at 7 a. m., August 13, arriving in Seattle at 5 p. m. the same day. The ship will sail from Seattle at 10 a. m. August 14, returning August 26.

The cost, including post-session fee, special train from Eugene to Seattle and return, transportation, berth and meals on the boat, will be \$145.

SUMMER SESSION TO HAWAII

The Hawaiian cruise, with regular class work on board ship and in the University of Hawaii, will be held from June 25 to August 15, inclusive. The tentative course of study on board ship will consist of

South Sea Literature, International Relations, Geology and Geography, Journalism and Education. Except for two days, the University of Oregon students will be in Honolulu during the entire period of the University of Hawaii summer session. All their courses, with full credit, will therefore be available.

COURSE FOR LABORATORY TECHNICIANS

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

SUMMER SESSION BULLETIN

The University has published a special bulletin giving a full description of the courses offered both at Eugene and in Portland, which may be secured by writing either to the Extension Division, University of Oregon, Eugene, Oregon, or to the Portland Extension Center, University of Oregon, 814 Oregon Building, Portland, Oregon.

EUGENE SESSION

Living. The new men's dormitory, separated into six different halls, will be available, with dining room and lodging for both men and women, during the regular session and the post-session. Board and room will be approximately \$10 and \$11 a week, depending upon whether single or double rooms are desired. Accommodations may also be secured in private homes at reasonable rates.

Assembly. The assemblies at eleven o'clock with lectures by visiting professors and prominent members of the University faculty form an especially interesting feature.

Recreation. All recreational facilities of the University—gymnasiums, swimming pools, tennis courts, golf links, etc.—are open to summer students. Picnicking on the campus, canoeing on the race, and "hiking" to the adjacent hills, are favorite summer activities, in addition to the extended week-end trips planned for summer session students.

Courses Offered

ART

Under the direction of the Education Committee of the American Institute of Architects, a second center for the experimental work in stimulating art appreciation on the college campuses of America, is to be established at the University of Oregon, in the 1930 summer session, by a grant of the Carnegie Corporation.

A limited number of teachers will be selected to take the special program, comprehensively organized for their training, in this Pacific Coast center for the teaching of art. Those selected will receive all their traveling expenses, all their living expenses while attending the center at the University of Oregon, and their summer session fees.

In addition to those chosen in this way under the special arrangements of the Carnegie grant, other students of the summer session may enroll in these art courses in the same manner as in other courses offered on the campus at Eugene.

Those interested should apply to Dean E. F. Lawrence, School of Architecture and Allied Arts, University of Oregon, Eugene.

- 160s. *Color*. Avakian.
- 162s. *Freehand Drawing*. Vincent.
- 172s. *Composition*. Vincent.
- 174s. *Lettering*. Zane.
- 317s. *Art Appreciation*. Zane.
- 337s. *Painting*. Vincent.
- 373s. *Industrial Art*. Avakian.
- 376. *Crafts*. Avakian.
- 391s. *Decorative Design*. Zane.
- 397. *Civilization and Art Epochs*. Reinhardt.
- 405. *Oriental Art*.
- 520. *Seminar in Art and Life*. Willcox.

BUSINESS ADMINISTRATION

- 459s. *Senior Thesis in Business Administration*. Faville.
- 463s. *Investments*. Faville.
- 475s. *Merchandising*. Faville.

CHEMISTRY

- 201a,b,s. *General Chemistry*. Stafford.
- 210a,b,s. *Second Year Chemistry*. Friedman.
- 405a,b,s. *Organic Chemistry*. Shinn.

POST-SESSION

- 201cs. *General Chemistry*. Stafford.
- 210cs. *General Second Year Chemistry*. Friedman.
- 405cs. *Organic Chemistry*. Shinn.

DRAMA

- 140s. *Voice and Phonetics*. Seybolt.
- 242s. *Interpretation and Personation*. Seybolt.
- 347s. *Stagecraft and Play Production*. Seybolt.

ECONOMICS

- 203s. *Principles of Economics*. Morris.
- 324s. *Trusts and Industrial Combinations*. Schmidt.
- 405s. *Labor Problems*. Schmidt.
- 413s. *Banking, Credit and Crises*. Gilbert.
- 507s. *Economics Seminar*. Staff.

POST-SESSION

- 441s. *Economics of War*. Morris.

EDUCATION

GENERAL INTRODUCTORY CYCLE FOR UNDERGRADUATES

- 301s. *Introduction to Education*. Sheldon.
- 302s. *Problems in Secondary Education*. Leighton.
- 303s. *Educational Psychology*. Ellis.

COURSES FOR HIGH SCHOOL TEACHERS

- 308s. *Teaching of Literature in the Secondary Schools*. Goodall.
- 309s. *Methods in Modern Foreign Languages*. Pattee.

- 312s. *Work of Deans and Advisers of Girls*. Ellis.
- 485s. *Guidance in Junior and Senior High Schools*. Stetson.
- 486s. *The Secondary Schools of Oregon*. Stetson.

CLINICAL SCHOOL AND PROBLEM CHILD

- 440s. *Psychology of Atypical Children*. DeBusk.
- 441s. *The Teaching of Backward Children. Introduction*. Fernald.
- 442s. *The Teaching of Backward Children. Advanced Course*. Fernald.
- 443s. *Supervised Teaching*. DeBusk, Fernald, Rayner, Kneeland.

ADMINISTRATION AND SUPERVISION

- 475s. *Synthetic Course in Education: World Problems in Education*.
 June 23-27. *Fundamental Social Problems in American Education*. Snedden.
 June 30-July 5. *Phases of Progressive Education in England*. Bailey.
 July 7-11. *Aspects of Mexican Culture and Education*. Saenz.
 July 14-18. *Problems in the Development of State School System*. Cotton.
 July 21-25. *New Questions in Adult Education*. Alderman.
 July 28-August 1. *Review, Discussion and Examination*. Moore.

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

- 478s. *Statistics*. Leighton.
- 473s. *Business Administration of School Systems*. Huffaker.
- 464s. *Tests and Measurements*. Waterman.
- 477s. *School Administration*. Waterman.

GRADUATE COURSES

- 558s. *Advanced Principles of Education*. Sheldon.
- 576s. *The School Survey*. Huffaker.
- 589s. *Research Course in Secondary Education*. Mr. Stetson and other members of staff offering courses in secondary education.
- 599. *Thesis Writing*. Sheldon, Huffaker, Stetson, DeBusk.

POST-SESSION

- 452s. *History of American Education*. Vannest.
- 461ps. *Child Psychology*. Conover.
- 456ps. *Educational Thinkers of the 19th Century*. Vannest.
- 476p.i. *School Surveys*. Huffaker.
- 484ps. *Junior High School*. Conover.
- 571ps. *Educational Research*. Huffaker.

ENGLISH

- 101s. *English Survey*. (First Term). Hicks.
- 103s. *English Survey*. (Third Term). Hicks.
- 202s. *The Plays of Shakespeare's Middle Period*. Moll.
- 251s. *Report Writing*. (English B.) Hicks.
- 331s. *Classical Poets*. Moll.
- 332s. *Romantic Poets of the 19th Century*. Rice.
- 364s. *Elements of Style*. Moll.
- 442s. *The Early 19th Century Novel*. Ernst.
- 436s. *English Drama*. Ernst.
- 492s. *Nineteenth Century Prose*. Rice.

COURSES FOR GRADUATES

- 500s. *Seminar*. Rice.
- 518s. *Seminar. Romantic Tendencies in the 18th Century*. Ernst.

POST-SESSION

300. *Post-War American Poetry*. Bates.
400. *Biography*. Bates.

GEOGRAPHY

385. *Physiography: The Forms of the Lands*. Davis.
430. *Geography of the United States*. Davis.

GERMAN

- 1s. *Elementary German*. Reinhardt.
301s. *German Literature*. Reinhardt.
350. *German Culture and Civilization*. Reinhardt.
401s. *German Seminar*. Reinhardt.

HISTORY

- 342s. *Nineteenth Century Europe*. Fish.
362s. *England from 1660 to 1760*. Barnes.
372s. *Middle Period of American History, 1829-1865*. Cole.
403s. *Great Historians*. Fish.
412s. *Greek History*. Barnes.
473s. *Reconstruction and the New South, 1863-1925*. Cole.
566s. *Reforms in Great Britain, 1815-1850*. Barnes.
570s. *The South and Secession*. Cole.

POST-SESSION

- 363s. *England from 1760 to 1793*. Barnes.
413s. *The Roman Empire*. Barnes.
492s. *History of Japan*. Blue.

JOURNALISM

- 210s. *Journalistic Writing*. Allen.
400s. *Article and Feature Writing and Editing*. Allen.

LIBRARY METHODS

- 322s. *Elementary Reference Work*. Casford.
342s. *School Library Administration*. Howard.
341s. *Books for High School Libraries*. Howard.
351s. *Cataloging. The Study of the Card Catalog*. Sisler.
352s. *Classification and Subject Headings*. Sisler.
361s. *Children's Literature*. Casford.
362s. *Library Work With Children*. Casford.

MATHEMATICS

- *101s. *Unified Mathematics*. DeCou.
*301s. *Differential and Integral Calculus*. DeCou.
402s. *Higher Algebra*. DeCou.
405s. *Analytical Trigonometry*. DeCou.

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

MUSIC

PUBLIC SCHOOL MUSIC

252. *Class Plan for Public School and Private Music Teachers*. Roberts.
253. *Organization and Direction of High School Orchestras*. Underwood.
254. *Band Organization*. Stehn.

- 313s. *Public School Music*. Beck.
329. *Voice Fundamentals and Pedagogy*. Boardman.
341. *Elementary Harmony*. Beck.
414s. *Upper Division Public School Music and Seminar*. Beck.

APPLIED MUSIC

- 113s. *Group Instruction in Piano*. Landsbury.
Private instruction in voice, violin, piano, band instruments, string instruments, advanced harmony, counterpoint, canon and fugue, and analysis.

PHILOSOPHY

300. *Aesthetics*. Rebec.
400. *Ethics*. Rebec.

PHYSICAL EDUCATION

LOWER DIVISION

- 113s. *Coaching of Football*. Spears.
114s. *Coaching of Basketball*. Reinhart.
115s. *Coaching of Baseball*. Reinhart.
116s. *Coaching of Track*. Hayward.
117s. *Tennis*. Woodruff.
146s. *Activities for High School Boys*. Knollin.
147s. *Basketball for Junior High School Boys*. Knollin.
206s. *Elementary School Methods*. Woodruff.
221bs. *Anatomy and Physiology*. Knollin.

UPPER DIVISION

- 303s. *Physiology of Exercise*. Bovard.
305s. *Secondary School Methods*. Woodruff.
321s. *Hygiene Teaching*. Bovard.
345s. *Theory and Practice of Physical Education*. Knollin.
505s. *Seminar*. Bovard.

POST-SESSION

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

PHYSICS

- 204as. *General Physics*. First term of regular course without laboratory. McAlister.
204bs. *General Physics*. Second term as above. McAlister.
204 Lab. *General Physics Laboratory*. Goodwin.
300. *Laboratory Arts*. Goodwin.
300a. *Laboratory Arts—Glass Blowing*. McAlister.
316s-416s. *Electrical Measurements—Radio*. McAlister.
420. *Advanced Laboratory*. McAlister.
520. *Research Laboratory*. McAlister.

POST-SESSION

- 204cs. *General Physics*. Third term of regular course without laboratory. Goodwin.
204 Lab. *General Physics Laboratory*. Goodwin.
304s. *Sound*. Goodwin.
400-500. *Advanced and Graduate Courses*. McAlister.

POLITICAL SCIENCE

350. *Contemporary Political Theory and Practice*. Neserius.
 408s. *International Relations*. Neserius.
 505. *Seminar in Political Science*. Neserius.

PSYCHOLOGY

- 201s. *Beginner's Laboratory Course in Psychology*. Seashore.
 202s. *General Psychology*. Seashore.
 470s. *Attention*. Dallenbach.
 471s. *Memory and Learning*. Dallenbach.
 530s. *Seminar in Introspective Psychology*. Dallenbach.

POST-SESSION

335. *Applied Psychology*. Seashore.

ROMANCE LANGUAGES

- 1s. *Elementary French*.
 11s. *Elementary Spanish*. Wright.
 350s. *French Literature*. Bowen.
 370s. *Spanish Literature*. Wright.
 450s. *Contemporary French Literature*. Bowen.
 510s. *French Seminar*. Bowen.
 519s. *Spanish Seminar*. Wright.

POST-SESSION

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

SOCIOLOGY

309. *Social Evolution*. Parsons.
 *427. *Problems of Social Institutions*. Parsons.
 *428. *A Critical Analysis of Social Unrest*. Parsons.
 515. *Social Problems Seminar*. Parsons.
 *NOTE—Either 427 or 428 will be given, but not both.

POST-SESSION

310. *Development of Social Welfare*. Creech.
 429. *Modern Social Problems*. Creech.

PORTLAND SESSION

Place. The Portland summer session will be held in the spacious and centrally located Lincoln High School building, Park and Market streets, with excellent library facilities provided by the Portland library. Classes, with one or two exceptions, will all be held in the morning hours from eight to twelve.

Registration. Registration and all executive details for the Portland session are arranged from the Portland office, 814 Oregon building, telephone Atwater 2919.

Recreation. A special recreational program is planned for the Portland summer students. The faculty and distinguished visitors will give public lectures. The easy availability of outdoor recreation in parks and scenic spots a few minutes ride from the city makes this a favorite type of program with classes and groups and occasionally with the student body as a whole. During one week-end a steamer will be chartered for a cruise down the Willamette and up the Columbia.

Resident Credit. Credit for work done in the Portland summer session counts as resident credit in the University of Oregon.

Post-session. Courses are arranged so that students in the Portland summer session for the first six weeks may enroll in sequential work for the next four weeks in the post-session at Eugene.

Courses Offered

ACCOUNTING

111. *Principles of Accounting*. Janney.

ART

191. *Handicrafts*. Grey.
 192. *Creative Design*. Halvorsen.
 194. *Freehand Drawing*. Halvorsen.
 198. *Decorative Design*. Grey.
 240. *Drawing and Painting*. Campbell.
 245. *Landscape Sketching*. Campbell.
 383. *Educational Values in Pictures*. Wuest.

BIOLOGY

- 101a,b,s. *Elementary Biology*. Larsell.
 101as Lab. *Elementary Biology Laboratory*. White.
 257. *Field Study of Western Birds*. Huestis.
 404s. *Genetics*. Huestis.

BOTANY

- 101bcs. *Elementary Plant Biology*. Hemenway.
 101bcs Lab. *Elementary Plant Biology Laboratory*. Hemenway and Hogue.
 206s. *Systematic Botany*. Hemenway and Hogue.
 320. *Climate and Environment in Plant Life*. Hemenway.

ECONOMICS

- 203s. *Principles of Economics*. McKay.
 415s. *Modern Economic Problems*. McKay.
 474s. *Economic History*. McKay.

EDUCATION

300. *Art as a Factor in the Modern Curriculum*. Wuest.
 305. *Psychology of the Common Branches of Study*. Gentle.
 308. *Secondary Education*. Rothwell.
 309s. *Teaching of Social Science*. Rothwell.
 315. *Auditorium Activities in Platoon Schools*. Bryan.
 316. *Correlation of Subject Matter in Platoon Schools*. Bryan.
 317. *Observation and Practice in Platoon Demonstration School*. Gentle and staff.
 350. *Administration of Platoon Schools*. Holloway.
 401. *Classroom Organization*. Vannest.
 440. *Educational Sociology*. Reynolds.
 451s. *History of Education in the United States*. Vannest.

ENGLISH

202. *The Plays of Shakespeare's Middle Period*. Bates.
 260. *Short Story*. Hull.
 316. *Tennyson and Browning*. Salyer.

332. *The Romantic Movement*. Grabo.
 351. *Criticism: Book and Play Reviewing*. Smith.
 365. *Magazine Writing*. Hull.
 417. *History of the English Language*. Salyer.
 440. *Development and Technique of the Novel*. Grabo.
 444. *18th Century Prose*. Smith.

GEOGRAPHY

320. *Climate and Environment in Plant Life*. (See Botany). Hem-
 enway.
 350. *Industrial Geography of Oregon*. Lomax.
 429s. *Geography of North America*. Lomax.

GERMAN

- 1s. *Elementary German*. Schmidt.
 308. *German Stories and Conversation*. Schmidt.
 322. *Teaching of Modern Languages* (in English). Schmidt.
 *408. *The Historical and Intellectual Background of the Chief Epochs*
 in *German Literature* (in English). Schmidt.
 *410. *German Seminar in German Literature and Philology*. Schmidt.
 *NOTE—Either 408 or 410 will be given, but not both.

HISTORY

- 351s. *Europe 1870-1914*. Barnes.
 370s. *Colonial America*. Blue.
 371s. *Early American History, 1763-1829*. Clark.
 441s. *The French Revolution*. Barnes.
 478s. *Oregon History*. Clark.
 491s. *History of China*. Blue.

JOURNALISM

- 111s. *Journalistic Writing*. Hunt.

MATHEMATICS

- 93s. *Advanced Algebra*. Price.
 *94s. *Plane Trigonometry*. Price.
 *NOTE—Either 93s or 94s will be given, but not both.
 *102s. *Differential and Integral Calculus*. Price.
 *116s. *Mathematics of Finance*. Price.
 *NOTE—Either 102s or 116s will be given, but not both.
 *303s. *College Geometry*. Price.
 *401s. *Differential Equations*. Price.
 *NOTE—Either 303s or 401s will be given, but not both.

MUSIC

104. *History and Appreciation of Music*. Goodrich.
 118. *Song Interpretation and Choral Directing*. Boyer.
 313s. *Methods of Teaching Public School Music*. Boyer.
 375. *Applied Harmony and Theory*. Goodrich.

PHILOSOPHY

430. *Philosophy of Modern Life*. Bates.

PHYSICAL EDUCATION

- 303s. *Sports and Women's Coaching*. Krohn.
 309. *Graded Exercises for Rural and City Schools*. Krohn.

321. *First Aid*. Manville.
 331s. *Elementary Dancing and Rhythmics*. Hooper.
 351. *Play and Playground Programs for Elementary Schools*. Hooper.
 432s. *Advanced Rhythmics*. Hooper.

PHYSIOLOGY

302. *Physiology*. Manville.

PLATOON LIBRARY

212. *Children's Literature for Elementary Teachers*. Peck.

POLITICAL SCIENCE

390. *Contemporary Political Problems*. Broda.
 410. *Comparative Government*. Broda.

PSYCHOLOGY

302. *Fact and Fable in Psychology*. Crosland.
 409. *Advanced Psychology from an Objective Point of View*. Crosland.

ROMANCE LANGUAGES

- 1s. *Elementary French*. Warrington.
 11s. *Elementary Spanish*. Warrington.
 2s. *Second Year French*. Warrington.
 12s. *Second Year Spanish*. Warrington.

SOCIOLOGY

- 300s. *Principles of Sociology*. Reynolds.
 314. *Community Organization*. Dunbar.
 350s. *An Introduction to Anthropology*. Goldenweiser.
 351. *Biology and Social Adjustments*. Messing.
 352. *Institute for Health Workers*. Dunbar.
 440. *Educational Sociology*. (See Education). Reynolds.
 490. *The History of Anthropological Theories*. Goldenweiser.

THE EXTENSION DIVISION

OFFICERS OF ADMINISTRATION

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MABLE HOLMES PARSONS, M.A.	Professor of English
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ELNORA E. THOMSON, R.N.	Director of Nursing Education, School of Applied Social Science; Professor of Applied Sociology
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L. S. CRESSMAN, Ph.D.	Professor of Sociology
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RALPH C. HOEBER, M.A., J.D.	Assistant Professor of English and Head of Speech Division
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LEO S. LUCAS, M.D.	Instructor in Ophthalmology, Otolaryngology and Laryngology, School of Medicine
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SAIDE ORR-DUNBAR	Executive Secretary, Oregon Tuberculosis Association
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MME. GEORGE E. FROST, Diploma, State Examination in Philology, Berlin	
FREDERICK W. GOODRICH	Instructor in French, Portland Center
NATALIE DEATRICH GREY	Instructor in Music, Portland Center
	Instructor in Arts, Portland Center

* Leave of absence, 1929-30.

WILLIAM GRIFFITH, M.A., LL.B.	Assistant Professor of Psychology, Reed College
RUTH ELISE HALVORSEN	Instructor in Art, Portland Center
J. HUNT HENDRICKSON, LL.B.	Instructor in Commercial Law, Portland Center
RALPH B. HERZOG, B.A., LL.B.	Instructor in Negotiable Instruments, Portland Center
FRANK H. HILTON, J.D.	Instructor in Business Law, Portland Center
FRANK G. HUTCHINSON	Instructor in Architecture, Portland Center
GRACE A. F. JOHNSON, B.A.	First Assistant in School Department, Library Association of Portland; Special Library Adviser to Platoon Libraries
JUNE S. JONES	Instructor in Credits, Portland Center
HUGH P. KENNEDY	Instructor in Investments, Portland Center
WILLIAM S. KIRKPATRICK	Instructor in Advertising, Portland Center
ESTHER M. KREBS	Instructor in Art, Portland Center
ROBERT KROHN	Supervisor of Physical Education, Portland Public Schools
HARRY N. LYON	National City Co.
FRED B. MESSING, D.P.E.	Executive Secretary, Oregon Social Hygiene Society
JOHN P. O'HARA, Ph.B.	Instructor in History, Portland Center
DOUGLAS POWELL	Assistant Instructor in Advertising, Portland Center
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HENRY F. PRICE, Ph.D.	Professor of Mathematics, Pacific University
E. E. SCHWARTZTRAUER, M.A.	Instructor in Economics, Portland Center
M. ELEANOR SLINGERLAND, B.A.	Instructor in Public Speaking, Portland Center
ANNA T. SMITH	Assistant Instructor in Public Speaking, Portland Center
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LAMAR TOOZE, B.A., LL.B.	Instructor in Economics, Portland Center
WILLEM VANHOOOGSTRATEN, Mus.D.	Conductor of Portland Symphony Orchestra
FRED I. WEBER	Cashier of the Hibernia Bank, Portland
ALMON J. WHITE, M.S.	Laboratory Assistant in Biology, Portland Center
EDGAR H. WHITNEY, B.A.	Assistant Superintendent of Portland Public Schools
ESTHER W. WUEST, Chicago Art Institute	Supervisor of Art, Portland Public Schools

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THOMAS H. GENTLE, B.A.	Professor of Elementary Education
CELIA V. HAGER, M.A.	Instructor in Psychology
ROY R. HEWITT, M.A.	Dean of the College of Law, Willamette University
RALPH C. HOEBER, M.A., J.D.	Assistant Professor of English
GEORGE W. HUG, B.A.	City Superintendent of Schools, Salem, Oregon
JOHN J. LANDBURY, Mus.D.	Dean of the School of Music
LESLIE R. LEWIS, M.A.	Instructor in English
JOHN R. MEZ, Ph.D.	Associate Professor of Economics and Political Science
ERNEST G. MOLL, M.A.	Assistant Professor of English
VICTOR P. MORRIS, Ph.D.	Assistant Professor of Economics
KURT F. REINHARDT, Ph.D.	Assistant Professor of German Languages and Literature
HOWARD R. TAYLOR, Ph.D.	Associate Professor of Psychology
NOWLAND B. ZANE	Associate Professor of Design

ORGANIZATION

The extension division is an integral and specialized division of the University, correlative with the several schools of the University. Through the extension division the University renders service to individuals, organizations and communities outside the campus. All such service when rendered in the name of the University of Oregon is undertaken and carried out through the extension service.

The main activities of the extension division as at present organized are comprised in four departments:

- (1) Department of visual instruction.
- (2) Department of social welfare.
- (3) Extension Centers, in Portland and Salem, with classes in other Oregon cities.
- (4) Department of correspondence study.

VISUAL INSTRUCTION

Visual instruction service includes a library of glass and film slides, rock and mineral sets, microscopical slides and other material usable for educational purposes by schools, community clubs and other appropriate organizations.

A special catalog is published and seasonal lists are available on application to the extension division, Eugene, Oregon.

The service of this department was extended in 1929 to audiences totaling 176,000.

SOCIAL WELFARE

The department of social welfare includes extension lectures, extension participation in surveys and investigations, conferences, institutes and publications, as well as the direct service of the faculty members under extension auspices to many aspects of the intellectual and recreational life of the state.

In this department the secretaryship of the Oregon high school debating league has been administered by the University since the foundation of the league in 1907. Bulletins of the league are available upon application.

Extension lectures are arranged by correspondence with the organizations interested. No lecture fee is charged, but the expenses of the lecturer are paid by the committee or organization in charge.

EXTENSION CENTERS

PORTLAND CENTER

The office of the Portland center is at 814 Oregon building. The telephone number is Atwater 2919. Executive details of all Portland classes are handled from this office, which is open daily from 9:00 a. m. to 5 p. m., with the exception of Saturday, when it closes at 1:00 p. m. Classes are held in the Lincoln high school building, Park and Market streets, and in the Portland library.

Resident credit in the University of Oregon may be earned in all Portland classes, unless exception is made. Students who have not matriculated in the University receive provisional credit only.

Because of its purpose to serve only the part-time student, the Portland center will accept registration for credit from a student in not more than *six term-hours* of work for each term. This regulation does not apply to the summer term, at which full-time students are welcomed and in which the maximum registration is for three classes carrying nine hours of credit in all.

Admission to classes for credit after the second meeting of any term is only by permission of the instructor and admission for credit after the third week is not possible.

The University reserves the right to discontinue any course because of inadequate enrollment, or for any other sufficient reason.

GRADUATE WORK IN THE PORTLAND CENTER

It is possible, in a number of departments in the Portland center, to accomplish the whole work for the degree of master of arts, and in other departments to accomplish at least some portion of that work.

Graduate students should record themselves as such not only in their classes and with their instructors, but should place their names on file at the Portland center office, filling out a special card each term. The

dean of the graduate school, or his representative, may be consulted at appointed times, and all ordinary routine information secured.

EXTENSION DIVISION CATALOG

Students interested in taking work in the Extension Division should write to the Dean of Extension Division, University of Oregon, Eugene, Oregon; or to the office of the Portland Extension Center, 814 Oregon Building, Portland, Oregon. A catalog giving full descriptions of courses will be furnished as well as information of any special nature.

Portland Extension Center

COLLEGE OF LITERATURE, SCIENCE AND THE ARTS

BIOLOGY

Dr. LARSELL, Mr. WHITE

LOWER DIVISION

101a,b,c,p. *Elementary Biology.* *Three hours, each term.*

DRAMA

Mr. SPINDLER

UPPER DIVISION

342. *Stage Management for Schools and Amateur Plays.* *Two hours, fall term.*343. *Rehearsal and Play Production.* *Two hours, winter term.*

ECONOMICS

Mr. SCHWARZTRAUBER

UPPER DIVISION

320. *Economic History.* *Two hours, each term.*

ENGLISH

Professor PARSONS, Dr. BATES, Dr. MOORE, Professor WARRINGTON, Mr. SHUMAKER

WRITTEN ENGLISH

LOWER DIVISION

151. *Composition and Vocabulary Building.* Moore. *Two hours, fall and winter terms.*152. *Good Usage in Speech and Writing.* Moore. *Two hours, each term.*250, 251, 252p. *Report Writing.* Moore. *Two hours, each term.*253, 254, 255. *Business English.* Shumaker. *Two hours, each term.*257. *Creative Writing.* Moore. *Two hours, each term.*260a,b,c,p. *The Short Story.* Parsons. *Two hours, each term.*

LITERATURE

LOWER DIVISION

162. *Literary Appreciation.* Moore. *Two hours, spring term.*

UPPER DIVISION

308. *Books of the Hour.* PARSONS. *Two hours, each term.*310. *American Literature.* Bates. *Two hours, winter and spring terms.*

338. *Contemporary Drama in Europe.* Warrington. *Two hours, each term.*
 375. *The Technique of the Novel.* Powers. *No credit, fall term.*
 401, 402, 403. *Seventeenth Century English Literature.* Parsons. *Two hours, each term.*
 461. *Eighteenth Century Literature.* Parsons. *Two hours, each term.*
 480. *Philosophical Backgrounds of English Literature.* (See also *Philosophy.*) Bates. *Two hours, winter and spring terms.*

GRADUATE DIVISION

495. *Humanism.* (See also *Philosophy.*) Bates. *Two hours, winter and spring terms.*
 536. *Problems in Shakespeare.* Parsons. *Two hours, each term.*

GERMAN
Dr. SCHMIDT

LOWER DIVISION

- 1a,p. *Elementary German.* *One hour, each term.*

UPPER DIVISION

310. *German Literature.* *One hour, each term.*

GRADUATE DIVISION

410. *History of German Literature.* *Two hours, each term.*
 420. *German Seminar (and Thesis).* *Two to three hours, each term.*

HEALTH EDUCATION

Miss THOMSON

UPPER DIVISION

320. *Methods in Health Education.* *Two hours, fall and winter terms.*

HISTORY

Dr. CLARK, Dr. BARNES, Mr. BLUE, Mr. O'HARA

LOWER DIVISION

204. *Modern Europe.* O'Hara. *Two hours, fall and winter terms.*
 206, 207, 208. *General Survey of English History.* Barnes. *Two hours, each term.*

UPPER DIVISION

- 391, 392. *China and Japan.* Blue. *Two hours, fall and winter terms.*
 373, 374, 375. *Later American History.* Clark. *Two hours, each term.*
 478, 479, 480. *Oregon History.* Clark. *Two hours, each term.*

GRADUATE DIVISION

401. *Reading and Conference in History.* Clark.
 500, 501, 502. *History Research.* Clark. *Two to three hours, each term.*
 510a,b,c. *Graduate Thesis.* Clark.

LATIN

Professor WARRINGTON

LOWER DIVISION

- 1a,p. *First Course in Latin.* *Two hours, each term.*
 1c,p. *Third Course in Latin.* *Two hours, each term.*

LIBRARY METHODS

Miss FOSTER, Miss JOHNSON

LOWER DIVISION

213. *Correlation of History and Geography in Children's Literature.* Johnson. *One hour, fall term.*
 214. *Reference Books for Teacher-Librarians in Platoon Schools.* Foster. *One hour, winter term.*

MATHEMATICS

Dr. PRICE

LOWER DIVISION

- 114p. *Trigonometry.* *Two hours, fall and winter terms.*
 300p. *Plane Analytical Geometry.* *Two hours, fall and winter terms.*

UPPER DIVISION

PHILOSOPHY

Dr. BATES

UPPER DIVISION

480. *Philosophical Backgrounds of English Literature.* (See also *English.*) Bates. *Two hours, winter and spring terms.*
 495. *Humanism.* (See also *English.*) Bates. *Two hours, winter and spring terms.*

PSYCHOLOGY

Assistant Professor GRIFFITH

LOWER DIVISION

- 202a,b,c. *General Psychology.* *Two hours, each term.*
 335. *Applied Psychology.* *Two hours, each term.*

UPPER DIVISION

PUBLIC SPEAKING

Mrs. SENN, Miss SLINGERLAND, Mr. ROSSON, Miss SMITH

LOWER DIVISION

- 140a,p. *The Speaking Voice.* Senn. *Two hours, spring term.*
 180a,b,c,p. *Fundamentals of Public Speaking and Interpretation.* Senn, Slingerland, Smith. *Two hours, each term.*
 181p. *Extempore Speaking.* Slingerland. *Two hours, each term.*
 182. *Speech for Professional Men and Executives.* Senn. *Two hours, fall term.*
 185. *Story-Telling.* Slingerland. *One and one-half hours, fall and winter terms.*
 280a,b,c,p. *Methods in Argumentation and Debate.* Rosson. *Two hours, fall term.*

UPPER DIVISION

302. *Practical Speech Making*. Senn. *Two hours, winter term.*
 303. *Oral Interpretation of Literature*. Senn. *Two hours, fall term.*
 304. *Voice and Interpretation*. Senn. *Two hours, fall and winter terms.*
 305. *Advanced Public Speaking*. Slingerland. *Two hours, each term.*

ROMANCE LANGUAGES

Professor WARRINGTON, Madame FROST

NOTE—Two years of the two-hour extension language courses, or twelve hours, will satisfy the entrance requirement for the bachelor of arts degree in the University or be accepted as the equivalent of one year of college language toward the same degree.

FRENCH

LOWER DIVISION

- 1a1,1a2,1b1,p. *First Course in French*. Frost. *Two hours, each term.*
 1b2,1c1,1c2,p. *Second Course in French*. Frost. *Two hours, each term.*
 2a1,2a2,2b1,p. *Third Course in French*. Frost. *Two hours, each term.*

SPANISH

LOWER DIVISION

- 11a1,11a2,11b1,p. *First Course in Spanish*. Warrington.
Two hours, each term.
 11b2,11c1,11c2,p. *Second Course in Spanish*. Warrington.
Two hours, each term.
 12a1,12a2,12b1,p. *Third Course in Spanish*. Warrington.
Two hours, each term.
 12b2, 12c1, 12c2,p. *Fourth Course in Spanish*. Warrington.
Two hours, each term.

SCANDINAVIAN

Mr. ENNA

LOWER DIVISION

- 11a,p. *Elementary Danish-Norwegian*. *One hour, fall and winter terms.*

UPPER DIVISION

- 323p. *Scandinavian Literature*. *One hour, fall and winter terms.*

SOCIOLOGY

Dr. PARSONS, Dr. CRESSMAN, Mrs. DUNBAR, Mr. BREWSTER, Miss CARVER, Dr. MESSING

UPPER DIVISION

- 301p. *Social Pathology*. Cressman. *Two hours, spring term.*
 313. *Child Problems*. (See also Education.) Carver.
One hour, each term.
 314. *Biology and Social Adjustments*. Messing. *One hour, fall term.*
 315. *Social Legislation*. Brewster. *Two hours, fall term.*
 341p. *Anthropology*. Cressman. *Two hours, fall term.*

- 343p. *Immigration and Assimilation*. Cressman.
Two hours, winter term.
 451p. *Community Organization*. Dunbar. *Two hours, winter term.*
 480. *A Survey of Social Service Administration*. Parsons.
Two hours, each term.

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

Dean LAWRENCE, Professor ADAMS, Miss WUEST, Miss HALVORSEN,
Mr. HUTCHINSON, Mrs. GREY, Mrs. KREBS

ARCHITECTURE

LOWER DIVISION

285. *How to Make and Read Plans*. Hutchinson.
Two hours, each term.
 290. *Shades and Shadows*. Adams. *One hour, fall and winter terms.*
Lower Division Architectural Design. Lawrence and others.

UPPER DIVISION

- 300p. *Elementary Structural Design*. Adams.
Two hours, fall and winter terms.
 363. *Sketching and Rendering in Pencil, Pen and Ink*. Hutchinson.
Two hours, each term.
 400. *Architectural History*. Lawrence and others.
Upper Division Architectural Design. Lawrence and others.

ART APPRECIATION

UPPER DIVISION

380. *Art Appreciation*. Wuest. *One hour, fall term.*
 381. *Art Appreciation—American*. Wuest. *One hour, winter term.*
 382. *Art Appreciation—Correlated Picture Study*. Wuest.
One hour, spring term.

CRAFTS

LOWER DIVISION

196. *Crafts—Parchment*. Grey. *One hour, fall term.*
 197. *Block Printing*. Grey. *One hour, winter term.*
 198. *Decorative Design*. Grey. *One hour, spring term.*

DESIGN AND REPRESENTATION

LOWER DIVISION

193. *Design and Color*. Halvorsen. *One hour, each term.*
 194. *Fundamentals of Freehand Drawing*. Halvorsen.
One hour, each term.
 195. *Creative Art*. Krebs. *Two hours, each term.*

HOME DECORATION

UPPER DIVISION

384. *Modern Design and Color in Home Decoration.* Wuest.
One hour, each term.

SCHOOL OF BUSINESS ADMINISTRATION

Dean FAVILLE, Professor LOMAX, Professor KELLY, Associate Professor RAE,
Assistant Professor JANNEY, Mr. SHUMAKER, Mr. HILTON, Mr. POWELL

ACCOUNTING

LOWER DIVISION

- 111a,b,c. *Principles of Accounting.* Janney. Two hours, each term.

UPPER DIVISION

422. *C. P. A. Problems.* Janney. Two hours, spring term.
425. *Senior Accounting.* Janney. Three hours, winter term.
491a,b,c. *Accounting Theory and Practice.* Janney.
Two hours, each term.
492a,b,c. *Advanced Accounting Theory and Auditing.*
Two hours, each term.

ADVERTISING

UPPER DIVISION

315. *Market Analysis.* Lomax. Two hours, spring term.
440p. *Elementary Advertising.* Powell. Two hours, each term.
446. *Advanced Advertising.* Powell. Two hours, fall and winter terms.

BUSINESS ENGLISH

LOWER DIVISION

- 253, 254, 255. *Business English.* (See also English.) Shumaker.
Two hours, each term.

BUSINESS LAW

UPPER DIVISION

421. *Business Law.* Hilton. Two hours, each term.

FOREIGN TRADE

UPPER DIVISION

423. *Geography of Latin America.* Lomax. Two hours, fall term.
424. *Geography of Asia.* Lomax. Two hours, winter term.
429. *Geography of North America.* Lomax. Two hours, spring term.
481. *Foreign Trade Technique.* Lomax. Two hours, fall term.
483. *Foreign Trade Marketing.* Lomax. Two hours, winter term.

INDUSTRIAL MANAGEMENT

UPPER DIVISION

340. *Purchasing.* Lomax. No credit, fall term.

372. *Foremen and Supervisors Personnel Administration.* Lomax.
Two hours, spring term.
455. *Manufacturing Industries of the United States.* Lomax.
Two hours, fall term.
471. *Personnel Management.* Lomax. Two hours, fall term.
472. *Supplementary Personnel Activities.* Lomax.
Two hours, winter term.

INSURANCE

UPPER DIVISION

478. *Life Insurance.* Kelly. Two hours, winter term.
480. *Life Insurance Salesmanship.* Kelly. Two hours, spring term.

MANAGEMENT AND FINANCE

UPPER DIVISION

302. *Women's Investments.* Lyon. No credit, winter term.
320. *Business Economics.* Lomax. Two hours, spring term.
462. *Investments.* Rae. Two hours, fall term.
482. *International Finance.* Lomax. Two hours, spring term.

MERCHANDISING

UPPER DIVISION

310. *Salesmanship.* Lomax. Two hours, winter term.
475. *Merchandising.* Faville. Two hours, winter term.

REAL ESTATE

UPPER DIVISION

467. *Real Estate Appraisals.* Kelly. Two hours, fall term.

TRANSPORTATION

UPPER DIVISION

380. *Modern Transportation.* Lomax. Two hours, winter term.

GRADUATE DIVISION

- 540, 541. *Graduate Seminar.* Faville and staff.
Two hours, fall and winter terms.

SCHOOL OF EDUCATION

Professor STETSON, Assistant Professor TUTTLE, Mr. WHITNEY,
Mr. CARLETON, Miss CARVER

LOWER DIVISION

220. *Principles of Education.* Carleton.
Two hours, fall and winter terms.

UPPER DIVISION

302. *Technique of High School Teaching.* Stetson.
One hour, each term.
303. *Educational Psychology.* Tuttle. Two hours, each term.

313. *Child Problems.* (See also Sociology.) Carver.
One hour, each term.

325. *Correlation of the Subject Matter of the Elementary School Curriculum.* Whitney.
Two hours, fall and winter terms.

457p. *Social Education.* Tuttle. Two hours, each term.

484. *Junior High School Theory and Practice.* Stetson.
One hour, each term.

GRADUATE DIVISION

510. *Education Survey Course and Seminar.* Stetson.
Two hours, each term.

510x. *Second Year Education Seminar.* Two hours, each term.

SCHOOL OF JOURNALISM

Dr. CASEY

LOWER DIVISION

240. *Journalistic Writing.* Two hours, fall and winter terms.

UPPER DIVISION

401. *Public Opinion.* Two hours, winter term.

493. *Problems of the Pacific for Journalists.* Two hours, fall term.

SCHOOL OF MEDICINE

Dr. MANVILLE, Dr. PYNN, Dr. SEARS

PHYSIOLOGY

UPPER DIVISION

302. *Physiology.* Pynn. One hour, each term.

306. *Important Factors in Human Nutrition.* Manville.
Two hours, each term.

PUBLIC HEALTH

UPPER DIVISION

345. *Bacteriology and Public Health.* Sears.
Two hours, fall and winter terms.

SCHOOL OF MUSIC

Mr. BOYER, Mr. GOODRICH, Dr. VANHOOGSTRATEN

LOWER DIVISION

114a,p. *Song Interpretation and Directing.* Boyer.
One hour, fall and winter terms.

118a,b,p. *Scientific Music Reading and Choral Training.* Boyer.
One hour, fall and winter terms.

UPPER DIVISION

344. *Orchestral School.* vanHoogstraten.
Two hours, fall and winter terms.

370. *History and Appreciation of Music.* Goodrich.
One hour, each term.

371. *The Science and Art of Music.* Goodrich. One hour, each term.

410. *Conducting.* vanHoogstraten. Two hours, fall and winter terms.

SCHOOL OF PHYSICAL EDUCATION

Mr. KROHN

LOWER DIVISION

174. *Physical Education and Recreation.* One hour, each term.

PORTLAND CHAPTER OF THE AMERICAN INSTITUTE OF BANKING

Mr. BEATTY, Mr. HENDRICKS, Mr. HERZOG, Dr. HOEBER, Mr. JANNEY,
Mr. JONES, Mr. KENNEDY, Mr. TOOZE, Mr. WEBER

NOTE—The courses here listed are given in cooperation with the Portland Chapter of the American Institute of Banking and are designed particularly for members. Regular students will find suitable courses of a similar nature listed under the headings of Business Administration, English and Public Speaking.

LOWER DIVISION

ACCOUNTING

50. *Analysis of Financial Statements.* Janney.
One and one-half hours, fall and winter terms.

BANKING

60. *Banking Fundamentals.* Weber. Three hours, fall term

61. *Standard Banking.* Beatty. Three hours, winter term.

BUSINESS LAW

121. *Commercial Law.* Hendrickson. Three hours, fall term

122. *Negotiable Instruments.* Herzog. Three hours, winter term.

CREDITS

70. *Credit Principles.* Jones. Three hours, winter term.

ECONOMICS

80. *Standard Economics.* Tooze. Three hours, fall term.

INVESTMENTS

90. *Investment Principles.* Kennedy. Three hours, fall term.

PUBLIC SPEAKING

182. *Public Speaking.* Hoeber. Two hours, fall and winter terms.

CERTIFICATE COURSE IN NURSING FOR STUDENTS IN ACCREDITED HOSPITAL SCHOOLS

Miss THOMSON, Dr. ELSE, Dr. FENTON, Dr. GRIFFITH, Dr. HUNTER, Dr. KIEHLE, Dr. LUCAS,
Dr. MCCUSKER, Dr. MANVILLE, Dr. OSGOOD, Dr. PHILLIPS, Dr. SEARS,
Dr. SMITH, Mr. SUCKOW, Dr. WILSON

NOTE—The courses here listed are given in cooperation with the University of Oregon School of Medicine and are designed for nurses in training at accredited hospital schools.

FIRST YEAR

LOWER DIVISION

110. *Elementary Materia Medica.* Wilson. One hour, fall term.

120. *Elementary Chemistry.* Suckow. Three hours, fall term.

130. *History of Nursing.* Thomson. *One hour, fall term.*
 140. *Anatomy.* Phillips. *Two hours, winter term.*
 150. *Nutrition.* Manville. *Three hours, winter term.*
 170. *Bacteriology.* Sears. *Three hours, spring term.*
 180. *Elements of Pathology.* Hunter. *One hour, spring term.*
 230. *Case Work Method Applied to Nursing.* Thomson. *One hour, spring term.*

SECOND YEAR
LOWER DIVISION

175. *Personal Hygiene.* Thomson. *One hour, spring term.*
 205. *Physiology.* Manville. *Three hours, fall term.*
 210. *Materia Medica and Therapeutics.* Osgood. *Two hours, fall term.*
 215. *Medical Diseases.* Osgood. *Two hours, winter term.*
 235. *Surgical Diseases.* Else. *Two hours, winter term.*
 240. *Eye, Ear, Nose and Throat.* Fenton and Kiehle. *One hour, spring term.*
 245. *Orthopedics.* Lucas. *One hour, spring term.*
 265. *Modern Social and Health Movements.* Thomson. *Two hours, spring term.*
 270. *Communicable Disease Nursing.* *One hour, spring term.*

UPPER DIVISION

335. *Obstetrics.* McCusker. *Two hours, winter term.*

THIRD YEAR
LOWER DIVISION

- 202a,b,c,p. *Psychology.* Griffith. *Two hours, each term.*
 232. *Emergency Nursing and First Aid.* Sloan. *Two hours, winter term.*
 233. *Physiotherapy.* *One hour, spring term.*
 255. *Pediatrics.* Smith. *Two hours, fall term.*

UPPER DIVISION

320. *Public Health.* Sears. *Two hours, fall and winter terms.*
 325. *Psychiatric Nursing.* Thomson. *Two hours, spring term.*
 330. *Survey of Field and Related Professional Problems.* Thomson. *One hour, spring term.*

OTHER EXTENSION CLASSES

Albany

- 397Al-398Al-399Al. *Civilization and Art Epochs.* Monday. Kurt F. Reinhardt. *Two hours, fall, winter and spring terms.*

Astoria

- 316As. *Psychology of the Common Branches.* Tuesday. Thomas H. Gentle. *Two hours, fall term.*
 315As. *Pedagogy of the Social Sciences.* Thursday. Thomas H. Gentle. *Two hours, winter term.*

Baker

- 315Ba. *Pedagogy of the Social Sciences.* Wednesday. Thomas H. Gentle. *Two hours, winter term.*

Coquille

- 309Co. *Literature in England and America in the 1920s.* Tuesday. Wilkie N. Collins. *Two hours, fall term.*

Eugene

- 163Eu. *Applied Design—Crafts.* Tuesday. Victoria Avakian. *Two hours, fall term.*
 376Eu. *Applied Design—Pottery.* Tuesday. Victoria Avakian. *Two hours, winter term.*
 368Eu-398Eu. *Historic Ornament and Design.* Monday. N. B. Zane. *Two hours, fall and winter terms.*
 342Eu-343Eu. *Current World Events.* Tuesday. John R. Mez. *Two hours, each term.*
 313Eu. *New Methods in Classroom Examinations.* Wednesday. Nelson L. Bossing. *Two hours, fall term.*
 409Eu. *Child Psychology.* Friday. Thomas H. Gentle. *Two hours, winter term.*
 150Eu-151Eu. *Good Usage in Writing.* Monday. Leslie L. Lewis. *Two hours, fall and winter terms.*
 308Eu-309Eu. *Types of Literature.* Thursday. Ernest G. Moll. *Two hours, fall and winter terms.*
 181Eu-182Eu. *Practical Public Speaking.* Thursday. Ralph C. Hoerber. *Two hours, fall and winter terms.*
 371Eu. *How to Understand and Enjoy Good Music.* Wednesday. John J. Landsbury and staff. *Two hours, fall term.*
 203Eu. *Applications of Psychology.* Wednesday. Howard R. Taylor. *Two hours, winter term.*

Grants Pass

- 309GP. *Literature in England and America in the 1920s.* Wednesday. Wilkie N. Collins. *Two hours, fall term.*

Junction City

- 409JC. *Child Psychology.* Thursday. Thomas H. Gentle. *Two hours, fall term.*

Klamath Falls

- 309KF. *Literature in England and America in the 1920s.* Friday. Wilkie N. Collins. *Two hours, fall term.*

Marshfield

- 309Ma. *Literature in England and America in the 1920s.* Monday. Wilkie N. Collins. *Two hours, fall term.*

Medford

309Me. *Literature in England and America in the 1290s.* Thursday. Wilkie N. Collins. *Two hours, fall term.*

Pendleton

315Pe. *Pedagogy of the Social Sciences.* Tuesday. Thomas H. Gentle. *Two hours, winter term.*

Salem

163Sa. *Applied Design I—Crafts.* Thursday. Victoria Avakian. *Two hours, fall term.*

333Sa. *Applied Design III—Pottery.* Thursday. Victoria Avakian. *Two hours, winter term.*

338Sa. *Modern Industrial Relations.* Monday. Roy R. Hewitt. *Two hours, fall term.*

341Sa. *International Economic Policies.* Monday. Victor P. Morris. *Two hours, winter term.*

325Sa. *Education as a State Function.* Tuesday. Frank M. Erickson. *Two hours, fall term.*

327Sa-328Sa. *Health Education—Organization and Administration.* Thursday. George W. Hug. *Two hours, fall and winter terms.*

313Sa-314Sa. *Main Tendencies in Contemporary Literature.* Friday. Rudolf H. Ernst. *Two hours, fall and winter terms.*

181Sa. *Public Speaking.* Tuesday. Percy M. Collier. *Two hours, fall term.*

Silverton

409Si. *Child Psychology.* Wednesday. Thomas H. Gentle. *Two hours, fall term.*

418Si. *Abnormal Psychology.* Thursday. Celia V. Hager. *Two hours, winter term.*

Adolescent Psychology. Thursday. Celia V. Hager. *Two hours, spring term.*

The Dalles

315TD. *Pedagogy of the Social Sciences.* Monday. Thomas H. Gentle. *Two hours, fall term.*

319TD. *Pedagogy of the Social Sciences.* Monday. Thomas H. Gentle. *Two hours, winter term.*

Description of Courses

ART

VICTORIA AVAKIAN, NOWLAND B. ZANE

LOWER DIVISION

163Eu, 163Sa. *Applied Design I—Crafts.* The making of hand decorated papers for covering and wrapping, using batik and linoleum block-printing processes. The designing and construction of gift boxes, stationery holders, magazine covers, folios, and simple lamp shades. Eugene and Salem. Avakian. *Two hours, fall term.*

UPPER DIVISION

376Eu, 333Sa. *Applied Design—Pottery.* A course in the designing and making of pottery forms, such as tiles, bowls, vases, book ends, and

lamp bases. The study of good proportion, contour and shape in relation to use. Glazing and firing. A laboratory fee of \$3, in addition to the regular fee, is charged to cover cost of materials. Eugene and Salem. Avakian. *Two hours, winter term.*

368Eu, 398Eu. *Historic Ornament and Design.* This work is concerned with the analysis of ornament into the lines, shapes and tones of which it is composed, and the methods by which these elements are combined into decorative units. Problems will be arranged for beginners as well as for advanced students, carefully planned to begin with simple, easy motifs, and progressing until the student is able to handle rich and complicated patterns. The student will be encouraged to apply his patterns to practical exercises in the different crafts, selecting those appropriate to different tools and materials. Eugene. Zane. *Two hours, fall and winter terms.*

397A1-398A1-399A1. *Civilization and Art Epochs.* Lectures covering the history of archaeology and arts, emphasizing the influence of political, ecclesiastical and other human agencies upon the evolution of art. Albany. Reinhardt. *Two hours, each term.*

ECONOMICS

ROY R. HEWITT, JOHN R. MEZ, VICTOR P. MORRIS

UPPER DIVISION

342Eu-343Eu-344Eu. *Current World Events.* A survey of the international relations of the United States. The expansion of world trade, foreign investments and tourist travel; diplomacy and economic policies; the tariff and commercial treaties; immigration; the United States and the League of Nations; World Court; Kellogg Pact; the United States of Europe; armaments and security; the Monroe Doctrine and Latin American relations; America's growing concern in the Pacific and the Far East. Eugene. Mez. *Two hours, each term.*

338Sa. *Modern Industrial Relations.* A study of the basis facts and conditions of modern industrial society, including the history of the development of current situations and opinions, their causes and effects to the end that the student may understand them and make a more intelligent contribution to the evolution of the social order. Upper division credit will be given provided the student has previously completed a course in Principles of Economics or its equivalent. Salem. Hewitt. *Two hours, fall term.*

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

EDUCATION

NELSON L. BOSSING, FRANK M. ERICKSON, THOMAS H. GENTLE, GEORGE W. HUG

UPPER DIVISION

313Eu. *New Methods in Classroom Examinations.* A study of the principles of test building and practice in the building of such tests; the procedure in remedial teaching. Readings, lectures and class discussion. Eugene. Bossing. *Two hours, fall term.*

315As, 315Ba, 315Pe, 315TD. *Pedagogy of the Social Sciences.* In this course stress is laid upon the nature of the social sciences, the out-

comes to be reached through their use in the junior high school years, the organization of the subject matter and the method of handling it. Astoria, Baker, Pendleton and The Dalles. Gentle.

Two hours, winter term.

319TD. *Pedagogy of the Social Sciences.* This course is designed to give the student practice and facility in the selection and elaboration of material in the social sciences both in junior high and high school. Practical application of the principles set forth in course 315TD. The Dalles. Gentle.

Two hours, winter term.

316As. *Psychology of the Common Branches.* A review of the results of the scientific investigations that have been carried on in certain phases of some of the studies of the public school curriculum. Modifications and eliminations that should be made in our current methods of teaching these subjects will be indicated. Astoria. Gentle. *Two hours, fall term.*

325Sa. *Education as a State Function.* Traces the growth of the concept of education as a function of the state; indicates the use of education as the solution of state problems; and reviews the organization of education in the United States. Salem. Erickson. *Two hours, fall term.*

327Sa-328Sa. *Health Education—Organization and Administration.* Principles of health promotion and fundamentals in health teaching, supervision and administration in a school health service. The coordination of all health factors for the child in school and community. The work will consist of lectures, reports and the organization of committees to work out a complete health program. Salem. Hug.

Two hours, fall and winter terms.

409Eu, 409JC, 409Si. *Child Psychology.* Attempts to give the teacher in service a key to the diagnosis of the pupils in her classes in so far as these are somewhat typical. Use is made of several case studies furnished by the teachers from the classes in the public schools. Eugene, Junction City and Silverton. Gentle.

Two hours, fall term.

ENGLISH

P. M. COLLIER, RALPH C. HOEBER, LESLIE L. LEWIS

LOWER DIVISION

150Eu-151Eu. *Good Usage in Writing.* A study of correctness and good usage in mechanics, grammar and language; reading and analysis of models of up-to-date prose; writing and correcting compositions. Students will be encouraged to choose subjects and types of composition which interest them. Eugene. Lewis. *Two hours, fall and winter terms.*

181Eu-182Eu. *Practical Public Speaking.* The course is adapted to the peculiar needs of the business and professional man and woman. Fundamental principles of speech structure and oral composition are treated with meticulous care. Mechanics of speech, such as gesture, voice, poise, and general platform deportment are given due weight. Members of the class will be expected to give short speeches illustrating certain speech principles. Each speaker is given constructive criticism after he leaves the platform. In addition, the types of speeches that business and professional men are called upon every day to deliver are studied in detail. The personal business conference is also discussed. No experience previously in speech making is requisite to this course. Any one interested is eligible. Eugene. Hoerber. *Two hours, fall and winter terms.*

181Sa. *Public Speaking.* An easy extempore style for ordinary occasions is the end sought in this course. It is a course in practical everyday speaking, not in oratory. The course is comprehensive in every detail—gathering and organizing material, methods of introduction and conclusion, the psychology of speech approaches, and practice. Every member is required to speak in every meeting of the class. Subjects are chosen that are of special interest to business and professional men and women. Salem. Collier.

Two hours, fall term.

LITERATURE

RUDOLF H. ERNST, ERNEST G. MOLL

UPPER DIVISION

308Eu-309Eu. *Types of Literature.* A study of the novel, drama, epic poetry and other types of literature to develop an understanding of the history and technical characteristics of the various types, for the purpose of laying the basis of more definite appreciation of modern literature and of why and how it has come to be. Recent writers will be interpreted in the light of their literary inheritance. Eugene. Moll.

Two hours, fall and winter terms.

313Sa-314Sa. *Main Tendencies in Contemporary Literature.* The transition to the temper of contemporary literature: Meredith, Hardy, Kipling; the naturalists: Zola, Hauptmann, Bennett, and others; the "literature of idea": Brieux, France, and Shaw; modern romanticism: Maeterlinck, Yeats, Hudson, and others; conclusion: Conrad. Salem. Ernst.

Two hours, fall and winter terms.

309Co, 309GP, 309KF, 309Ma, 309Me. *Literature in England and America in the 1920s.* The outstanding literary features of the period of the 1920s. A consideration of the remarkable alteration in novels; the widening of the field of material and the loosening of technique in plays; the grouping of poetry along two great lines; the fundamental departure of criticism from old methods and standpoints; the return of the vogue for essays; and the manner in which the literature has followed or has induced social change. Coquille, Grants Pass, Klamath Falls, Marshfield and Medford. Collins.

Two hours, fall term.

MUSIC

JOHN J. LANDBURY AND STAFF

UPPER DIVISION

371Eu. *How to Understand and Enjoy Good Music.* A series of lectures by members of the school of music faculty intended to bring out the interesting facts about musical instruments, and the structure, history and general meaning of music. This will be done in a non-technical way, and the whole course will aim to present such material as will enable the average person to know what to look for, how to judge, and therefore, to increase his ability to understand and enjoy good music. Eugene. Landsbury, Hopkins, Boardman, Evans, Underwood, Beck, McGrew, Thacher.

Two hours, fall term.

PSYCHOLOGY

HOWARD R. TAYLOR, CELIA V. HAGER

UPPER DIVISION

203Eu. *Applications of Psychology.* Basic principles, especially human motivation and experimental evidence of the influence of environmental factors on behavior; the importance and nature of differences in

the makeup of individuals; heredity and environment as factors in individual variation, and illustrations of the most successful measures so far developed in this field. A survey of specific applications of psychology in the following fields: medicine, law, business, personnel selection and control, street and highway traffic, politics and voting, education. Eugene. Taylor. *Two hours, winter term.*

418Si. *Abnormal Psychology.* A survey of the various nervous and mental diseases, psychoanalysis, hypnotism, multiple personality, spiritistic phenomena, and the like, considered from the psychological rather than the medical point of view. Silverton. Hager. *Two hours, winter term.*

Adolescent Psychology. A consideration of the intellectual and emotional life of the adolescent, with especial emphasis on problems of adjustment. Silverton. Hager. *Two hours, spring term.*

Correspondence Study

THE FACULTY

ARNOLD BENNETT HALL, A.B., J.D., LL.D. *President of the University*
 ALFRED POWERS, B.A. *Dean of Extension Division*
 *DAN E. CLARK, Ph.D. *Director of Instruction by Correspondence*
 MOZELLE HAIR, B.A. *Director, Organization and Administration of Correspondence-Study*

PERCY PAGET ADAMS, B.S. *Professor of Graphics*
 RAY P. BOWEN, Ph.D. *Professor of Romance Languages*
 WILLIAM PINGRY BOYNTON, Ph.D. *Professor of Physics*
 ROBERT CARLTON CLARK, Ph.D. *Professor of History*
 EDMUND S. CONKLIN, Ph.D. *Professor of Psychology*
 EDGAR E. DECOU, M.S. *Professor of Mathematics*
 ALICE HENSON ERNST, M.A. *Assistant Professor of English*
 JAMES HENRY GILBERT, Ph.D. *Dean of the College of Literature, Science and the Arts, and Professor of Economics*

CELIA V. HAGER, M.A. *Instructor in Psychology*
 HERBERT CROMBIE HOWE, B.A. *Professor of English*
 RALPH R. HUESTIS, Ph.D. *Associate Professor of Genetics*
 C. LYLE KELLY, Ph.B., C.P.A. *Associate Professor of Accounting, Extension Division*
 EDMUND P. KREMER, Dr. juris utriusque *Assistant Professor of Germanic Languages and Literature*

JOHN H. MUELLER, Ph.D. *Assistant Professor of Sociology*
 PHILIP A. PARSONS, Ph.D., LL.D. *Head of the Department of Sociology and Dean of the School of Applied Social Science*

MARY H. PERKINS, M.A. *Professor of English*
 ETHEL I. SANBORN, Ph.D. *Assistant Professor of Plant Biology*
 FRIEDRICH GEORG G. SCHMIDT, Ph.D. *Professor of German Language and Literature*
 HENRY DAVIDSON SHELDON, Ph.D. *Dean of School of Education*
 L. KENNETH SHUMAKER, B.A. *Supervisor of English A*
 S. STEPHENSON SMITH, B.Litt. *Associate Professor of English*
 WARREN D. SMITH, Ph.D. *Professor of Geology*
 A. B. STILLMAN, B.A. *Assistant Professor of Business Administration*
 ALBERT RADDIN SWEETSER, M.A. *Professor of Plant Biology*
 ANNA M. THOMPSON, M.A. *Assistant Professor of Romance Languages*
 ELNORA E. THOMSON, R.N. *Professor of Applied Sociology and Director of Nursing Education, School of Applied Social Science*

GEORGE TURNBULL, B.A. *Professor of Journalism*
 HAROLD S. TUTTLE, M.A. *Assistant Professor of Education*
 ANDREW M. VINCENT. *Assistant Professor of Painting*
 LEAVITT O. WRIGHT, Ph.D. *Associate Professor of Romance Languages*

INSTRUCTORS

FRANCES BACON, B.A. *French*
 ELIZABETH BRADWAY, B.A. *Physiology*
 MRS. VIRGIL D. EARL, B.A. *English Literature*
 MRS. ELTON EDGE, B.A. *Botany*
 MARY GEIL, R.N. *Health Education*
 CELIA V. HAGER, M.A. *Psychology*
 ROBERT HEITKEMPER *Geology*
 CLARA JASPER, B.A. *Sociology*
 R. EWART JEWELL, B.A. *Mathematics*

* Leave of absence, 1929-30.

BERTRAM JESSUP, B.A. *English*
 FLORENCE JONES, B.A. *English*
 GRACE EDGINGTON JORDAN, B.A. *Advanced Short Story Writing*
 HERSCHEL LANDRU, B.A. *History*
 HENRY W. MAGNUSON *Education*
 MRS. GRACE R. MANN *American Literature*
 RUTH NEWTON, B.A. *Entrance English and News-writing*
 J. HUGH PRUETT, B.A. *Physics*
 FLORENCE SHUMAKER, B.A. *English and Literature*
 MRS. ORVILLE YOKUM, B.A. *Sociology*

Correspondence-study, as offered by the extension division of the University of Oregon, is instruction of university grade, made available to persons not in residence at the University or in attendance at some other educational institution. It is instruction by means of lesson outlines, prepared by members of the University faculty, which take the place of the lectures and class exercises given to students in residence. Using these lesson outlines as guides, the student studies the text-books and reference materials in each particular course, and prepares papers and reports, which are mailed to the extension division for correction and suggestions by competent instructors.

PURPOSES OF CORRESPONDENCE-STUDY

Correspondence courses are offered for the benefit of persons in any community in the state who would like to study at home under the direction of the University. More definitely, these courses are designed to meet the requirements of the following groups:

(1) Persons not in residence at the University who desire to take courses entitling them to University credit.

(2) Persons who desire to take courses necessary to satisfy the entrance requirement of the University.

(3) Persons who, for any reason, desire to pursue studies under competent supervision, without any reference to University credit or entrance requirements.

ELIGIBILITY TO CORRESPONDENCE-STUDY

The correspondence courses offered by the extension division of the University of Oregon are intended primarily for residents of the state. Exceptions are sometimes made in the case of students who are out of the state temporarily.

No student is allowed University credit for correspondence work while in actual attendance at any college or high school, except by special arrangement.

No entrance examinations are required. Any person of sufficient maturity to carry courses with profit may register for them. The extension division reserves the right, however, to advise students regarding the courses that are best suited to their preparation and needs.

CREDIT FOR CORRESPONDENCE-STUDY

Sixty term-hours is the maximum amount of credit that may be earned toward graduation in correspondence study.

No graduate credit is allowed for correspondence work.

Students who are deficient in entrance credit may, under certain conditions, make up such deficiencies through correspondence courses.

Teachers may earn credit in correspondence courses in satisfaction of requirements in education for a state certificate.

GENERAL INFORMATION

Reference and other supplementary reading matter may be borrowed from the University Library, Eugene, and from the State Library, Salem. The only expense for this borrowed material is the carriage charge.

CORRESPONDENCE-STUDY CATALOG

Students interested in correspondence courses should write to the extension division of the University of Oregon for a complete catalog. In this will be found full information about the courses offered, the rules governing correspondence-study, the amount of fees, texts required and other information necessary for registration.

COURSES FOR UNIVERSITY CREDIT

The following courses may be taken through the department of correspondence-study. For further information, see the correspondence catalog, which may be obtained from the Extension Division, Eugene.

ASTRONOMY

1. *Astronomy.* Six term-hours.

BIOLOGY

1. *Bird Study.* Three term-hours.
 2. *Elementary Botany, Plant Biology.* Three term-hours.
 3. *Systematic Botany.* Three term-hours.
 4. *Advanced Systematic Botany.* Three term-hours.
 5. *Shrubs and Trees.* Three term-hours.

BUSINESS ADMINISTRATION

1. *Constructive Accounting.* Twelve term-hours.
 2. *Real Estate.* Two term-hours.

DRAWING

1. *Mechanical Drawing.* Six term-hours.
 2. *Graphic Statics.* Six term-hours.
 3. *Advanced Graphic Statics.* Two term-hours.
 4. *Elementary Structural Design.* Six term-hours.

ECONOMICS

1. *Economic History.* Six term-hours.
 2. *The Principles of Economics.* (Is being revised.)
 3. *Money, Banking and Economic Crises.* Five term-hours.
 4. *Economics of Business Organization.* Four term-hours.
 5. *Railway Economics.* Four term-hours.
 6. *Principles of Ocean Transportation.* Four term-hours.
 7. *Regulation of Carriers.* Four term-hours.

EDUCATION

1. *Modern Methods of Teaching in the Upper Grades and High School.* Three term-hours.
 2. *Moral Training.* Three term-hours.
 3. *History of Modern Education.* Three term-hours.
 4. *Problems of the Classroom.* Two term-hours.
 5. *Child Study.* Three term-hours.

ENGLISH AND LITERATURE

WRITTEN ENGLISH

1. *Exposition, Narration and Argument.* Six term-hours.
 2. *Advanced Writing.* Nine term-hours.
 3. *Introduction to Short Story Writing.* Three term-hours.
 4. *Short Story Writing.* Three term-hours.
 5. *Advanced Short Story Writing.* Three term-hours.
 6. *Prose Manuscript.* Three term-hours.
 7. *Versification.* Three term-hours.
 8. *Book and Play Reviewing.* Six term-hours.
 9. *Commercial English.* Three term-hours.
 10. *Methods in Grammar School English.* Three term-hours.
 11. *English for High School Teachers.* Four and one-half term-hours.
 12. *Review Course in English Grammar.* No University Credit.

LITERATURE

1. *Early American Literature.* Three term-hours.
 2. *Recent American Literature.* Three term-hours.
 3. *Nineteenth Century American Novel.* Three term-hours.
 4. *Contemporary American Novel.* Three term-hours.
 5. *Twentieth Century Literature—The Novel in England.* Four term-hours.
 6. *Twentieth Century Literature—American Imaginative Literature.* Four term-hours.
 7. *English and American Poetry.* Six term-hours.
 8. *Contemporary English Novelists.* Three term-hours.
 9. *Shakespeare.* Nine term-hours.
 10. *Socially Significant Literature.* Nine term-hours.
 11. *English Novel of the Nineteenth Century.* Nine term-hours.

GEOLOGY AND GEOGRAPHY

1. *Geology.* Three term-hours.
 2. *Historical Geology.* One and one-half term-hours.
 3. *General Geography.* Nine term-hours.
 4. *Physical Geography.* No University credit.

HEALTH EDUCATION

1. *Health Education.* Four term-hours.

HISTORY

1. *Oregon History.* Three term-hours.
 2. *English History.* Six term-hours.
 3. *Twentieth Century Europe.* No University credit.

JOURNALISM

1. *Elementary News Writing.* Three term-hours.
 2. *News Writing for Publicity Chairmen.* No credit.

MATHEMATICS

1. *College Algebra.* Four term-hours.
 2. *Plane Trigonometry.* Four term-hours.

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| 3. <i>Analytic Geometry.</i> | <i>Four term-hours.</i> |
| 4. <i>Unified Mathematics.</i> | <i>Twelve term-hours.</i> |
| 5. <i>Differential Calculus.</i> | <i>Seven term-hours.</i> |
| 6. <i>Integral Calculus.</i> | <i>Five term-hours.</i> |
| 7. <i>Teaching of High School Mathematics.</i> | <i>Three term-hours.</i> |
| 8. <i>The Mathematics of Investment.</i> | <i>Three term-hours.</i> |
| 9. <i>Review Course in Arithmetic.</i> | <i>No University credit.</i> |

MODERN LANGUAGES

FRENCH

- | | |
|-------------------------------------|-------------------------|
| 1. <i>First year, first term.</i> | <i>Four term-hours.</i> |
| 2. <i>First year, second term.</i> | <i>Four term-hours.</i> |
| 3. <i>First year, third term.</i> | <i>Four term-hours.</i> |
| 4. <i>Second year, first term.</i> | <i>Four term-hours.</i> |
| 5. <i>Second year, second term.</i> | <i>Four term-hours.</i> |
| 6. <i>Second year, third term.</i> | <i>Four term-hours.</i> |

GERMAN

- | | |
|--|--------------------------|
| 1. <i>First year, first term.</i> | <i>Four term-hours.</i> |
| 2. <i>First year, second term.</i> | <i>Four term-hours.</i> |
| 3. <i>First year, third term.</i> | <i>Four term-hours.</i> |
| 4. <i>Second year, first term.</i> | <i>Four term-hours.</i> |
| 5. <i>Second year, second term.</i> | <i>Four term-hours.</i> |
| 6. <i>Second year, third term.</i> | <i>Four term-hours.</i> |
| 7. <i>A third year course is contemplated if there is sufficient demand.</i> | <i>Three term-hours.</i> |

SPANISH

- | | |
|-------------------------------------|-------------------------|
| 1. <i>First year, first term.</i> | <i>Four term-hours.</i> |
| 2. <i>First year, second term.</i> | <i>Four term-hours.</i> |
| 3. <i>First year, third term.</i> | <i>Four term-hours.</i> |
| 4. <i>Second year, first term.</i> | <i>Four term-hours.</i> |
| 5. <i>Second year, second term.</i> | <i>Four term-hours.</i> |
| 6. <i>Second year, third term.</i> | <i>Four term-hours.</i> |

PHYSICS

- | | |
|--|--------------------------|
| 1. <i>College Physics.</i> | <i>Nine term-hours.</i> |
| 2. <i>History and Teaching of Physics.</i> | <i>Three term-hours.</i> |
| 3. <i>Meteorology.</i> | <i>Three term-hours.</i> |

PHYSIOLOGY

- | | |
|----------------------------------|--------------------------|
| 1. <i>Elementary Physiology.</i> | <i>Three term-hours.</i> |
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PSYCHOLOGY

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|---|-------------------------|
| 1. <i>Beginner's Psychology.</i> | <i>Nine term-hours.</i> |
| 2. <i>Elementary General Psychology.</i> | <i>Six term-hours.</i> |
| 3. <i>Abnormal and Borderline Psychology.</i> | <i>Four term-hours.</i> |

SOCIOLOGY

- | | |
|---|--------------------------|
| 1. <i>Introduction to Sociology.</i> | <i>Nine term-hours.</i> |
| 2. <i>Introduction to Modern Social Problems.</i> | <i>Six term-hours.</i> |
| 3. <i>Criminology.</i> | <i>Three term-hours.</i> |

COURSES FOR ENTRANCE CREDIT

ENGLISH

English and Literature. The following courses in English and literature cover the four years of work in high school English, so arranged that a student may take a half-year course or may complete the entire four-year course.

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| 1. <i>Entrance English I.</i> | <i>One-half entrance unit.</i> |
| 2. <i>Entrance English II.</i> | <i>One-half entrance unit.</i> |
| 3. <i>Entrance English III.</i> | <i>One-half entrance unit.</i> |
| 4. <i>Entrance English IV.</i> | <i>One-half entrance unit.</i> |
| 5. <i>Entrance English V.</i> | <i>One-half entrance unit.</i> |
| 6. <i>Entrance English VI.</i> | <i>One-half entrance unit.</i> |
| 7. <i>Entrance English VII.</i> | <i>One-half entrance unit.</i> |
| 8. <i>Entrance English VIII.</i> | <i>One-half entrance unit.</i> |
| 9. <i>Entrance English Composition.</i> | <i>One entrance unit.</i> |
| 10. <i>English Grammar and Usage.</i> | <i>One-fourth entrance unit.</i> |

HISTORY AND CIVICS

- | | |
|-----------------------------|--------------------------------|
| 1. <i>Civics I.</i> | <i>One-half entrance unit.</i> |
| 2. <i>Civics II.</i> | <i>One-half entrance unit.</i> |
| 3. <i>American History.</i> | <i>One entrance unit.</i> |
| 4. <i>World History.</i> | <i>One entrance unit.</i> |

MATHEMATICS

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| 1. <i>Elementary Algebra, Course A1.</i> | <i>One-half entrance unit.</i> |
| 2. <i>Elementary Algebra, Course A2.</i> | <i>One-half entrance unit.</i> |
| 3. <i>Elementary Algebra, Course A3.</i> | <i>A continuation of course A2.
One-half entrance unit.</i> |
| 4. <i>Plane Geometry, Course G1.</i> | <i>One-half entrance unit.</i> |
| 5. <i>Plane Geometry, Course G2.</i> | <i>One-half entrance unit.</i> |
| 6. <i>Solid Geometry, Course G3.</i> | <i>One-half entrance unit.</i> |

PHYSICS

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| 1. <i>Elementary Physics.</i> | <i>One entrance unit.</i> |
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DEGREES CONFERRED DURING YEAR 1928-29

College of Literature, Science and the Arts

BACHELOR OF ARTS

Harriet Elizabeth Adams, Portland
 H. Victor Adix, Jr., Gresham
 Rena Leone Alexander, Portland
 Marion Elizabeth Anderson, Portland
 Ruth Arbuckle, Portland
 Joseph M. Aspray, Portland
 Jehanne de Laincel Bacher, Corvallis
 Frances Bacon, Bellingham, Wash.
 Thomas Lyle Baird, Willowa
 Mildred M. Baker, Lakeview
 Frank I. Ball, Jr., Portland
 Olive Beatrice Barker, Albany
 Farrell F. Barnes, Prineville
 Gladys Mae Baylis, Portland
 Luola Benge, Heppner
 Clare Black, Portland
 Katharine Harriet Bonham, Portland
 Allen M. Boyden, Portland
 Gerhard H. Braun, Eugene
 Glen Elston Brown, Sherwood
 Laura Mae Bryant, Newberg
 John Weston Butler, Jr., Marshfield
 Catherine Marie Calouri, Portland
 William N. Calvert, Los Angeles, Cal.
 Edna Cameron, Portland
 Mary Elizabeth Cameron, Portland
 Charlotte June Carl, Eugene
 Earle W. Carleton, Portland
 Marguerite R. Carpenter, Eugene
 Nien Pu Chai, China
 Campbell Church, Jr., Eugene
 Elsie May Cimino, Sherwood
 Mildred Roxana Clark, Harrisburg
 Ruth Melissa Cochran, Portland
 Violette Cole, Roseburg
 Ella Margaret Coleman, Corvallis
 Teresa Mae Cooper, Westport
 Livonia E. Copeand, Portland
 Edward Gail Daniel, Elkton
 Juan Delmendo, Philippine Islands
 Carence Edward Diebel, Walla Walla, Wash.
 Elizabeth A. Dimmitt, Klamath Falls
 Alice G. Douglas, North Bend
 Perry Louis Douglas, Ontario, Cal.
 John Carol Eberhart, Eugene
 Grace Sylvana Edmonds, Eugene
 Victoria Edwards, Portland
 Elsie M. Everett, Eugene
 Marcia Ruth Felter, Portland
 Ethelinda I. French, Eugene
 Harriett Fuller, Hood River
 Donald Stanley Gidley, Marshfield
 Eariel Lee Gilbert, Portland
 Madeline Lenore Goodall, Portland
 Alice Ann Gorman, Portland
 Crete Virginia Gray, Beaverton
 Emily Gropp, Eugene
 Ross Guiley, Eugene
 Franklin Porter Hall, Eugene
 Arthur Hamilton, Salem
 Ovidia Josephine Hammer, Eugene
 Buford Hargus, Klamath Falls
 Ruth Esther Helms, Eugene
 Russell Gordon Hendricks, Portland
 Edwin A. Hendry, Oregon City
 Betty Higgins, Portland
 Hazel Elizabeth Louise Hilberg, Eugene
 Garrett B. Holloway, Medford
 Charles Merton Holmes, Portland
 Oscar Elmer Hovrud, Eugene
 Margaret Humphrey, Vale
 Wendell H. Hutchens, Portland
 Joy Ingalls, Eugene
 Werdna Claire Isbell, Hood River
 Robert Franklin Jackson, Eugene
 Ruth Florence Jackson, Eugene
 Anna Jacobson, Baker
 Barbara Susanna Janzen, Corvallis
 Frederick Benjamin Joy, Portland
 Alma Miriam Kauttu, Astoria
 Charlotte Ysabel Kiefer, Portland
 Margaret Agnes Knapp, Aurora
 Herman James Kramer, La Grande
 Irma Lois Latham, Eugene
 Marion Leach, Ashland
 Lawrence Dale Leslie, Eugene
 Herbert D. Lewis, Marshfield
 George Lienkaemper, Tillamook
 Doris H. Liejallen, Adams
 Karl Lorenz, Portland
 Alice Mary McGrath, Portland
 Francis William McKenna, Portland
 Harry E. Mackey, Portland
 Kathrene Elizabeth Magee, McMinnville
 Shirley Maguire, Portland
 Edward Griggs Manning, Astoria
 Elsie Viola Moller, Myrtle Point
 Ethel Mae Montgomery, Eugene
 Thomas R. Montgomery, Portland
 Walter Clarence Moren, Portland
 Margaret Mumaw, Aberdeen, Wash.
 Wilfred Frank Nankivell, Tacoma, Wash.
 Henry Holmes Norton, Eugene
 Margaret Whitcomb Nugent, Portland
 John J. O'Farrell, Eugene
 Robin Miles Overstreet, Portland
 Walter Ray Padrick, Portland
 Eileene Palmer, Eugene
 William Vawter Parker, Heppner
 Thelma Perozzi, Ashland
 Tillman J. Peterson, Portland
 Agnes Gabriele Petzold, Oregon City
 Janet Laura Plimpton, Portland
 Frank W. Rafferty, Astoria
 Ruth Kay, Portland
 Kenneth G. Rew, Pendleton
 Ruth R. Richter, Portland
 Mary McKay Ricks, Portland
 Joe Minor Roberts, Portland
 Joycelin Robertson, Lakeview
 Francis Pleasant Robinson, La Grande
 Hilma W. Rose, Portland
 Llewellyn Ross, Eugene
 Thelma E. Ryckman, Clackamas
 Mayanna Kittredze Sargent, Portland
 Marguerite Schierbaum, Mt. Angel
 Oscar Schneider, Portland
 Lois Beth Scoffern, Portland
 Ruth Edith Scott, La Grande
 Gifford DeAlton Seitz, La Grande
 Ben H. Smith, Pendleton
 Frank E. Sohler, Jr., Healdsburg, Cal.
 Sarah Starr, Portland
 Curtis C. Stephan, Portland
 Delbert Lyle Stokesbary, Corvallis
 Catharine Hagar Stone, Eugene

Nadie Strayer, Baker
 M. Josephine Street, Portland
 Jean Temple, Aberdeen, Wash.
 Morris S. Temple, Pendleton
 Theodore Robert Tetz, Portland
 Kathleen Virginia Tharaldsen, Portland
 Thomas Prence Thayer, Eugene
 William Noel Thomas, Klamath Falls
 Bonita Ticheur, Portland
 Jean Irving Tompkins, Pasadena, Cal.
 Idella Tong, Portland
 Grace Lucille Trawin, Eugene
 Robert Yule Walker, Portland
 Goldie Irene Walter, Medford

Annie Meade Watkins, Sutherlin
 Constance Dorothea Weinlin, Salem
 Doris Lovren Wells, Portland
 Winifred Elberta Weter, Seattle, Wash.
 Victor Wetzel, Portland
 Mildred Frances Whitecomb, Portland
 Mary Elizabeth Whitney, Springfield
 William Penn Wilbur, Portland
 Gertrude B. Wilhelm, Eugene
 Norman James Willett, Portland
 Eldon L. Wood, Lexington
 Zelma Maude Woods, Dallas
 Ruth Evelyn Woughter, Hermiston

BACHELOR OF SCIENCE

Olive Adams, Eugene
 John Edgar Anderson, Portland
 Moises Isla Arciaga, Philippine Islands
 Albert Bruce Baker, Stanfield
 Frank M. Beer, Oregon City
 James K. Bell, Medford
 Donald W. Blanche, Salem
 Lemuel Perry Borden, Portland
 Mercedes Boyd, Klamath Falls
 William R. W. Brown, Eugene
 Tom M. Bunn, Los Angeles, Cal.
 Edwin Morey Chase, Escondido, Cal.
 Dorothy Detlor Creath, Portland
 Katherine Delanty, Aberdeen, Wash.
 Henry Arthur Dietz, Oakland, Cal.
 Homer J. Dixon, Elk City
 Hilary Edwin Dunlap, Portland
 Theodore S. Easton, Eugene
 David Claire Epps, Portland
 Helen Eyles, Springfield
 Willis H. Fletcher, San Diego, Cal.
 Donald V. Flynn, Portland
 Veneta Fountain, Leaburg
 Carroll O. Goshong, Eugene
 Harlan V. Goshong, Eugene
 Carl F. Hanson, Eugene
 Clifford Emerson Hardwick, Portland
 Irene V. Hartzell, Eugene
 Joseph Alan Holaday, Pendleton
 Patrick Hughes, Portland
 Clyde B. Hutt, Yamhill
 Robert Baxter Hynd, Portland
 James P. Johnson, Portland
 Theodore Lester Johnson, Portland
 Melville Seymour Jones, Salem
 Lewis William Jordan, Portland
 Alfred Gurney Kimberley, Portland
 Elsie A. Lea, Cottage Grove
 Frank Marsh Learned, Portland
 Joseph A. McKeown, Marshfield
 Edgar L. Mariette, Palo Alto, Cal.
 Ruth Eloise Moore, Marshfield
 Walter Maurice Morgan, Portland
 Theodore R. Mueller, Portland
 Lawrence Albert Ogle, Lakeview
 Maxine Pearce, Berkeley, Cal.
 Richard R. Roehm, Eugene
 Ruben Theodore Ross, Astoria
 Ruby Evelyn Russell, McMinnville
 Kathryn Catron Rutherford, Eugene
 S. Ellis Scoville, Pioneer
 Milton N. Simon, Forest Grove
 Helen Alberta Smith, Turner
 Benjamin K. Swartz, Eugene
 Joe Takeo Tamura, The Dalles
 Frank Edward Trotman, Portland
 Ben Vidgoff, Portland
 Aubrey Walker, Grants Pass
 Helen Coe Webster, Portland
 Frank Wilcox, Salem

School of Architecture and Allied Arts

BACHELOR OF ARCHITECTURE

Marvin M. Cone, Astoria
 David L. Foulkes, Portland
 Raymond Karmit Thompson, Portland
 Hiroshi Tsuboi, Portland
 Mildred G. Vaughan, Portland
 George H. Wardner, Jr., Portland

BACHELOR OF ARTS

Marian Barnes, Portland
 Nellie Best, The Dalles
 John Arthur Breneiser, Santa Maria, Cal.
 Dorothy Florence Chapman, Portland
 Vera L. Collings, Portland
 Mary Ellen Driscoll, Portland
 Carence Albert Hartman, Portland
 Gretchen Lucille Kier, San Diego, Cal.
 Clara Elizabeth Lamb, Hoquiam, Wash.
 Alice Beatrice Laudien, Newberg
 Thelma Winona Mellien, Portland
 Floyd Runk, Cottage Grove
 Esther Lee Taylor, Eugene
 Vera Alice Thein, Eugene
 Hilda Frances Warkne, Portland
 Evelyn Marion Warkne, Eugene
 Emmabell Woodworth, Newberg

BACHELOR OF SCIENCE

James W. Coombs, Eugene
 Howard Davis Eberhart, Eugene
 Helen Jean Holt, Portland
 Herman F. Oppenlander, Portland
 Mildred A. Pike, Eugene
 Fred J. Stevens, Jr., Eugene

School of Business Administration

BACHELOR OF BUSINESS ADMINISTRATION

Claud F. Addison, Eugene
 Thomas Cross, Eugene
 Fred Kramer Jewel, Medford
 Augusto F. Espiritu, Philippine Islands
 Fred Finsley, Long Beach, Cal.
 Beryl B. Hodgen, Athena
 John B. Rice, Bellingham, Wash.
 Russell M. Richmond, Siletz
 Carl E. Rodgers, Portland
 Alexander R. Scott, Portland
 John A. Warren, Helix

BACHELOR OF ARTS

Elmer R. Adams, Eugene
Orville N. Anderson, Eugene
Mervyn C. Behnke, Astoria
William L. Cruikshank, Portland
Robert Roosevelt Dutton, Eugene
Alice Charlotte Edwards, Tacoma, Wash.
Walter A. Erickson, Eugene
Frank Richard Hallin, Eugene

Keith Irving Ingalls, Eugene
Frank H. McClung, La Grande
Irving I. Pelz, Portland
Glenn W. Potts, Milton
Arthur A. Ristau, Portland
Wayne O. Veatch, Halsey
Roma Whisnant, Portland

BACHELOR OF SCIENCE

Frankie M. Adams, Eugene
Earle A. Chiles, Portland
William R. Dallas, Eugene
Kenneth Camle DeLassus, Cottage Grove
Robert Francis DeWalt, Seaside
William N. Dielschneider, McMinnville
Glen M. Ede, Portland
Richard Russell Ferriss, Portland
Ruth P. Fink, Eugene
Ralph Kay Fisher, Portland
Ralph A. Geyer, Burley, Idaho
Harold Frederick Gulde, Portland
Nathaniel Doty Johnson, Rainier

Paul Edgar Keeney, Eugene
Kenneth H. Knowles, Eugene
Herbert W. Lasselle, Portland
Kenneth Erwin Martin, Grass Valley
Paul Samuel Maxwell, Eugene
Wade Newbegin, Portland
Everett Harold Ogle, Klamath Falls
William Lenard Parker, Oakland, Cal.
Frank E. Powell, Portland
Rodney Lionel Rusk, Grants Pass
William C. Rutherford, Eugene
Helen Louise Smith, Redmond
John J. Tobin, Jr., Newport

MASTER OF BUSINESS ADMINISTRATION

Lionel D. Haight, B.B.A., Oregon, 1926.

Thesis: Expansion, contraction and rationalization of the business unit.

School of Education

BACHELOR OF SCIENCE IN EDUCATION

Horace K. Cooke, Eugene
Cecil H. Frum, Junction City

Louis Ronald Kretzer, Athena

BACHELOR OF ARTS

Ruth F. Abele, Portland
Margie Baughman, Beaverton
Harshel R. Bendshadler, Eugene
Lester N. Bennett, Tillamook
Sue Berg, Portland
LaRoy J. Bové, Portland
Hope Virginia Branstator, Astoria
Harvey Maurine Brown, Linnton
Beulah M. Buchanan, Portland
Ella S. Carrick, Portland
Sada Marie Chambers, Newport
Gwen Lida Clifford, Eugene
Mildred Rickabaugh Crakes, Eugene
Lyndall Verneita Elliott, Eugene
Edra F. Gehring, Portland
Audrey Genevieve Hall, Eugene
Frances Sevier Hare, Portland
Jeannette S. Hermance, Medford
V. Mae Hileman, Mabel
Samuel Vincent Adiel Hill, Colton
Jane Holbrook, Portland
Sally A. Hughson, Portland

L. Ione Imbler, Dallas
Katharine Friscilla Kneeland, Portland
Audrey S. Harer-Lane, La Grande
Bernice Katherine Lund, Eugene
Dorothy Lundburg, Grants Pass
Dorothy Mae MacMaster, Eugene
Irene Annie MacMaster, Eugene
Madaline Ann McDonough, Eugene
Ernest Lenoir McKinney, Lakeview
Loretta Mason, Eugene
Mildred E. Learned, Mitchell, Portland
Wilma Nieveen, Portland
Gladys Oakes, Portland
Thomas Richard Powers, Jr., Eugene
Josephine Raiston, Albany
Rose Elizabeth Roberts, Portland
Loye Smith, Paisley
Nettie Catharine Toole, Portland
Nedra Madge Vernon, Portland
Katherine L. Winchell, Eugene
Helen Elaine Wood, Portland

BACHELOR OF SCIENCE

Margaret E. Achterman, Eugene
Frederick Beck, Dallas
Olive Mae Beck, Brownlee
William M. Biggs, Ontario
J. M. Childers, Portland
Jane Virginia Cochran, Portland
Sadie Coe, Eugene
Albert DeWalt, Seaside
Miriam Lucielle George, Portland
Tempé Allene Goetchnius, Portland
Mabel I. Gray, Portland
Elmer Howell Halstead, Portland
Hazel V. Heine, Portland
Bernyce Kathryn Hensley, Garden Home
May Hewes, Albany

Florence Arville Hill, Harbor
E. Irene Hollenbeck, Newberg
William Nelson Keepers, Eugene
Frances Mildred Kight, Long Beach, Cal.
John W. Leonardt, Gladstone
Mary McPherson, Goldendale, Wash.
Glen L. Minard, Coquille
Emma Hamlin Richards, Milwaukie
Hilding A. Rydell, Willamina
Margaret Isabel Schaefer, Linnton
Gertrude Sears, Portland
Beulah Jelena Lee Smith, Island City
Augusta Stockton, Portland
Ethel M. Tulley, Portland
Sara Hampton VanMeter, Medford

School of Journalism

BACHELOR OF ARTS IN JOURNALISM

Dorothy May Baker, Salem

BACHELOR OF ARTS

Henry Haynes Alderman, Portland
Harold T. Bailey, Eugene
Elaine Ralston Crawford, Portland
Edith Dodge, Ashland
Jane Dudley Epley, Eugene
Malcolm Epley, Eugene
Florence E. Grebe, Portland
William M. Haggerty, Union
Leonard Webster Hagstrom, Portland
Walter E. Hempstead, Jr., Gladstone

E. Audrey Henriksen, Molalla
Emily Houston, San Jose, Cal.
Donald Morrison Johnston, Maplewood
Maryhelen Koupal, Eugene
Mary McLean, Portland
David Chalmers Noce, Portland
D. S. Sadharia, Broderick, Cal.
Hermione Smith, Eugene
Marion Olive Sten, St. Helens

BACHELOR OF SCIENCE

George H. Godfrey, Eugene
Luella Marie Markley, Kimball, Nebr.

Thelmer J. Nelson, Eugene
Robert H. Warner, Portland

School of Law

DOCTOR OF JURISPRUDENCE

William Besley Adams, Milwaukie
Helen Louise Crosby, Portland
Lester L. George Oehler, Salem

Morris E. Tarshis, Portland
Donald T. Templeton, Forest Grove
Orval Dexter Yokom, Mt. Vernon

BACHELOR OF LAWS

John B. Bell, Jr., Eugene
Chris H. Boesen, Eugene
Charles A. Colistro, Portland
Paul Morton Elwell, Eugene
Wilford C. Long, Portland
George W. Mead, Portland

William J. Peek, Portland
John M. Stapleton, Goshen
Thomas E. Swan, Albany
Harlow Leroy Weirick, Eugene
Reese Clinton Wingard, Eugene

BACHELOR OF ARTS

F. Burr Abner, North Bend
John William Berg, Portland
Otto Marion Bowman, Portland
Francis E. Coad, Cove

Roland Davis, Portland
John Dodge Galey, Ashland
William Scheinbaum Shenker, Portland

BACHELOR OF SCIENCE

Laurence Armond, Portland
Everett B. McCutchan, Portland
Gerald J. Meindl, Portland
Clifford Warren Powers, Portland

Ellis D. Reiter, Eugene
Manuel Schnitzer, Portland
Mark M. Taylor, Eugene

School of Music

BACHELOR OF MUSIC

George Francis Barron, Ashland
Edith Jane McMullen, Eugene

Malcolm Paul Medler, Lebanon

BACHELOR OF ARTS

Olive Banks, Silverton
Edna Ellen Bell, Portland
Linnie Ann Belshe, Moro
Luella Edith Elliott, Astoria
Ruth Field, Sheridan
Katharine Ernest Galbraith, Portland
Doris Hope Gramm, Portland
Pauline Ruth Guthrie, Eugene
Virginia Josephine Hunt, Portland
Grace Chapman Kramer, La Grande
Mary Catherine Miller, Eugene
Violet A. Mills, Paulina
Margaret F. O'Farrell, Eugene
Eunice Mae Payne, Ontario

Frances Aileen Perry, Portland
Vera Ratcliffe, McMinnville
Dorothy Riordan, Haines
Carol Vincent Robe, Eugene
Margaret Lee Slusher, Portland
Prudence Spight, Hood River
Louise A. Stora, St. Helens
Mae E. Tobin, Newport
Lois Avalon Tuttle, Eugene
Ethel Marie Wicks, Astoria
Robert Bernice Wilcox, Newberg
Helen Grace Williams, La Grande
Juanita Wanda Wolff, Orenco

BACHELOR OF SCIENCE

Frances Faye Finley, Wendling
Gertrude Caroline Koke, Eugene

Annie Emelia Maler, La Jolla, Cal.
Frances Caroline Woods, Portland

School of Physical Education

BACHELOR OF ARTS

Editha Helen Barthel, Pendleton
Marjorie Landru, Eugene

Dorothea Marie Lensch, Portland

BACHELOR OF SCIENCE

Beth Ager, Bend
Paul D. Angstead, Lakeview
Anne L. Berz, Ashland
Irene Isabelle Buckley, Hillsboro
Ruth E. Burcham, St. Helens
Eunice M. Daniels, McKenzie Bridge
Herman Gawer, Portland
Eleanore Elizabeth Glass, La Grange

Mildred Lowdon, Wonder
Afton E. Marinelle, Ontario
Leonard B. Mayfield, Gladstone
Hazel Alice Nobes, Portland
Vesta Lee Orrick, Eugene
Margaret Marion Price, Stockton, Cal.
Hilda M. Top, Everson, Wash.

School of Sociology

BACHELOR OF ARTS

Allan Wallace East, Portland
Christine Holt, Portland
Adelaide Fay Hypes, Eugene

Berniece Rasor, Eugene
Martha Theodora Swafford, Portland
Dorothy Kathryn Webster, Portland

BACHELOR OF SCIENCE

Luelia Andre, Spokane, Wash.
Alejandro Pablo y Cadaoas, Philippine Islands

John Sten, Jr., St. Helens

Portland School of Social Work

BACHELOR OF ARTS

Harriett Edna Osborn, Portland
Ruth L. Ramsey, Eugene

Ruth Strong, Portland
Ruth Agnes Wonacott, Portland

SOCIAL WORK CERTIFICATE

Oscar Elmer Hovrud
Eleanor Mulvey
Elizabeth Judy Neth
Ruth Lois Ramsey

Elda Irene Russell
Kathleen Florence Somerville
Ruth Strong
Ruth Agnes Wonacott

PUBLIC HEALTH NURSING CERTIFICATE

Mary Ann Barrett
Josephine Foster Beckstead
Golden Aileen Dyer
Louise Mary Hankey

Marion Carita King
Cecil Laurie Schreyer
Maisie Verna Wetzel

School of Medicine

DOCTOR OF MEDICINE

O. Henry Alexander, B.A., Portland
H. Ray Allumbaugh, M.S., Eugene
Harry B. Allison, B.A., Portland
Camilla May Anderson, B.A., Portland
Villairs Thomas Austin, B.S., Portland
Yernal Gailard Backman, B.S., Pendleton
John Frederick Beattie, B.S., Portland
Joseph A. Benson, B.A., Portland
Edmund H. Berger, B.A., Portland
Gordon David Billingsley, B.A., Portland
George W. Caldwell, B.A., So. Pasadena, Cal.
Aubrey Milton Davis, B.A., Portland
Paul Marvin Ellis, B.S., Portland
John Burke Flynn, B.A., Eugene
Emil D. Furrer, B.A., Portland
Morton J. Goodman, B.A., Portland
Maurice F. Gourley, B.S., Portland
H. Thomas Gentle, B.S., Portland
Clifford Emerson Hardwick, B.S., Portland
Ralph Elwood Herron, B.A., Junction City
Asahel J. Hockett, B.A., Enterprise
Ivan N. Ingram, B.A., North Bend
F. Edward Jacobs, B.A., Eugene
Eugene H. Kelley, B.A., Portland
Theodore A. Kennedy, B.A., Portland
Edward Anthony LeCocq, B.A., Portland
Joseph Lipshutz, B.A., Portland
James F. McAnally, B.S., Portland

Ransom J. McArthur, B.A., Oakville, Wash.
William Craig McBride, Jr., B.A., Portland
Norman C. Mace, B.A., Portland
Roland Foster Marks, B.S., Halsey
Charles Wilford May, B.S., Portland
Leo Joseph Meienberg, B.A., Milwaukee
Robert Herbert Miles, B.A., Stockton, Cal.
Max Naimark, B.S., Portland
Thomas Neilson Page, B.A., Portland
Sam R. Page, B.A., Portland
E. William Parks, B.S., Eagle, Idaho
William Culloden Panton, B.A., Portland
Fenton B. Parker, B.A., Portland
Paul A. Pemberton, B.A., Portland
Charles August Preuss, B.S., Tacoma, Wash.
Cornelia Frances Robertson, B.A., Lakeview
Harold Nels Rosengreen, B.S., Logan, Utah
Albert H. Schwichtenberg, B.A., Portland
Charles Edwards Spellman, B.A., Salmon, Idaho
Howard C. Stearns, M.S., Portland
Jon V. Straumfjord, B.A., Portland
John Ellsworth Vinson, B.A., Portland
Charles S. Warwick, B.S., Portland
Frank T. Wilcox, B.S., Portland
Henry M. Wiswall, B.S., Vancouver, Wash.
Calvin M. Yorán, B.A., Eugene

Military Science

The following students have completed work in the departments of Military Science in the School of Medicine and on the campus qualifying them for commissions in the Officers Reserve Corps, United States Army:

FIRST LIEUTENANTS, MEDICAL SECTION

O. Henry Alexander
Harold Ray Allumbaugh
Villairs Thomas Austin
Gordon Davis Billingsley
Hjalmar Thomas Gentle
Morton Jacob Goodman
Ivan Nathaniel Ingram
Edward Anthony LeCocq
James Faison McAnally
William Craig McBride, Jr.

Norman Culbert Mace
Roland Foster Marks
Charles Wilford May
Max Naimark
Sam Ray Page
Thomas Neilson Page
Earl William Parks
Albert Henry Schwichtenberg
Henry MacMullen Wiswall

SECOND LIEUTENANTS, INFANTRY

William J. Crawford
Clad A. Eldridge, Jr.
Frank R. Hallin
Louis K. Harthrong
Walter E. Hempstead, Jr.
Robert B. Hynd

Keith I. Ingalls
William R. Jost
Herbert W. Lasselle
Francis W. McKenna
W. Vawter Parker
Lawrence C. Shaw

The following students will be recommended upon completion of R. O. T. C. summer camp:

SECOND LIEUTENANTS, INFANTRY

Earl A. Claus
Roy L. Herndon
Robert J. Keeney

William K. Morgan
Philip C. Smith
Carl E. Williams

Graduate School

DOCTOR OF LAWS

Conferred Upon

FRANK ORREN LOWDEN

In recognition of his distinguished scholarship in law and social science and his leadership in public affairs.

MASTER OF ARTS IN PUBLIC SERVICE

Conferred Upon

GERTRUDE BASS WARNER

In recognition of her scholarly contribution to an understanding of the art and civilization of Oriental peoples.

MASTER OF ARTS IN PUBLIC SERVICE

Conferred Upon

ROBERT ASBURY BOOTH

In recognition of his scholarly interest in the history and economic development of Oregon and his outstanding record as statesman and public servant.

DOCTOR OF PHILOSOPHY

Frederick Warren Cozens, M.A., California.

Major, Education. Minor, Physical Education.

Thesis: The measurement of general athletic ability in college men.

MASTER OF ARTS

Verne D. Bain, B.A., Willamette.

Major, Education. Minor, Sociology.

Thesis: Survey of Springfield High School, Springfield, Oregon.

Kenneth Carter Bonbright, B.A., Oregon.

Major, Philosophy. Minor, French.

Thesis: Intuition and reason in the religious philosophy of Pascal.

Margaret Clarke, B.A., Oregon.

Major, English Literature.

Thesis: The attitude of the early nineteenth century reviewers towards the poetry of George Crabbe.

- Clifford Llewellyn Constance, B.A., Oregon.
Major, Psychology.
Thesis: The function of grades in student adjustment at the University of Oregon.
- Elsie Frances Dennis, B.A., Oregon.
Major, History. Minor, Political Science.
Thesis: Slavery among the Indians in the Pacific Northwest.
- D. Devaputra, B.A., Oregon.
Major, Chemistry. Minor, Physics.
Thesis: Electrical conductivities in the ternary system of water, alcohol and phosphoric acid.
- Henry H. Dirksen, B.A., Oregon.
Major, Education. Minor, History.
Thesis: The development of project method principles as seen in the classics.
- A. Alexander Enna, B.A., Oregon.
Major, German Literature. Minor, Scandinavian.
Thesis: Henrik Ibsen and Friedrich Hebbel—a comparative study.
- Ernest E. Erkill, B.A., Montana.
Major, English.
Thesis: Meredith's idea of the spirituality of earth and humanity.
- Bruce E. Foster, B.A., Colorado College.
Major, Physics.
Thesis: The construction of a high potential x-ray apparatus.
- Alexander Murray Fowler, B.A., Minnesota.
Major, English.
Thesis: A comparative study of *humours* characters in Ben Johnson and Henry Fielding.
- William Reinhard Frerichs, B.A., Carthage College.
Major, German Literature. Minor, German Philology.
Thesis: Georg Rueseler, Der Marschendichter Oldenburgs.
- Laurence Eugene Hartmus, B.A., Oregon.
Major, Greek. Minor, Latin.
Thesis: The ethical theme of the Oresteia of Aeschylus with an analysis of the Agamemnon.
- Oscar Winslow Hoop, B.A., Wichita.
Major, History. Minor, Political Science.
Thesis: A history of Fort Hoskins.
- Herbert Henrie Jasper, B.A., Reed College.
Major, Psychology. Minor, Philosophy.
Thesis: Perseveration and its relation to depression and introversion.
- Philip Arthur Lehman, B.A., Linfield College.
Major, History. Minor, Sociology.
Thesis: The religious, moral, and educational activities of the Hudson's Bay Company.
- Ralph Richard Martig, B.A., Oregon.
Major, History. Minor, Economics.
Thesis: The San Juan question and the Berlin arbitration.
- Lucy Neal Martin, B.A., Colorado.
Major, History. Minor, English.
Thesis: The Indians of the Willamette valley.
- Ralph U. Moore, B.A., Oregon.
Major, Education. Minor, Psychology.
Thesis: An experimental comparison between the relative effectiveness of an individual method of study and a recitation method in mathematics.
- Ruth Ellen Porter, B.A., Montana.
Major, Education. Minor, Mathematics.
Thesis: James Bryce—his contribution to education and democracy.
- Rex Putnam, B.A., Oregon.
Major, Education. Minor, Mathematics.
Thesis: Budgetary practices in union high schools of Oregon.
- Margaret Ramsey, B.A., Linfield College.
Major, Plant Biology. Minor, Mathematics.
Thesis: A study of fossil freshwater diatoms of Oregon.

- Lloyd J. Reynolds, B.A., Oregon Agricultural College.
Major, English.
Thesis: A study of the patterns of bombast and the uses of bombast in the plays of Kyd, Marlowe, and Shakespeare.
- Charles Easton Rothwell, B.A., Reed College.
Major, Education. Minor, History.
Thesis: A comparison of Matthew Arnold's proposals for the reorganization of English secondary education with the reforms carried into effect during the latter half of the nineteenth century.
- James Curl Stovall, B.S., Oregon.
Major, Geology. Minor, Chemistry.
Thesis: Pleistocene geology and physiography of the Wallowa mountains with special reference to the Wallowa and Hurricane canyons.
- Frank W. J. Sylwester, Concordia College and Seminary (six years).
Major, German. Minor, History.
Thesis: The figures of speech used by Franz Grillparzer.
- Charles Dewey Tenney, B.A., Gooding College.
Major, English. Minor, Philosophy.
Thesis: Meredith's conception of sentimentalism and the philosophy of earth.
- Cecil Theodore Thompson, B.A., Oregon.
Major, History. Minor, Education.
Thesis: The origin of direct legislation in Oregon—How Oregon secured the initiative and referendum.
- Edvin Tingelstad, B.A., Luther College.
Major, Education. Minor, Psychology.
Thesis: Budgetary practice in Oregon district high schools.
- Gertrude E. Tolle, B.A., Oregon.
Major, Mathematics. Minor, Physics.
Thesis: Some properties of an algebraic function of a complex variable.

MASTER OF SCIENCE

- H. Ray Allumbaugh, B.S., Idaho.
Major, Physiology. Minor, Bacteriology.
Thesis: The bile expelling mechanism.
- Louise Ruth Basford, B.S., Oregon.
Major, Education. Minor, Psychology.
Thesis: The financial status of the normal schools of Oregon.
- K. R. Blakeslee, B.S., Oregon.
Major, Education. Minor, Sociology.
Thesis: A general survey of school district 29 of Yamhill County, Oregon.
- Maurice F. Gourley, B.S., Oregon.
Major, Bacteriology. Minor, Pathology.
Thesis: A study of the bacteria found in infections of the urinary tract.
- Margery O'Neal Horton, B.S., Oregon.
Major, Physical Education.
Thesis: The measurement of general physical ability in college women.
- Floyd A. Van Atta, B.S., Oregon.
Major, Chemistry. Minor, Physics.
Thesis: The relation of the properties of cellulose fibers to their structures.
- Hubert J. Yearian, B.S., Oregon.
Major, Physics. Minor, Mathematics.
Thesis: A new method of determining the thermal conductivity of gases.

MASTER OF FINE ARTS

- H. Abbott Lawrence, B.S., Oregon.
Major, Architecture.
Thesis: The drawings for the Christopher Columbus memorial lighthouse to be erected at Santo Domingo, Dominican Republic.

STATISTICAL SUMMARY

ENROLLMENT FOR THE YEAR, 1928-29

THE UNIVERSITY AT EUGENE:	Men	Women	Total
Graduate School	88	81	179
Law School	82	3	85
Seniors	202	273	475
Juniors	323	274	602
Sophomores	480	363	843
Freshmen	592	421	1,013
Specials	20	11	81
Eugene Bible University Students	12	2	14
Total	1,814	1,428	3,242
THE MEDICAL SCHOOL AT PORTLAND	216	19	235
Total Enrollment for Academic Year of Full-time Students	2,030	1,447	3,477
THE SUMMER SESSIONS OF 1929:			
Portland Session	133	660	793
Eugene, Regular Session	217	355	572
Eugene, Post Session	76	96	172
Alaska Post Session	7	182	189
Total Summer Enrollment	433	1,243	1,676
*Duplicates	65	108	173
Net Total Enrollment	868	1,135	1,503
EXTENSION DIVISION:			
Albany	19	22	41
Astoria	4	40	44
Cottage Grove	5	21	26
Eugene	114	158	272
Hood River	6	29	35
Mt. Angel	0	28	28
Newberg	2	18	15
Portland	1,777	1,195	2,972
Salem	37	128	165
Silverton	1	26	27
Correspondence Study	829	2,119	2,948
Total Extension Students	2,212	4,861	6,573
†TOTAL ENROLLMENT IN ALL DIVISIONS, 1928-29. 4,610	6,943	11,553	
* Excluding duplicates between Eugene post session and other summer sessions.			
† This total does not eliminate duplication between the regular session of the academic year and the summer sessions and the Extension Division.			
ENROLLMENT FOR FALL AND WINTER TERMS OF 1929-30			
THE EUGENE CAMPUS:	Men	Women	Total
Graduate School	86	68	154
Law School	87	3	90
Seniors	220	258	478
Juniors	205	200	405
Sophomores	551	403	954
Freshmen	593	455	1,053
Specials	26	20	46
Eugene Bible University Students	11	2	13
Total	1,784	1,409	3,193
THE MEDICAL SCHOOL AT PORTLAND	212	22	234
Total Enrollment for First Two Terms of Full-time Students	1,996	1,431	3,427

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Room, No.

UNIVERSITY OF OREGON
APPLICATION FOR DORMITORY RESIDENCE

..... HALL

NAME DATE

(Last) (First)

HOME ADDRESS

PREPARATORY SCHOOL

CLASS IN UNIVERSITY AGE

NATIONALITY RACE

NAME AND ADDRESS OF PARENTS OR GUARDIAN

NOTE: Fill out this card and send it to the office of the Dean of Women or Dean of Men with a \$10 room deposit. Reservations must be cancelled at least two weeks prior to the opening date of registration or the deposit will be forfeited.

The above card, accompanied by a ten dollar (\$10.00) application deposit, should be filled out and sent to the dean of men or the dean of women. The deposit will be returned if there is no space available or if the student cancels this reservation at least two weeks prior to the opening date of registration. Upon entrance into the dormitories this application becomes a breakage deposit and a certain percentage is returnable at the end of the school year after deductions are made for damages to the University property.

Rooms are engaged by upper division men students for the period of one term; by lower division men students for the academic year. Rooms are engaged by women students for the academic year.

Checks should be made payable to the University Comptroller.

DO NOT FILL OUT

DATE APPLICATION RECEIVED RECEIPT NO.

DATE MOVED INTO DORMITORY

DATE RELEASED FROM DORMITORY

REASON FOR RELEASE

REFUND OF ROOM DEPOSIT
