

OREGON STATE SYSTEM
OF HIGHER EDUCATION
BULLETIN



PORTLAND
SUMMER SESSION
1939

University of Oregon + Oregon State College

Oregon Normal School + Southern Oregon Normal School

Eastern Oregon Normal School

State Board of Higher Education

	Term Expires
EDWARD C. PEASE, The Dalles.....	1940
F. E. CALLISTER, Albany.....	1941
BEATRICE WALTON SACKETT, Marshfield.....	1942
C. A. BRAND, Roseburg.....	1943
E. C. SAMMONS, Portland.....	1944
ROBERT W. RUIH, Medford.....	1945
EDGAR W. SMITH, Portland.....	1946
WILLARD L. MARKS, Albany.....	1947
HERMAN OLIVER, John Day.....	1948

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Office of the State Board of Higher Education
Eugene, Oregon

Portland Summer Session

of the

University of Oregon, Oregon State College,
Oregon Normal School, Southern Oregon Normal School
Eastern Oregon Normal School

June 19—July 28

1939

Oregon State System of Higher Education

THE Oregon State System of Higher Education, as organized in 1932 by the State Board of Higher Education following a Federal survey of higher education in Oregon, includes all the state-supported institutions of higher learning. The several institutions, located at six different places in the state, are now elements in an articulated system, parts of an integrated whole. The educational program is so organized as to distribute as widely as possible throughout the state the opportunities for general education and to center on a particular campus specialized, technical, and professional curricula closely related to one another.

The institutions of the State System of Higher Education are the University of Oregon at Eugene, Oregon State College at Corvallis, the University of Oregon Medical School at Portland, the Oregon Normal School at Monmouth, the Southern Oregon Normal School at Ashland, and the Eastern Oregon Normal School at La Grande.

Each of these institutions, except the Medical School which is on a graduate basis, provides the general studies fundamental to a well-rounded education. At the three normal schools general and professional studies are combined in the teacher-training curriculum. At the Southern Oregon Normal School and the Eastern Oregon Normal School students who do not plan to become elementary school teachers may devote their time exclusively to studies in the liberal arts and sciences.

At the University and the State College two years of unspecialized work in liberal arts and sciences are provided on a parallel basis in the Lower Division. Beyond the lower-division level the work of the two institutions is distinctly differentiated. At the University are centered the advanced curricula in the arts, letters, and social sciences, and the professional schools resting on these fundamental fields of knowledge. At the State College are centered the advanced curricula in the physical and biological sciences and the professional schools resting on these natural sciences.

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Oregon State System of Higher Education

Executive Officers

FREDERICK MAURICE HUNTER, Ed.D., LL.D., Chancellor
WILLIAM JASPER KERR, D.Sc., LL.D., Chancellor Emeritus

DONALD MILTON ERB, Ph.D. President, University of Oregon	GEORGE WILCOX PEAVY, M.S.F., D. Sc., LL.D. President, Oregon State College
RICHARD BENJAMIN DILLEHUNT, M.D. Dean, Univ. of Ore. Medical School	JULIUS ALONZO CHURCHILL, M.A. President, Oregon Normal School
WALTER REDFORD, Ph.D. President, Southern Oregon Normal School	CHARLES ABNER HOWARD, M.A., LL.D. President, Eastern Oregon Normal School.

Deans and Directors

ERIC WILLIAM ALLEN, A.B.	Dean and Director of Journalism
HERBERT ARNOLD BORK, B.A., C.P.A.	Comptroller
CLARENCE VALENTINE BOYER, Ph.D.	Dean and Director of Arts and Letters
CHARLES DAVID BYRNE, M.S.	Director of Information
JULIUS ALONZO CHURCHILL, M.A.	Director of Elementary Teacher Training
RICHARD HAROLD DEARBORN, A.B., E.E.	Dean and Director of Engineering and Industrial Arts
RICHARD BENJAMIN DILLEHUNT, M.D.	Dean and Director of Medicine; Director of Health Services
JAMES HENRY GILBERT, Ph.D.	Dean and Director of Social Science
FRANCOIS ARCHIBALD GILFILLAN, Ph.D.	Acting Dean and Director of Science
JAMES RALPH JEWELL, Ph.D., LL.D.	Dean of Education; Director of High School Teacher Training
JOHN JACOB LANDSBURY, Mus.D.	Dean and Director of Music
OLOF LARSELL, Ph.D., Sc.D.	Dean and Director of Graduate Division
ELLIS FULLER LAWRENCE, M.S., F.A.I.A.	Dean and Director of Architecture and Allied Arts
RALPH WALDO LEIGHTON, Ph.D.	Dean and Director of Physical Education
LUCY MAY LEWIS, A.B., B.L.S.	Director of Libraries
AYA BERTHA MILAM, M.A.	Dean and Director of Home Economics
VICTOR PIERPONT MORRIS, Ph.D.	Dean and Director of Business Administration
WAYNE LYMAN MORSE, LL.B., J.D.	Dean and Director of Law
EARL LEROY PACKARD, Ph.D.	Dean and Director of General Research
GEORGE WILCOX PEAVY, M.S.F., D.Sc., LL.D.	Dean and Director of Forestry
ALFRED POWERS, A.B.	Dean and Director of General Extension
WILLIAM ALFRED SCHOENFELD, M.B.A.	Dean and Director of Agriculture
MAHLON ELLWOOD SMITH, Ph.D.	Dean and Director of Lower Division
GENEVIEVE GRIFFITH TURNIPSEED, M.A.	Director of Dormitories
ADOLPH ZIEFLE, M.S., Phar.D.	Dean and Director of Pharmacy

Each dean and director in this list is interinstitutional in function, being the chancellor's principal adviser in his field.

The Portland Summer Session

OF THE UNIVERSITY OF OREGON, OREGON STATE COLLEGE, AND THE OREGON NORMAL SCHOOLS

The Faculty, 1939

FREDERICK MAURICE HUNTER, Ed.D., LL.D., Chancellor, Oregon State System of Higher Education.
DONALD M. ERB, Ph.D., President, University of Oregon.
GEORGE WILCOX PEAVY, M.S.F., D.Sc., LL.D., President, Oregon State College.
JULIUS ALONZO CHURCHILL, M.A., President, Oregon Normal School.
WALTER REDFORD, Ph.D., President, Southern Oregon Normal School.
CHARLES ABNER HOWARD, M.A., LL.D., President, Eastern Oregon Normal School.
ALFRED POWERS, A.B., Director of Summer Sessions, Oregon State System of Higher Education; Director of the Portland Summer Session.

OLOF LARSELL, Ph.D., Dean of the Graduate Division, Oregon State System of Higher Education.
LOUIS BERELSON, Ph.D., Secretary of Summer Sessions, Oregon State System of Higher Education.
EARL MANLEY PALLETT, Ph.D., Registrar.
RUTH HALL, B.A., Librarian.
MARGARET MORRISON SHARP, Secretary.

HUBERT C. ARMSTRONG, M.A. *Consultant in Individual Guidance, Oakland Public Schools*
B.S. (1930), M.S. (1931), Washington. Assistant director of research, Oakland public schools (1931-33); assistant director of individual guidance (1933-34); associate in individual guidance (1934-37); acting head, Department of Individual Guidance (1937); consultant in individual guidance (1939—). Summer session teaching: Mills.

KENNETH N. BEADLE, B.S. *Director, Education Division, National Conservation Bureau*
B.S. (1932), Minnesota. Director, health and physical education, Litchfield, Minnesota, public schools; assistant state director of adult education, Minnesota; assistant director, Center for Continuation Study, University of Minnesota; supervisor of safety education, St. Paul, Minnesota, public schools (1937-38); director, education division, National Conservation Bureau (1938—).

JAMES F. BENDER, Ph.D. *Director, Department of Speech, Queens College, College of the City of New York*
B.S. (1928), M.A. (1929), Ph.D. (1939), Columbia. Instructor in speech, C. C. N. Y. (1928-37); lecturer in psychology, Brooklyn Polytechnic Institute (1928—); part-time speech clinician, N. Y. Post-Graduate Hospital (1929-30); Vanderbilt Clinic (1931-32); director, Children's Speech Clinic, C. C. N. Y. (1938-37); chairman, department of speech, Queens College (1937); director of information, American Speech Correction Association (1935—). Summer session teaching: C. C. N. Y., M. I. T., Hunter, Columbia, Mt. Holyoke.

LOUIS BERELSON, Ph.D. *Adviser in General Studies*
A.B. (1930), Whitman; M.A. (1931), California; Ph.D. (1934), Virginia. Administrative assistant, Portland Extension Center (1935-37); secretary of summer sessions (1937—); adviser in General Studies (1938—).

- LUTHER LEE BERNARD, Ph.D. *Professor of Sociology, Washington University*
A.B. (1907), Missouri; Ph.D. (1910), Chicago. Instructor in sociology, Western Reserve (1910-11); professor of history and social sciences, Florida (1911-14); professor of sociology, Missouri (1914-17); Minnesota (1917-25); Cornell (1925-26); Tulane (1927-28); North Carolina (1928-29); Washington University (1929—). Summer session teaching; Chicago, University of Washington. President, American Sociological Society (1932).
- GEORGE VERNE BLUE, M.A. *Associate in Historical Research, Department of State, Washington, D. C.*
B.A. (1922), Oregon; M.A. (1923), California. Instructor in history, Hawaii (1923-25); traveling fellow, California and University of Paris (1926-28); assistant professor, Oregon (1928-30); associate in Department of State (1930—).
- GRACE BRIDGES *Director of Auditorium, Portland Public Schools*
Teacher, Portland public schools; director of auditorium (1928—); instructor in children's theater, Portland Extension Center (1936—). Summer session teaching: Oregon Normal School (1927-28); Northwestern (1930); Utah (1934).
- PHILIP W. BUCK, Ph.D. *Associate Professor of Political Science, Stanford University*
B.A. (1923), Idaho; Rhodes Scholar (1923-26); B.A. (1926), Oxford; Ph.D. (1933), University of California. Assistant professor of government, Mills College (1926-34); assistant professor of political science, Stanford University (1934-38); associate professor (1938—). Lecturer in current events, University of California Extension Division (1932-38).
- DAVID BEASLEY CAMPBELL, B.M. *Instructor in Music, Portland Extension Center*
B.M. (1930), Oregon; Director of conservatory, Whitman College (1915-18); director, Ellison-White conservatory, Portland (1919-26). Private teaching, Portland (1926—).
- BURT EINAR CHRISTENSEN, Ph.D. *Assistant Professor of Chemistry, Oregon State College*
B.S. (1927), Washington State College; M.S. (1929), Ph.D. (1931), University of Washington. Research chemist, Allied Chemical and Dye Co. (1927-28); instructor (1931-34), assistant professor (1934—), Oregon State College.
- PERCY M. COLLIER, B.A., LL.B. *Assistant Professor of English, Portland Extension Center*
B.A. (1911), Oregon; LL.B. (1914), Michigan. Lecturer (1929-30); assistant professor (1930—). Secretary, Oregon High School Debating League (1929—).
- HAROLD RANDOLPH CROSLAND, Ph.D. *Associate Professor of Psychology, University of Oregon*
A.B. (1913), South Carolina; M.A. (1914), Ph.D. (1916), Clark University. Instructor in psychology, Minnesota (1916-17); assistant professor, Arkansas (1917-18); Pittsburgh (1918-20); Oregon (1920-25); associate professor (1925—).
- CALVIN CRUMBAKER, Ph.D. *Professor of Economics, University of Oregon*
B.S. (1911), Whitman; M.A. (1927), Washington; Ph.D. (1930), Wisconsin. Assistant professor of economics, Montana (1923-30); assistant in economics, Wisconsin (1923-30); associate professor, Oregon (1930-33); professor (1933—).
- CHESTER R. DUNCAN, M.M. *Supervisor of Music, Portland Public Schools*
B.M. (1931), M.M. (1934), Washington. Supervisor of music, Vancouver (1932-38); Portland (1938—). Summer session teaching: Washington.
- ALEXANDER GOLDENWEISER, Ph.D. *Professor of Thought and Culture*
A.B. (1902), M.A. (1904), Ph.D. (1910), Columbia. Lecturer, Columbia (1910-19); New School for Social Research (1919-26); Rand School of Social Science (1915-29); visiting professor of sociology, Reed College (1933—); professor of thought and culture (1930—); acting head, Department of Anthropology, Wisconsin (1937-38). Summer session teaching: Washington, Oregon, Stanford, Buffalo.
- LAURENCE MCKINLEY GOULD, Sc.D. *Professor of Geology and Geography, Carleton College*
B.S. (1921), M.A. (1923), Sc.D. (1925), Michigan. Instructor in geology (1921-26); assistant professor (1926-30); associate professor (1930-31), University of Michigan; professor, Carleton College (1932—). Assistant director, University of Michigan Greenland Expedition (1926); assistant director, Putnam Baffin Island Expedition (1927); second in command and geologist-geographer, Byrd Antarctic Expedition (1928-30).
- FRANK W. GROVES, M.S. *Instructor in Fish and Game Management, Oregon State College*
B.S. (1936), M.S. (1939), Oregon State. Instructor, Oregon State (1938—).

- G. HOWELL HARRIS, Ph.D. *Associate Professor, Faculty of Agriculture, University of British Columbia*
B.S. (1922), British Columbia; M.S. (1923), Oregon State College; Ph.D. (1928), California. Assistant district horticulturist, British Columbia Department of Agriculture; plant disease investigator, Dominion Department of Botany; staff, British Columbia (1925—). President, British Columbia Academy of Sciences (1933-35).
- LARRAE A. HAYDON, B.A. *Director of Dramatics, Montana State University*
A.B. (1930), Carnegie Institute of Technology. Instructor in dramatic art, Oklahoma (1930-35); executive director, Portland Civic Theater, and instructor in drama, Portland Extension Center (1935-38); director of dramatics, Montana State University (1938—).
- JANE F. HILDER *Instructor in Remedial Reading, George Washington University*
Instructor, Washington, D. C. public schools (1917-34); counsellor, Cook School Character Education Experiment, Washington, D.C. (1934-36); director and teacher of remedial reading, Fifth Division, District of Columbia public schools (1936—); instructor, George Washington University (1937—).
- BERNARD HINSHAW, B.A. *Associate Professor of Art, Portland Extension Center*
B.A. (1926), Illinois Wesleyan; Diploma (1930), Art Institute of Chicago. Faculty, Illinois Wesleyan (1931-35); associate professor, Portland Extension Center (1935—).
- EDWARD M. HULME, M.A. *Professor of Medieval History, Emeritus, Stanford University*
B.A. (1897), Stanford; M.A. (1902), Cornell. Professor of history, Idaho (1902-21); dean, College of Letters and Science, Idaho (1917-21); professor of medieval history, Stanford (1921—). Summer session teaching: California (1918); Chicago (1919); Oregon (1925-26, 1938); Utah (1929, 1935-36); Southern California (1931); Duke (1933).
- WENDELL H. HUTCHENS, M.D. *Clinical Instructor in Psychiatry, Child Guidance Clinic, Medical School*
B.S. (1923), Pacific College; A.B. (1929), M.D. (1932), Oregon. Instructor in psychiatry, Medical School (1934-37); clinical associate in psychiatry, and instructor in neuropathology (1937—); psychiatrist, Oregon State Traveling Child Guidance Clinic (1936—); psychiatrist, Emanuel Hospital Psychiatric Unit (1938—); consultant, Multnomah County Hospital (1934—).
- DOROTHEA MARIE LENSCH, M.S. *Director of Recreation, Portland Bureau of Parks*
B.A. (1929), Oregon; M.S. (1930), Wellesley. Instructor in physical education, Rockford College (1930-36); dance director, George Washington (1936-37); director of recreation, Portland Bureau of Parks (1937—).
- IVOR N. MADSEN, Ph.D. *Professor of Education, Lewiston State Normal School, Idaho*
B.S. (1911), Coe College; M.A. (1915), Ph.D. (1928), Iowa State. Professor of education, Albany (1916-18); Omaha (1919-20); Lewiston State Normal (1920—). Summer session teaching: Washington, Montana, Western State Teachers College (Mich.).
- HAROLD GUY MERRIAM, Ph.D. *Professor of English, Montana State University*
B.A. (1905), Wyoming; B.A. (1907), M.A. (1912), Oxford; Ph.D. (1939), Columbia. Instructor in English, Whitman (1908-10); Beloit (1911-13); assistant professor, Reed (1913-19); professor, chairman of department, Montana (1919—); chairman, Division of Humanities (1930—). Editor, Frontier Midland. Summer session teaching: Oregon, Colorado, San Diego Teachers College.
- ELIZABETH BRIGGS MONTGOMERY, Ph.D. *Assistant Professor of Education, University of Oregon*
A.B. (1919), Willamette; M.A. (1925), Stanford; Ph.D. (1935), Oregon. Faculty, Adams State Teachers College, Colorado (1925-31); Portland Center (1935-36); assistant professor, Oregon (1936—).
- SUSAN MOSER, M.S. *Assistant Professor of Home Economics, University of New Mexico*
B.S. (1922), M.S. (1928), Iowa State. Supervisor of home economics and teacher trainer, Brookings, South Dakota (1928); instructor and assistant professor, New Mexico (1929—).
- ANNE M. MULHERON, A.B. *Visiting Instructor in Library Methods*
A.B. (1906), Michigan. Student, Western Reserve Library School, New York State Library School, Library work, Cleveland, Detroit, Los Angeles; librarian of the Portland Library Association (1920-37).
- EDITH HELENE NORTON, M.A. *Assistant Professor of Education, Supervisor of Teaching, Oregon Normal School*
B.S. (1922), M.A. (1927), Columbia. Demonstration teacher, Cleveland School of Education (1920); experimental teacher, Bronxville, N. Y. (1924-27); primary supervisor, State Normal School, Oswego, N. Y. (1927-29); instructor, State Teachers College, West Chester, Penn. (1929-30); assistant professor and supervisor of teaching, Oregon Normal (1935—).

- KARL WILLIAM ONTHANK, M.A. *Dean of Personnel Administration, University of Oregon*
B.A. (1913), M.A. (1915), Oregon. Secretary to the President, Oregon (1916-17); executive secretary (1917-30); dean of personnel administration (1930—). Summer session teaching: Stanford.
- MABLE HOLMES PARSONS, M.A. *Professor of English, Portland Extension Center*
B.A. (1904), M.A. (1905), Michigan; special research, Michigan (1906-07); British Museum (1924-25). Faculty, Oregon (1912-19); professor of English (1919—).
- HENRY F. PRICE, Ph.D. *Professor of Mathematics, Pacific University*
A.B. (1906), Swarthmore; M.A. (1912), Ph.D. (1915), Pennsylvania. Professor of mathematics, Pacific (1920—). Summer session teaching: Stanford (1929).
- JOHN GILBERT REDD, Ph.D. *Assistant Professor of History, Washington State College*
A.B. (1921), Hamilton; M.A. (1931), Ph.D. (1934), California. Instructor in English (1924), Yenching University, Peking, China; teaching fellow in history, California (1932-33); Penfield scholar in diplomacy, Pennsylvania (1935-36); assistant professor, Washington State (1937—). Secretary, International Institute of China (1921—); treasurer and trustee (1930—). News editor, *Peking Leader*, and Peking correspondent of *London Daily Express* (1922-27).
- WILLIAM CURTIS REDD, M.S. *Instructor in Physics, Oregon State College*
B.A. (1929), Willamette; M.S. (1932), New York. Assistant in physics, New York (1929-33); instructor, Oregon State (1937—).
- HUGH E. ROSSON, B.S., LL.B. *Director of Traffic Safety, Secretary of State's Office*
B.S. (1916), Knox; LL.B. (1920), Iowa. Associate professor of English, Kansas State (1921-23); associate professor of law, Oregon (1923-28); professor (1928-30); graduate manager (1930-36); director of traffic safety, Secretary of State's Office (1937—).
- MARIE SCHULDERMAN, M.A. *Instructor in Art, Portland Public Schools*
B.A. (1927), M.A. (1936), Oregon. Instructor in art, Portland public schools (1927—).
- HARRY JOHNSON SEARS, Ph.D. *Professor of Bacteriology and Public Health and Head of Department, Medical School*
A.B. (1911), A.M. (1912), Ph.D. (1916), Stanford. Instructor in chemistry, Stanford (1911-13); instructor in bacteriology (1914-16); city chemist and bacteriologist, Berkeley, Cal. (1916-18); professor of bacteriology, Medical School (1918—).
- S. STEPHENSON SMITH, B.Litt. (Oxon.) *Professor of English, University of Oregon*
B.A. (1915), Reed; B.Litt. (1923), Oxford. Assistant professor of English, Oregon (1925-28); associate professor (1928-35); professor (1935—). Summer session teaching: Montana (1935).
- EDWARD GLEASON SPAULDING, Ph.D., LL.D. *Professor of Philosophy, Princeton University*
B.S. (1894), Vermont; A.M. (1896), Columbia; Ph.D. (1900), University of Bonn; LL.D. (1921), Vermont. Instructor in philosophy (1900-05); assistant professor, College of the City of New York (1905-14); professor of philosophy, Princeton (1914—). Summer session teaching: Washington University, Harvard, Chicago, California, Michigan, Oregon. President, American Philosophical Association (1932).
- JOHN A. SPAULDING, Ph.D. *Professor of German, Portland Extension Center*
B.A., (1911), M.A. (1912), Ph.D. (1917), Harvard. Instructor, Worcester Polytechnic Institute (1914-17); instructor, Yale (1920-22); professor and head of department, Trinity College (1924-31); professor of German (1938—).
- HARRIET WATERBURY THOMSON, A.B. *Professor of Physical Education, University of Oregon*
A.B. (1904), Michigan. Assistant director of physical education, Oregon (1911-22); professor (1922—). Head of corrective division, Oregon; special clinics with Dr. Otis Akin and Dr. Richard Dillehunt, Portland.
- GEORGE STANLEY TURNBULL, M.A. *Professor of Journalism, University of Oregon*
A.B. (1915), M.A. (1932), Washington. Professor of journalism, Oregon (1917—). Summer session teaching: California (1925, 1926). Reporter, copyeditor, managing editor, Bellingham (Wash.) *Reveille* (1902-05); reporter, assistant city editor, telegraph editor, *Seattle Post-Intelligencer* (1905-16); copyeditor, *Seattle Times* (1916-17); summer copy desk work, *San Francisco Chronicle* (1920-21).
- KENNETH R. UMFLEET, M.A. *Professor of Music Education, Knox College*
B.M. (1925), Oberlin; M.A. (1932), Columbia. Professor of music, Albion (1925-26); professor of music education, DePauw (1926-35); supervisor of music, Greencastle, Ind. (1926-36); professor of music education, Knox (1938—). Summer session teaching: Columbia, Kansas State Teachers College, New York State Teachers College.

- COURTLANDT C. VAN VECHTEN, Ph.D. *Instructor in Sociology, Wayne University*
A.B. (1929), M.A. (1930), Michigan; Ph.D. (1935), Chicago. Fellow and research assistant, Chicago (1930-33); sociologist and actuary, Board of Pardons and Paroles, State of Illinois (1933-36); instructor, Wayne (1936—).
- PAUL RUDOLPH WASHKE, M.A. *Professor of Physical Education, University of Oregon*
A.B. (1927), Western State Teachers College, Michigan; M.A. (1929), Michigan. Director of physical education, Bellingham, Wash., high schools (1921-27); instructor in physical education, Michigan (1927-29); assistant professor, Michigan (1929-30); professor, Oregon (1930—). Summer session teaching: Washington State Normal, Bellingham; Michigan; Utah State; Texas.
- WILLIAM W. WATTENBERG, Ph.D. *Managing Editor, Chicago Schools Journal*
B.S. (1930), C. C. N. Y.; M.A. (1933), Ph.D. (1936), Columbia. Research assistant, department of curriculum research, Lincoln School, Teachers College, Columbia (1930-32); associate director of curriculum laboratory, Northwestern (1936-38); managing editor, *Chicago Schools Journal* (1938—); secretary, curriculum committee, Chicago Teachers College (1938—). Summer session teaching: Northwestern.
- EDGAR H. WHITNEY, B.A., LL.B. *Assistant Superintendent of Schools, Portland*
Ph.B. (1892), Ash Grove College; LL.B. (1913), B.A. (1924), Oregon. Superintendent, Tillamook (1902-06); The Dalles (1906-07); principal, elementary schools, Portland (1908-18); assistant superintendent, Portland (1918—).
- LEAVITT OLDS WRIGHT, Ph.D. *Professor of Romance Languages, University of Oregon*
B.S. (1914), Harvard; M.A. (1925), Ph.D. (1928), Columbia. Extension instructor, Columbia (1916-17); principal, Colegio Internacional, Guadalajara, Mexico (1918-21); faculty, Pomona College (1917-18, 1923-24); assistant professor, Oregon (1926-27); associate professor (1927-30), professor (1930—).
- ESTHER W. WUEST *Supervisor of Art, Portland Public Schools*
Graduate, Chicago Art Institute; pupil of John Vanderpoel and Lorado Taft; student, Academie Julien, Paris (1921).

The Portland Summer Session

1939

THE Portland Summer Session of the State System of Higher Education combines offerings for the University of Oregon, Oregon State College, and the Oregon normal schools. The twenty-second session begins on June 19 and continues for six weeks until July 28. Students may carry on their work in sequential programs of study for an additional four weeks in the University of Oregon post session at Eugene, or for an additional five weeks in the Oregon State College second session at Corvallis.

Students wishing to spend the vacation weeks in the stimulating surroundings of a large city will find a metropolitan environment in Portland, with its third of a million population; and yet at the very outskirts of the city begins the scenic wonderland of Oregon. The Cascades, the Columbia Gorge, and the Oregon coast offer unsurpassed opportunities for weekend recreation. Lincoln High School where the classes will be held is centrally located, but fronts on a parked area, which, with its grass and trees, gives the school somewhat the seclusion of a college campus in the midst of a busy city.

Portland Office. The Portland office of the State System of Higher Education is located at 814 Oregon Building, Fifth and Oak streets; the telephone number is ATwater 2165. All administrative details of the classes of the Portland summer session are handled from this office. Office hours are from 9:00 a.m. to 5:00 p.m., with the exception of Saturday, when the office closes at noon.

Registration. All classes will be held at Lincoln High School, Park and Market streets. Classes begin Monday, June 19, as scheduled. Students, whether registered or not, should report for classes the first day of the session, and register between periods or in the afternoon. Students will register at Lincoln High School until noon, and at 814 Oregon Building from 2:00 until 5:00 p.m., during each day of the period of registration. Registration closes Saturday, June 24, at noon. Students living in Portland or arriving before the opening of the session will find it convenient to enroll beforehand at the office in the Oregon Building. The administrative staff and members of the faculty will serve as advisers, and will be available throughout the registration period for conferences in regard to selection of suitable courses, requirements, credits, and the relation of the summer program to the general academic program of the student.

State System of Higher Education. In Oregon all the state institutions of Higher Education are operated as a correlated unit in the State System of Higher Education under a Chancellor and a single Board. Through the benefits of this organization, the Portland Summer Session draws upon the resources, the curricula and the faculties of all the institutions. Credit earned in Portland may be counted as resident credit in the University, the State College or the normal schools, as may be determined by the major program of the student. Students receive their degrees from the University or the State College according to the major subject. For the work available at the two institutions and the specific requirements for degrees the student should consult the institutional catalogs.

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

Admission to Work for Degrees. Students who wish to become candidates for a degree from the University or the State College, or for a certificate from one of the normal schools, must satisfy the regular entrance requirements of the State System of Higher Education, which are uniform for all the institutions and which are stated in detail in the general institutional catalogs, or in the leaflet "Entrance Information" of the State System of Higher Education. As early as possible before the session, such students should furnish a complete official transcript covering all work taken above the eighth grade. This information should be filed with the registrar of the institution where continuing study is planned. Credit earned in Portland is recorded with the registrar of the University of Oregon at Eugene, who is the official registrar of the Portland Summer Session and who will send transfer of credits to the State College or the Oregon normal schools in the State System of Higher Education or to other universities, colleges or normal schools.

Residence Requirement for Degrees. For a degree from the University of Oregon or Oregon State College, not less than the last 45 term hours must be taken in residence. This requirement, with the approval of the Academic Requirements Committees, may be fulfilled by satisfactory completion of the normal study load during an attendance of 30 weeks in the Portland Summer Session. Or to satisfy the residence requirement, attendance at Portland may be combined with work in the Corvallis or Eugene summer session or with work during the regular terms on the campuses or in the Portland Extension Center. The amount of credit earned in the Portland Summer Session that may be applied toward a certificate from one of the normal schools depends upon the particular program, regarding which the director or the faculty adviser should be consulted.

Further information concerning admission, advanced standing, transfer of credits, and graduation requirements, may be obtained from the registrars of the institutions.

Academic Credit. In the Portland Summer Session a student may carry the amount of work necessary to earn nine term hours of credit.

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

Graduate Credit. In the Portland Summer Session, or in this session in combination with the Portland Extension Center, a graduate student may earn all the work necessary for a master's degree in General Studies, or 15 hours toward a departmental master's degree. Thus a student may earn the General Studies degree entirely in the Portland Summer Session by attending five consecutive sessions, or may attend two sessions to combine with other work at the College or the University for a departmental master's degree. There is offered a considerable number of advanced courses which are so arranged that they may be taken for graduate credit. Graduate credit in the Portland summer session is given only for courses marked (G) following the title.

The preliminary and final examinations for the master's degree must be taken on the campus from which the degree is to be obtained.

Admission. To be admitted to the Graduate Division a student must submit an application accompanied by a transcript of the credits earned for his bachelor's degree. Temporary admission is sometimes granted to summer students without these credentials, but in such cases credits earned are provisional until a copy of the transcript is filed. Graduate summer students, including those who wish to apply their Oregon credits toward advanced degrees in other institutions, should send an undergraduate transcript in advance to the Registrar of the University of Oregon at Eugene, or the Registrar of Oregon State College at Corvallis, or bring a copy with them.

Preparation. To be eligible for a graduate major in any subject for a departmental degree, the student must have had an undergraduate major or its equivalent in that subject; at the University of Oregon or Oregon State College this means a minimum of 36 term hours. Students lacking part of this preparation may be required to take courses in the major department without graduate credit until the preparation is accepted as adequate. For the General Studies degree, a student must present evidence of satisfactory preparation in the field in which he elects to work.

Grade Requirement. For graduate students an average of B (GPA 3.00) is required on all of the work carried for graduate credit. No D grades will be counted for graduate credit.

Residence Requirement. For a master's degree one year of residence is required, or 45 term hours of graduate work. This work may be earned in the summer sessions, including the Portland session as indicated, but work for a master's degree in the University of Oregon or Oregon State College must be completed within a period of five years. All work at another institution for which credit is transferred must have been done within the same five-year period.

Transferred Credit. Graduate credit to a maximum of 15 term hours may be transferred from another accredited institution, with the approval of the major department and the Graduate Council; but such transferred credit may not shorten the residence requirement. Credit may not be transferred until a student has completed a term in residence at the University, the State College, or the Portland Extension Center.

Preliminary Examination. The preliminary oral examination required of candidates for the master's degree should be taken as soon as the student has completed approximately 15 hours of work, and must be taken before his final 15 hours of work.

Maximum Registration. The maximum number of hours that may be carried by a graduate student is nine for the six-week session.

Master of Arts—General Studies.

The Master of Arts General Studies degree is granted (a) for research in interdepartmental fields, and (b) for achievement in cultural scholarship.

The degree is general only in terms of using the resources of several departments, but is intensive in terms of the subject, period, or problem studied. The degree is a recognition that the graduate interests of the student are sometimes better served by a coordinated grouping of disciplines than by the graduate courses found in a single department, and that cultural scholarship may sometimes be better achieved by an integration that disregards departmental requirements. The General Studies degree usually contemplates a certain complex of courses covering two or more departments. A considerable range may be worked out in the Portland Summer Session and the Portland Extension Center.

The purpose of the degree is to adapt as far as possible the program of studies to each individual student. The particular interest of the student may be in terms of a problem in which he is interested, a field of knowledge which he wishes to explore from many sides, or a period of culture. The committee may, on recommendation of the student's adviser, waive the regular foreign-language requirement for the M.A. degree. The thesis or essay may be waived by the committee. Requirements as to credits, grades, time limit, hours, preliminary and final examinations, and fees are the same as for the departmental degree. The preliminary examination should be taken before or upon completion of approximately one-third of the work for the degree.

A student seeking this degree should make application through the Portland Center Office to the General Studies Committee either before or as soon as he enters upon graduate work. The resident adviser in the Portland Center and the Portland Summer Session is Dr. Louis Berelson, whose office is in Lincoln High School during the summer session. Application forms and detailed instructions will be furnished in the general offices of the Portland Center, 814 Oregon Building, or in the summer office at Lincoln High School.

Grading System. The grading system consists of four passing grades, A, B, C, D; failure, F; incomplete, Inc.; withdrawn, W. A denotes exceptional accomplishment; B, superior; C, average; D, inferior. Students ordinarily receive one of the four passing grades or F. When the quality of the work is satisfactory, but the course has not been completed, for reasons acceptable to the instructor, a report of Inc. may be made and additional time granted. Students may withdraw from a course by observing the usual regulation and by filing the proper blanks at the summer session office at Lincoln High School or 814 Oregon Building. A student who discontinues attendance in a course without official withdrawal receives a grade of F.

Course Numbering System. The courses in this catalog are numbered in accordance with the course numbering system of the State System of Higher Education. Lower-division (freshman and sophomore) courses are numbered below 300. Upper-division (junior and senior) courses are numbered from 300 to 499. A large (G) following the name of a 400 course indicates that the course may be taken for graduate credit.

A summer-session course that is essentially identical with a course offered during the regular academic year is given the same number.

A summer-session course that is similar to a course offered during the regular academic year, but differs in some significant respect, is given the same number followed by "s".

A course offered during the summer session which does not parallel any course offered during the regular academic year is given a distinct number followed by "s".

Fees. Registration and other fees applicable in the summer sessions are as follows:

Registration fee for regular six-week session.....	\$25.00
Students registering for more than three hours of work pay this fee. There is no additional out-of-state tuition for the summer sessions.	
Late-registration fee	1.00
Students registering after the close of the first week pay this fee.	
Single-course fee for students not carrying more than three hours, per credit hour.....	3.50
Auditor's fee, six-week sessions, per course.....	6.00
Examination fee for graduate students not enrolled in summer sessions.....	10.00
Paid by students not enrolled who take preliminary or final examinations for advanced degrees during summer sessions. Students enrolled for part-time work, for which they pay a fee of less than \$10.00, pay the difference between their registration fee and \$10.00 for the privilege of taking such examinations.	
Graduation fee	6.50

Laboratory and special fees in connection with particular courses are indicated in the course descriptions.

Refunds. The following refunds of fees will be made to students withdrawing from the six-week summer sessions:

Up to and including June 26.....	A refund of three-fourths of the registration fee.
After June 26 and up to and including July 5.....	A refund of one-half of the registration fee.
After July 5 and up to and including July 10.....	A refund of one-fourth of the registration fee.
After July 10.....	No refunds will be made, except in case of illness, in which case a refund of one-fourth of the registration fee will be made up to close of the fifth week.

Refunds of laboratory fees will be determined in individual cases, the amount to depend partly on whether laboratory materials have been purchased for the student.

Library. The collections of the Portland Public Library, totaling 492,000 volumes, are available to the students of the Portland summer session. For convenience, reference books covering assignments in all courses will be placed in the Lincoln High School Library (Room 217), which is open daily, except Saturday and Sunday, from 8:00 a.m. to 4:00 p.m. Miss Ruth Hall has been assigned to Lincoln High School as special summer-session librarian.

Textbooks. Textbooks are not listed in this catalog, but will be announced by the instructors at the first meeting of the classes, Monday, June 19. Books may be obtained from Portland book stores.

Room and Board. One of the advantages of the location of the Portland Summer Session is the wide range of satisfactory living accommodations. Room and board in private houses, boarding establishments, or residential hotels, may be secured at varying prices in accordance with the wishes and demands of the students; arrangements for housekeeping rooms may be made at many apartment houses at low summer rates. The summer office will furnish a list of living accommodations available in the city for summer students.

As a special convenience for summer-session students, the Lincoln High School cafeteria will be open every school day for breakfast and lunches.

Recreation. A number of recreational features will be arranged for students in the Portland Summer Session. There will be excursions and picnics to picturesque points of interest, and various scientific field trips under the leadership of members of the faculty. Special public lectures will be given by faculty members and distinguished visitors.

On Saturday, July 8, there will be a trip to Timberline Lodge, high up on the slopes of Mt. Hood. In addition to the Portland students there will be a number of students from the summer session of the University of Oregon at Eugene. The leaders will be Dr. L. M. Gould and Dr. Warren D. Smith. The round-trip bus fare will be \$1.50 and lunch will be 75 cents. Busses will leave Portland at 10:00 a.m. and will return at about 6:00 p.m.

On July 15 a boat will be chartered for an all-day Saturday and Saturday evening excursion on the Willamette and Columbia rivers from Portland to the Bonneville Dam and return. The fare will be \$1.25.

The weekend of July 21-23 has been set aside for an excursion to Crater Lake, together with a group from the University of Oregon session. Students will leave Portland Friday noon, and will stay all night at Eugene, going from there in special chartered busses. The leaders will be Dr. Gould and Dr. Smith. Those interested in taking the trip may secure details of the cost from the office of the Summer Session.

Assemblies. Three mornings a week from 10:50 to 11:10 o'clock, students will meet in the auditorium for assembly. The programs will consist of fifteen-minute addresses, musical programs, brief dramatizations of class projects, readings, and other features by students, faculty, and distinguished summer visitors to Portland.

The Summer Sun, a four-page weekly newspaper, devoted exclusively to summer-school matters, is published by the journalism classes in the Portland

session in cooperation with the journalism classes in the University of Oregon Summer Session at Eugene, and is distributed free to the faculty and students of the Portland Summer Session.

Joint Institute in Cooperation with Oregon State Teachers Association. In cooperation with the National Education Association, the Educational Policies Commission, and the Oregon State Teachers Association, four institutes will be held in connection with the summer sessions of the State System of Higher Education—at Eugene, Corvallis, Monmouth, and Portland. The tentative date is the week of July 10, following the N. E. A. meeting in San Francisco. The principal theme of each institute will be the definition of teaching as a profession and the clarification of educational purposes in a democracy. This will be discussed in particular application to Oregon. Among the speakers will be Chancellor Frederick M. Hunter of the Oregon State System of Higher Education; Miss Charl Williams of the National Education Association; and Superintendent Rex Charl Putnam of the Oregon State Department of Education. Additional speakers and participants in round tables and panels will be announced later. A special leaflet will be published giving the detailed program at each institute.

Pacific Northwest Institute of International Relations. The Pacific Northwest Institute of International Relations will meet in Portland from June 18 to June 28 under the auspices of Reed College and the Portland Summer Session. Students in the Portland session will have the privilege of attending the meetings of the Institute. The Institute will be of special interest to students registered in social-science classes.

Visual Instruction Exhibit and Conference. During one day of the summer session Mr. U. S. Burt, head of the department of visual instruction of the General Extension Division, will be in Portland for demonstration and conferences with teachers and others in regard to the use of available visual teaching aids.

Clinical and Demonstration School. For the past thirteen summers a demonstration school has been a special feature at the Portland session. This summer, in cooperation with the Portland Public Schools, a Clinical and Demonstration School will be held in the Shattuck School, a few blocks from Lincoln High School, where the regular Portland session classes are scheduled.

Special Classes. In cooperation with the Portland Public Schools, the Portland summer session will give a series of special courses: in child guidance and adjustment, with clinical work and demonstration classes; in primary activities; in children's theater; in remedial reading; in speech correction; and in corrective physical education. The courses in this special program are:

- Ps 306s. Child Psychiatry.
- Ed 237s. Education Through Creative Activities for the Primary Grades.
- Ed 308s. Auditorium Technique and Administration in Elementary Schools.
- Ed 309s. Group-Interest Activities in the Elementary Schools.
- Ed 317s. Observation in Demonstration School: Remedial Reading Clinic.
- Ed 356s. Remedial Work for Speech Disorders.
- Ed 420. Adolescence: Growth and Development of the Individual.
- Ed 464s. Remedial Reading.
- Ed 478s. Organization and Administration of a Guidance Program.
- Ed 480s. Pupil Personnel Problems.
- Ed 493. Observation of Creative Activities.
- PE 362. Corrective Physical Education: Corrective Clinic.
- Eng 249s. Children's Theater.
- Eng 489, 490, 491. Speech Clinical Practice.
- Psy 412s. Psychology of Memory.
- Psy 451s. Perception as Related to the Psychology of Reading.
- Soc 470s. Juvenile Delinquency.

Through the cooperation of the Portland Public Schools, groups of children will be available for the demonstration work in Corrective Physical Education Clinic, Children's Theater, Activities Class, Remedial Reading, Speech Correction.

Post Session. Portland session students may go to the Eugene campus for an additional month's work in the post session, July 24 to August 18, or to the Corvallis campus for an additional five weeks' work in the second session, July 31 to September 1. Students intending to continue in the post session should inform their advisers at the time of making out the six-week program, so that sequences for a ten-week or eleven-week program may be planned.

Calendar. Following are dates of special importance during the six-week period of the Portland Summer Session:

June 19-24.....	Registration for summer session. Registration will take place simultaneously with classes.
June 19.....	Classes begin at once with full lectures the first day.
June 24.....	Special Saturday class day. This is the only Saturday classes will be held, to provide a four-day Fourth of July interim.
June 26.....	Last date for adding a course.
July 4.....	Holiday. (There will be no classes on Monday, July 3, but the time missed will be made up on Saturday, June 24.)
July 8.....	Trip to Timberline Lodge.
July 15.....	Boat trip to Bonneville Dam.
July 22.....	Trip to Crater Lake (in cooperation with Eugene Summer Session).
July 24.....	Last date for withdrawal from a course.
July 27, 28.....	Final examinations. Thursday morning, 8 and 9 o'clock classes; Thursday afternoon, special and afternoon classes; Friday morning, 10 and 11 o'clock classes.
July 28.....	Work closes at noon.

Correspondence Study. Students of the summer sessions, especially teachers, may frequently find a schedule of correspondence courses through which to continue their program of study after the close of summer sessions. Correspondence courses available through the General Extension Division are listed on the inside of the back cover of this catalog.

Extension Classes. The Oregon State System of Higher Education maintains an Extension Center in Portland where during the three regular terms of the academic year more than 170 night and late afternoon courses are offered by various schools and departments of the University of Oregon, Oregon State College, and the Oregon normal schools. The Portland Extension Center announcements for 1939-40 will be available in the office of the director of the summer sessions about July 27. Extension classes are also organized in other cities of the state when there is sufficient demand.

Description of Courses

For an explanation of the course numbering system see page 13. All classes meet daily, and carry three hours of credit, except where otherwise explicitly stated. The hours stated after the course title indicate the term hours of credit which may be earned.

ANTHROPOLOGY

PROFESSOR: GOLDENWEISER

Anth 343s. Race Relations Between Lower and Higher Civilizations. Three hours.

Relations between lower and higher civilizations in Africa, America, Australia, and the South Seas. Missionaries and religious relations. Commerce and industrial relations. The decay of primitive cultures. Racial contacts, mixture, and prejudices. The pre-literate peoples of the world today as they present an interest for the anthropologist, the economist, the political scientist, the statesman, and the military man. An outline of the problems that have arisen in the contacts between the civilized and the so-called primitive peoples, with an attempt to indicate the direction in which a more humane solution would be possible. Daily, 11:00. Room 110.

ART

ASSOCIATE PROFESSOR: HINSHAW. VISITING FACULTY: WUEST, SCHULDERMAN

AA 267s. Design II: Creative Design for Public Schools. Three hours.

Creative expression as developed in the field of decoration. Consideration of freedom and individuality. Basic laws of organization and sources of material. Relationship of media to decorative expression. Adaptation of media and materials to public school curriculum. Design experience, stressing ceramics as well as two-dimensional surface enrichment. A series of practical problems to meet the needs of students and teachers. Daily, 8:00. Room 301. Schulderman.

AA 290. Painting. Three hours.

The purpose is to establish a creative attitude towards the problem of building forms with color. Both plastic and visual approaches; design and elementary problems of craftsmanship; use of oil or watercolor. Intended for a wide range of personal interests and various stages of development. Instruction is mainly by individual criticism, enabling each student to begin and proceed according to his own ability. Some previous experience in drawing is necessary. Daily, 12:00. Room 311. Hinshaw.

AA 292s. Composition and Drawing. Three hours.

A brief consideration of the basic problems of representation, and the development of a few guiding ideas in regard to organization of pictorial ma-

terial. Intended to be a beginning course in graphic expression. Daily, 9:00. Room 311. Hinshaw.

Ed 336s. **Teaching of Art: Modern School Activities.** Three hours. (See also EDUCATION.)

Orientation of art in the modern curriculum. Technique of the art lesson. Development of practical problems in creative illustration, design activities, and three dimensional projects. Materials and media in activity programs. Discussions and demonstrations supplemented with work of children showing development of subject matter and standards of attainment. Daily, 11:00. Room 309. Wuest.

AA 353s. **Color: Its Technique and Interpretation.** Three hours.

Color in nature and art. Prismatic color study. The scientific basis of color and its implication for practical experiences. The place of color in the field of human experience. Recognition and appreciation of good color qualities in materials and pigments, and a development of a working knowledge of color. Problems to include the analysis and application of color for definite use. Daily, 9:00. Room 301. Schulderman.

AA 367s. **Child Art: Technique of Creative Expression in Art.** Three hours. (See also Ed 367s under EDUCATION.)

This course, offered especially for teachers in the elementary schools, seeks to furnish adults with a point of view and a method of approach by means of which the imaginative life of children may be encouraged and directed into creative channels. Daily, 10:00. Room 301. Hinshaw.

AA 373s. **Costume Figure Sketch.** Three hours.

A course in which the students work from the model posed in a variety of costume types. Some preliminary study is made of the essential action and proportion of the figure. Intended for teachers who wish to improve their ability to express the human figure, for those interested in fashion illustration and design as well as for the general art student. The use of a variety of materials is encouraged. *Laboratory fee \$2.* Daily, 11:00. Room 311. Hinshaw.

AA 377s. **Advanced Art Appreciation: Art and Life.** Three hours.

Development of subject matter which deals with the appreciation of beauty and quality of things in our daily life. Creating a consciousness of art in domestic and civic life, homes, furnishings, buildings, manufactured products, etc. Study of the arts of other peoples. Analysis of the meaning of good taste; discriminating judgment and the elements of good selection developed through a knowledge of the basic elements and major principles of art structure. Sources of visual material, bibliography, and classroom procedure. Daily, 10:00. Room 309. Wuest.

AA 490. **Advanced Painting.** Three hours.

A continuation of AA 290, intended for those who have had previous painting experience. Larger and more difficult problems of organization are undertaken and further consideration is given to the problems of craftsmanship and media. Daily, 12:00. Room 311. Hinshaw.

BACTERIOLOGY

PROFESSOR: SEARS

Bac 345s. **Bacteriology and Public Health.** Three hours.

A study of bacteria and their relation to disease; the nature of infection; the mechanism of resistance or immunity; the public control of communicable diseases. Daily, 8:00. Room 314.

BOTANY

VISITING INSTRUCTOR: HARRIS

Bot 201, 202, 203. **General Botany.** Nine hours.

An introductory study of plant life; structure and physiology of higher plants; examples of the chief groups of the plant kingdom; introduction to plant classification, and basic principles of plant heredity. Laboratory fee, \$5.00. Lecture: Daily, 8:00 and 11:00. Room 317. Laboratory: Daily, 9:00-11:00 and Tuesday and Thursday, 12:00-1:00. Room 316.

Bot 405. **Reading and Conference.** (G) Hours to be arranged.

Assigned reading in a chosen field, with individual conferences and a written report upon a selected topic. Time to be arranged.

Bot 422s. **Advanced Systematic Botany: Flowering Plants of the Pacific Northwest.** Three hours.

The object of the course is to enable students to identify and acquire an accurate knowledge of typical flowers of the Pacific Northwest, with particular attention to wild flowers. Distribution; plant habits; and relationships. Some attention will also be paid to the suitability of certain wild flowers for cultivation, to medicinal plants, and to plants of a poisonous nature. Daily, 10:00. Room 314.

CHEMISTRY

ASSISTANT PROFESSOR: CHRISTENSEN

Ch 101, 102, 103. **Elementary General Chemistry.** Nine hours.

Designed for students wishing an introduction to the general field. Devoted primarily to general principles and the chemistry of the nonmetals. Laboratory fee, \$5.00. Lecture: Daily, 8:00 and 11:00. Room 306. Laboratory: Daily, 9:00-11:00, and Tuesday and Thursday, 12:00-1:00. Room 307.

DRAMA

VISITING FACULTY: HAYDON, BRIDGES

Eng 249s. **Children's Theatre.** Three hours.

The principles and practice of directing children's dramatics. Actual practice and production of children's plays, with the assistance of a group of 75 children from the Portland public schools. For teachers, directors of recreational activities, and others interested in supervising the dramatic activities of children or in using drama as a means of instruction. A simple,

practical plan for a children's theater will be carried out, using resourcefulness rather than expensive equipment. Daily, 9:00. Room 108. Haydon, Bridges.

Eng 344. Play Production. Three hours.

Especially designed to meet the needs of school and community directors. Choosing the play: discussion of plays suitable for the various groups of players and sources of play texts. Casting the play: analysis of the play for rehearsal. Organization of the production staff. Practical problems in make-up, costume, scenery, rehearsal, and business management. Two productions are planned for public performance. Daily, 11:00. Room 108. Haydon.

ECONOMICS

PROFESSOR: CRUMBAKER

Ec 211. Outline of Economics. Three hours.

The principles that underlie production, exchange, and distribution. Practical problems, such as monetary and banking reform, regulation of international trade, the taxation of land values, labor movement, regulation of railways, the control of trusts, are considered. Daily, 8:00. Room 204.

Ec 472s. Economics of Socialism and Capitalism. (G) Three hours.

A comparative analysis of the structure of the various economic systems such as *laissez-faire* capitalism, planned capitalism, guild and utopian socialism, Marxian socialism or communism, and totalitarianism. Emphasis on methods used or proposed by each to control production, marketing, distribution, and consumption. Daily, 10:00. Room 204.

Ec 477s. Economic Theory and Problems: Business Cycles. (G) Three hours.

A study of the business cycle with reference to its effects on the various economic groups and interests. Special attention to the principal theories of the causes of the cycle, more particularly theories developed since 1900, and to the various proposals for its control or elimination. Daily, 9:00. Room 204.

EDUCATION

PROFESSORS: ONTHANK, THOMSON, TURNBULL, WRIGHT. ASSOCIATE PROFESSOR: HINSHAW.
ASSISTANT PROFESSORS: MONTGOMERY, NORTON. VISITING FACULTY: ARMSTRONG,
BENDER, BERNARD, BRIDGES, HILDER, MADSEN, SPAULDING, WATTENBERG,
WHITNEY, WUEST

Ed 237s. Education Through Creative Activities for the Primary Grades. Three hours.

Theories underlying the techniques utilized in developing the creative activities program. Discussions will include the planning and directing of centers of interest; providing for the learning skills, concepts, and attitudes; the evaluation of outcomes; creative activities, freedom and discipline; organization of the daily schedule. Students enrolled will be able to follow application of methods and procedures through daily observation in the primary activities clinic at Shattuck School, in session from 10:00 to 12:00. Daily, 8:00. Room 205. Norton.

Ed 308s. Auditorium Technique in the Elementary Schools. Three hours.

Auditorium as a means of pupil expression, through dramatization, interpretation, music and speech, with particular suggestions for adaptation to the non-platoon school situation. The study includes the philosophy, objectives, organization technique and value of auditorium work, as well as the specific problems of schedule, equipment, program building, bibliography, and source material. Correlation with other subjects, and feasible adjustments within the one-teacher classroom, will be indicated. Students enrolled will observe daily in a Shattuck School demonstration class in auditorium. Daily, 10:00. Room 113. Bridges.

Ed 309s. Group-Interest Activities in the Elementary Schools. Three hours.

A practical study of group-interest activities as carried on in modern schools; special emphasis on the value of creative work; demonstration work through participation in story telling, planning and carrying out of projects; administrative procedure in the selection and organization of activities. The course is planned to meet the needs of teachers and principals interested in developing a liberal program of activities for the different age levels and interests. Daily, 8:00. Room 113. Bridges.

Ed 311. Secondary Education. Three hours.

An extensive study of the problems of the high school from the standpoint of the teacher, involving a consideration of its aims, functions, and characteristics. Prerequisite: General Psychology. Daily, 11:00. Room 112. Madsen.

Ed 312. Educational Psychology. Three hours.

The applications of psychology to education; the psychology of the learning process; the laws of learning; emotional development and individual differences. Some reference to the contributions of Gestalt psychology to education. Daily, 9:00. Room 203. Wattenberg.

Ed 313. Principles of Teaching. Three hours.

Application of the laws of psychology to teaching; the significance of individual differences; types of learning; aims and functions of secondary education; socialization; supervised study; measuring results. Prerequisite: Educational Psychology or its equivalent. Daily, 10:00. Room 112. Madsen.

Ed 316. Oregon School Law and System of Education. Two hours.

An analysis of the Oregon school system and the laws on which the system is based. Attention will be given to the problems of Oregon schools, plans proposed for their solution, the course of study and trends in educational development in the state. Prerequisite: Junior standing. TuWThF, 8:00. Room 211. Whitney.

Ed 317s. Observation in Demonstration School: Remedial Reading Clinic. Three hours.

Student teachers will carry on supervised instruction at the Shattuck Clinical School. Where possible children will be utilized who have types of reading difficulties of special interest to the student instructor. Prerequisite: Ed 444s or Ed 464. Daily, 11:00. Shattuck School. Hilder, Montgomery.

Ed 324s. Correlation of the Social Studies in the Elementary Schools. Three hours.

Integration of the social studies to meet the demands of a modern social-science course. Units of activity are assigned for development. The correlation method of treatment is followed. Classroom aids for teachers and principals. Daily, 10:00. Room 211. Whitney.

Ed 325. Methods in Modern Foreign Languages. Three hours.

Investigation of sources, and use of modern equipment and texts; project method and socialized procedure; analysis of individual problems with conferences. Daily, 9:00. Room 103. Wright.

J 339. Teaching and Supervision of Journalism in High Schools. Three hours. (See also JOURNALISM.)

School journalism, covering the supervision of high-school papers and school news notes for general newspapers, and the teaching of journalistic writing. Educational promotion methods, and school relations with the press. Journalistic methods for vitalizing English composition; interpreting the school to the community; how to read a newspaper. For present or intending teachers of high-school English or for educational administrators. A survey of newspaper practices, standards, and preferences in so far as these have a bearing upon school news. Daily, 11:00. Room 116. Turnbull.

Ed 336s. Teaching of Art: Modern School Activities. Three hours. (See also ART.)

Orientation of art in the modern curriculum. The technique of the art lesson. Development of practical problems in creative illustration, design activities, and three dimensional projects. Materials and media in activity programs. Discussions and demonstrations supplemented with work of children showing development of subject matter and standards of attainment. Daily, 11:00. Room 309. Wuest.

Ed 341s, 342s, 343s. Technique of Teaching Physical Education. Three hours.

Required of junior majors in physical education. Instruction in methods of teaching, organization, and program planning. Observation, demonstration and laboratory practice in teaching activities important in this field of education. Daily, 9:00. Room 305. Thomson.

Ed 350. Curriculum and Organization of Elementary Schools. Three hours.

The need of curriculum revision. The function of aims of education; of the aims of a subject; of content, with the discussion of criteria for its selection. The function of method in curriculum construction, of outcomes, and of research and measurements. How a school system should be organized for curriculum construction. Some important problems of production and installation of a curriculum. Daily, 9:00. Room 211. Whitney.

Ed 356s. Remedial Work for Speech Disorders. Three hours.

Classification of speech defects and disorders. Nervous speech disorders; stammering, stuttering, hesitation, cluttering. Teacher-education in corrective technique for use in public schools; clinic observation. Daily, 8:00. Room D. Bender.

Ed 367s. Child Art: Technique of Creative Expression in Art. Three hours. (See also AA 367s under ART.)

This course, offered especially for teachers in the elementary schools, seeks to furnish adults with a point of view and a method of approach by means of which the imaginative life of children may be encouraged and directed into creative channels. Daily, 10:00. Room 301. Hinshaw.

Ed 405. Reading and Conference. (G) Hours to be arranged.

Assigned reading in a chosen field, with individual conferences and a written report upon a selected topic. Days to be arranged, 2:00. Room 104. Onthank.

Ed 407. Seminar.

Guidance. (G) Hours to be arranged.

Open to students interested in going forward with practical problems in guidance and advisory work. The group will be restricted so that the work may be almost wholly individual. At least one introductory course in the field of guidance and counseling will be required for admission. ThF, 8:00. Room 208. WThF, 1:00. Room 106. Armstrong.

Ed 419s. Problems of Advisers or Deans of Girls. Two hours.

Professional course for experienced teachers, administrators, deans, and advisers of girls, and for students who wish to train for such work. It deals with the dean—qualifications, standards, duties, school and community relationship; her equipment and procedure; her advisory problems, health, social hygiene education, and vocational guidance; social program, morals, and religion. TuWThF, 11:00. Room 114. Onthank.

Ed 420. Adolescence: Growth and Development of the Individual. (G) Three hours.

The processes through which the normal human being reaches maturity, acquires effective use of his bodily equipment and learning capacity, and makes satisfactory personal and social adjustments. The important physical, mental, and moral changes natural to adolescence. Educational implications of recent studies in this field. Prerequisite: Psy 201, 202; Ed 312. Daily, 8:00. Room 203. Wattenberg.

Ed 457s. Educational Sociology. (G) Three hours. (See also Soc 457s under SOCIOLOGY.)

Education as a basic social process in civilized society; social factors and laws upon which educational theory and practice must rest; criteria for the evaluation of progress; social principles underlying the learning process; their application by the school in generating social interest and guiding pupils to become effective, participating members of society. The curriculum and social adjustment; teaching personnel and society; the school as a social institution; other educational agencies and institutions; education and social adjustment. Daily, 10:00. Room 212. Bernard.

Ed 464s. Remedial Reading. (G) Three hours.

Analysis of the reading process: physical and psychological processes involved. Reading difficulties, their causes and how to overcome them. Various diagnostic procedures and remedial methods outlined in the lectures

will be demonstrated in the remedial reading class of the Shattuck Clinical School, where a special group of children with reading difficulties will be in attendance. Observation any hour from 9:00-12:00. Section I: Daily, 8:00. Room 110. For those also enrolled in speech work, or who have other schedule conflicts (observation from 11:00-12:00): Section II: Daily, 10:00. Room 110. Hilder.

Ed 478s. Organization and Administration of a Guidance Program. (G) Three hours.

The history, philosophy, assumptions, and underlying principles of the guidance program in secondary schools. Sources of information on occupations, methods of presenting to students general surveys and analyses of occupations, and of providing for careful studies, interviews, and local research regarding the vocations in which the student is especially interested. Evaluation of curricula in secondary and professional schools as guidance material. The duties, qualities, preparation, and technique of guidance counselors in a well-organized program. ThF, 9:00. Room 208. WThF, 2:00. Room 106. Armstrong.

Ed 480. Pupil Personnel Work. (G) Three hours.

Nature and causes of problems in adolescent development and adjustment; explanation of case work in personnel; detailed study of procedures and techniques in case work; organization of personnel work; the qualifications, training, and duties of personnel officers. Daily, 9:00. Room 114. Onthank.

Ed 490. Character Education (G) Three hours.

The place of character in the social purpose of education; distinction between training and instruction; the dynamic function of the feelings; the conditioning of interests; the function of ideals; the formation of habits, the integration of habits and attitudes. Analysis of typical procedure. Prerequisite: Ed 311, 312, 313, or equivalent. Daily, 11:00. Room 106. Spaulding.

Eng 489, 490, 491. Speech Clinical Practice. Three hours.

Students will handle clinical cases and gain experience in the application of theories and methods of speech therapy. Those enrolled for separate credit in this clinic will participate as cadet clinicians and must have had as prerequisites: Remedial Work for Speech Disorders (Ed 355s); Speech pathology (Eng 486); or equivalent. Daily, 9:00. Room D. Bender.

Ed 493. Observation of Creative Activities. Two hours.

Opportunity to observe in an industrial arts unit devoted to the changing of raw materials into usable products. The class will visit mills, factories, markets, and docks to investigate the methods by which man receives food, shelter, and clothing. MWF, 2:00-4:00. Room 114. Norton.

Ed 486. Curriculum Construction. (G) Three hours.

The problems of building 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. Prerequisite: Ed 311, 312, 313 or equivalent. Daily, 10:00. Room 203. Wattenberg.

Ed 511. Modern Educational Principles and Problems. (G) Three hours.

A general survey of recent developments in all fields of education. Emphasis is placed upon an evaluation of current trends in the various fields, and upon opportunities offered for specialization and service. Required of candidates for master's degree in education before the preliminary examination. Open to qualified senior majors upon consent of instructor. Daily, 8:00. Room 112. Madsen.

SHATTUCK CLINICAL AND DEMONSTRATION SCHOOL

Classes listed below are held at Shattuck School, corner of SW Park and Hall Streets, and are given in connection with regular adult lecture courses offered in the Portland Summer Session. Students enrolled will have the privilege of daily seeing for themselves, under regular schoolroom conditions, the application of advanced educational methods under specialists in their fields. For correlation and convenience, the Summer Session maintains an office in the nurse's room at Shattuck School. The courses will be given in the Shattuck Clinical and Demonstration School during the six-week period from June 19 to July 28. The following seven clinics and demonstration classes will be held as part of the 1939 Portland Summer Session. For regular course descriptions, see EDUCATION.

Demonstration class for students enrolled in *Remedial Work for Speech Disorders*. Daily from 10:00-11:00 after June 26. Bender.

Eng 490. Speech Clinical Practice.

Supervised teaching of corrective speech. (By consent of instructor, students enrolled in *Remedial Work for Speech Disorders* may do required observation in this clinic. Daily, 9:00-10:00.) Bender.

Demonstration class for students enrolled in *Remedial Reading*. Classes for children with reading difficulties will be in session every hour, beginning at 8:00. Pupils will be grouped by types of reading difficulties, and where possible, observation may be arranged accordingly. Daily, 8:00-12:00, after June 26. Hilder, Montgomery, and trained demonstration teachers.

Ed 317s. Remedial Reading Clinic. Supervised teaching of remedial reading open to qualified students by arrangement with the instructors. Daily, 11:00-12:00. Hilder, Montgomery.

Demonstration class for students enrolled in *Education Through Creative Activities in the Primary Grades*. Daily, 10:00-12:00. Playroom. Norton.

Ed 493. Observation of Activities. MWF, 2:00-4:00. Room 114. Norton.

PE 362. Corrective Physical Education: Corrective Clinic. Lecture, Daily, 10:00. Room 305, Lincoln. Clinic, MWF. Shattuck Gymnasium, after June 26. Thomson.

Demonstration class for students enrolled in *Auditorium Technique in the Elementary Schools*. Auditorium classes composed of children from the Portland Public Schools will be in session at special periods. Bridges and auditorium teacher. Shattuck Auditorium.

Observation classes have been set up so that students may enroll in both *Remedial Work for Speech Disorders* (Ed 356s) and *Remedial Reading* (Ed 464s).

Speech Lecture	8:00-9:00
Speech Observation	9:00-10:00
Remedial Reading (Section II).....	10:00-11:00
Reading Observation	11:00-12:00

Qualified students of those enrolled in both these courses may by permission waive required observation in Ed 356s and enroll in *Speech Clinical Practice* (Eng 490), thus receiving a total of 9 hours credit. Or in the same way, qualified students may by permission waive required observation in Ed 464s and enroll in *Remedial Reading Clinic* (Ed 317s).

ENGLISH

PROFESSORS: SMITH, PARSONS. ASSISTANT PROFESSOR: COLLIER
VISITING INSTRUCTOR: MERRIAM

Eng 112. **English Composition (Any Term)**. Three hours.

Instruction in the writing of papers, book reviews, essays, and reports in the students' several fields of study. Correction. A course in composition and rhetoric, with practice in general exposition and in analyzing reading material. Equivalent to any term of the required course in written English. Daily, 11:00. Room 206. Collier.

Eng 161. **Survey of American Literature**. Three hours.

Emphasis on the development of American letters with respect to locale, type, and significance rather than on chronology; the aim is to discriminate both aesthetically and technically. The literary high lights in poetry, humor, fiction, and the essay will receive chief attention, and will be viewed in their relationship to gradual or to vital change in the social outlook and in canons of taste. Daily, 9:00. Room 111. Parsons.

Eng 202. **Shakespeare (Second Term)**. Three hours.

Covers the high period of Shakespeare's production, including the study of two or three of the more significant comedies, and of the tragedies of Hamlet, Othello, Lear, and Macbeth. Daily, 11:00. Room 111. Parsons.

Eng 324. **English Composition for Teachers**. Three hours.

A study of attitudes, methods, and materials in the teaching of grammar, composition, and language. Discussion of problems of the classroom; adjustment to the course of study; means of securing interest; brief review of mechanical techniques. For students expecting to teach English in high schools. Prerequisite: Eng 111, 112, 113. Daily, 8:00. Room 206. Collier.

Eng 355s. **Current English Usage**. Three hours.

An intensive study of the English language as a dynamic organ of expression, with particular attention to current usages in America. Probable determiners of good usage, and how to gauge a phraseology's fitness for a given audience. Influences and impressions of slang, dialects, jargons, changes in word forms and meanings, and coinage of new words through scientific findings, explorations, and through other developments of contemporary living. Changing pronunciations and intonations will be traced, as affected by the radio and loud speaking systems, and by electrical transcriptions. Daily, 9:00. Room 207. Smith.

Eng 373. **Main Tendencies in Contemporary Literature**. Three hours.

Post-war poetry, prose, and drama, with emphasis on the development of new literary forms, new concepts, attitudes, and movements. Recent European influences. Lectures, with reading assignments illustrating the points of emphasis in class discussion. Daily, 10:00. Room 207. Smith.

Eng 374s. **American Folk Literature**. Three hours.

Indigenous American folk songs, ballads, narrative poems, and plays that have arisen spontaneously and become a part of our tradition: negro spirituals and slave songs; cowboy ballads; Indian songs and legends; Wild West narrative and mountaineer songs; children's poetry and fantasy. Each

type will be studied in the light of its background culture and with regard to environmental influences, through interpretation and revivification of the mood and psychology of the people that produced it. Daily, 10:00. Room 104. Merriam.

Eng 405. **Reading and Conference**. (G) Hours to be arranged.

Through directed reading and conference, upper-division and graduate students are enabled to reinforce their foundational preparation in literature, and by connected reading, discussion, and discrimination to bridge gaps in essential period courses. Each student's problem receives separate direction and suggestions, and class sessions serve to knit together the interests of all. Days to be arranged, 10:00. Room 111. Parsons.

Eng 407. **Seminar**.

Special Authors. (G) Three hours.

Intensive study of authors selected after conference with the instructor. Days to be arranged, 8:00. Room 207. Smith.

Eng 407s. **Seminar**.

Workshop in the Novel. Three hours.

Registration limited to ten. Students should have written a novel or have one in manuscript or have one well planned. This laboratory work will not take up the history of the novel or the novel as an art type, but will be a consideration, for writers, of the handling of specific themes, locales, events, and persons that appear in the student manuscripts, of the passing of time in known fiction and in the manuscripts on hand, of narrative movement, of the interrelation of fictional units of a given story. Some attention may be given to description and to style, but in the main, thought will be focused on structural matters and on the vitalizing of characters. Individual conferences will be held. Days to be arranged, 9:00. Room 104. Merriam.

Eng 481s. **Nineteenth-Century Prose**. (G) Three hours.

Main currents of thought arising from emphasis upon science, industrial expansion, growth of democracy and social unrest, as reflected in the prose of selected writers of the nineteenth century. Daily, 11:00. Room 104. Merriam.

FISH AND GAME

INSTRUCTOR: GROVES

FG 251. **Wildlife Conservation**. Three hours.

An introductory course dealing with wildlife as a valuable economic and social resource, and the need of its conservation through scientific administration and manipulation. Daily, 11:00. Room 205.

FG 360s. **Mammals and Fish**. Three hours.

A study of the distribution, habits, and functions of mammals and fish, with emphasis on Oregon species. Animal associations and habitats; animal communities; environmental factors; variation and regulation of animal numbers; movements of animals; social organization and behavior. A brief consideration of the game and commercial fishes; classification, life histories, habits; problems associated with the propagation and utilization of fishes. Daily, 10:00. Room 205.

FRENCH

PROFESSOR: WRIGHT

RL 1s. First-Year French. Three hours.

The essentials of French grammar. Translation of short English sentences into idiomatic French and simple French prose into English. Formal composition will accompany the reading. Abundant and systematic practice in conversation; instruction in the sounds of French through the medium of phonetic symbols. Daily, 8:00. Room 103.

Ed 325. Methods in Modern Foreign Languages. Three hours. (See also EDUCATION.)

Investigation of sources, and use of modern equipment and texts; project method and socialized procedure; analysis of individual problems with conferences. Daily, 9:00. Room 103.

RL 405. Readings in Romance Languages. (G) Hours to be arranged.

Readings in various periods, adapted to the needs of the class. Days to be arranged, 11:00. Room 103.

GENERAL SCIENCE

INSTRUCTOR: REID

GS 104s. Physical Science Survey. Three hours.

A general introductory study of the field of the physical sciences, embracing cosmic relations, principles of physics and chemistry, geologic processes and man's reaction to them. Special attention is given to the development and application of the scientific method. Daily, 11:00. Room C.

GEOGRAPHY

VISITING INSTRUCTOR: GOULD

Geo 407s. Seminar in Human Geography. (G) Three hours.

A study of the geographic influences on human activities, movements of peoples, and development of civilization. Distribution of races and peoples on the surface of the earth; utilization of land and other resources; and a survey of the geographic aspects of current national and international questions. Days to be arranged, 9:00. Room B.

Geo 416s. Advanced Regional Geography: Geography of the Polar Regions. Three hours.

A systematic study of the Arctic and Antarctic regions in terms of their physical characteristics such as land forms, glaciers, and climates, and the relationships of these to the peoples, the flora, and the fauna which are found there. A special feature of the course will be a resume of the history of polar exploration from its beginning up to the most recent expeditions. For teachers and students of geography, writers, and others who wish an intimate and unified knowledge of the regions which lie about the Poles. Daily, 11:00. Room B.

GEOLOGY

VISITING INSTRUCTOR: GOULD

G 201. Physical Geology. Three hours.

A general study of the phenomena of the earth's crust with emphasis on the materials composing it and the manner of their formation and occurrence. It is designed to give the student an understanding of landscape or earth features in terms of their geological background. The course will conclude with a brief outline of the history of the earth which will include the more significant events in the origin and development of life. Daily, 10:00. Room B.

GERMAN

PROFESSOR: SPAULDING

GL 1. Elementary German. Three hours.

The essentials of German grammar and translation of short easy sentences from and into German. For students who wish to acquire a reading knowledge of the language, for scientific purposes or otherwise. Additional credits may be earned by taking correspondence work. Daily, 9:00. Room 215.

GL 325s. Literature of Present-Day Germany. Three hours.

Reading and interpretation of specimens of the most important and artistically valuable periodical literature that has appeared in Germany during the past six years. Daily, 11:00. Room 215.

GL 334s. German Conversation and Rapid Reading. Three hours.

Short stories by Viebig, Schnitzler, Voigt-Diederichs, Thomas Mann, Rilke, Wilhelm Schäfer, Ernst, Frank, Huch, Kafka, Fallada, and Griese, accompanied by conversation drawn from modern German life and based on the text. Daily, 10:00. Room 215.

GL 412s. History of German Literature: Nineteenth-Century Literature. (G) Three hours.

For graduate students and students majoring in German. Advanced study and investigation of the principal fields in German literature during the nineteenth century and of special topics determined by the interest and training of the students. Lectures, reports, and class discussions. Daily, 8:00. Room 215.

GL 405. Reading and Conference. (G) Hours to be arranged.

Assigned reading with individual conferences and a written report upon a selected topic. Days and time to be arranged. Room 215.

HISTORY

VISITING FACULTY: BLUE, HULME, REID

Hst 341. Modern Europe, 1815-1870. Three hours.

From the Congress of Vienna to the establishment of the German Empire. Emphasis will be placed upon the era of Metternich, the rise of Germany and Italy, the progress of parliamentary government, the influence of the Industrial Revolution, and social and intellectual changes of the period. Daily, 10:00. Room 214. Reid.

Hst 377. Oregon History. Three hours.

A general survey of the discovery and exploration of the Oregon Country, the development of the Northwest fur trade, the coming of the immigrants, and the final establishment of organized government. A review of Oregon's transportation history, ocean and river commerce, and the development of industry and agriculture. This course, in conjunction with Oregon School Law and the Oregon System of Education (Ed 316), will meet the state requirement. Daily, 9:00. Room 216. Blue.

Hst 405. Reading and Conference. (G) Hours to be arranged.

Individual conferences, at hours to be arranged, upon assigned reading in a special field, with a written report upon a selected topic. Days to be arranged, 8:00. Room 216. Blue.

Hst 415s. European Thought and Culture. Three hours.

A history of various movements of thought and ideals of conduct that have been influential in the life of western Europe and in that of our own country. It will be illustrated by many readings from poems, essays, novels, and plays; and many interesting and significant personalities will be involved in the study. Daily, 9:00. Room 105. Hulme.

Hst 417. Great Historians. (G) Three hours.

A study of the works of the great writers of history from the time of the Greeks, with special emphasis upon the historians of the nineteenth century. Daily, 8:00. Room 105. Hulme.

Hst 422s. Medieval Life. (G) Three hours.

A study of the beginning and development of medieval life, of the life of the peasants, the townfolk, the nobles, the monks and friars, and the universities, and of the literature and thought of that time. Daily, 10:00. Room 105. Hulme.

Hst 457s. Recent Russia. (G) Three hours.

From Catherine the Great to Stalin, with a brief survey of earlier history. Emphasis will be placed upon the conflict between autocracy and liberalism, both under the tsardom and the present regime. Particular attention will be given to the developments since 1917 and to Russian expansion, territorial and ideological. Daily, 11:00. Room 214. Reid.

Hst 474s. Diplomatic History of the United States: American Foreign Relations. (G) Three hours.

A survey requiring the use of source materials on the conduct of the foreign affairs of the United States under the Constitution and of the principles which underlie the main lines of policy, with special emphasis on the United States as a world power and the interests of the Western Hemisphere. Daily, 11:00. Room 216. Blue.

Hst 493s. Modern China and Japan. (G) Three hours.

The history of political and economic development in east Asia, chiefly China and Japan, since these empires were "opened" to occidental influence, in 1842-1860. The final years of Manchu rule in China, the phenomenal westernization and industrial advance of Japan, her imperial expansion

through wars and diplomacy, and the republican period to China as a prelude to present-day domestic and international changes in the Far East. Daily, 9:00. Room 214. Reid.

HOME ECONOMICS

VISITING INSTRUCTOR: MOSER

CT 217. Clothing Selection. Three hours.

A course which aims to develop good taste in dress and to give an appreciation in selection of clothing from the standpoints of beauty, health, and economy. The study will include: figure and personality types; value of line, color, and texture in creating effects; fabrics and their style, suitability, and durability. Daily, 10:00. Room 318.

CT 331s. Furnishing the Small House. Three hours.

A study of the factors to be considered in selecting and furnishing a small home from the standpoint of comfort, beauty, and economy. The important periods of the past will be studied as to the types of domestic architecture, treatment of room backgrounds, furniture styles, textiles, and accessories of decoration. Daily, 11:00. Room 318.

HAd 405. Reading and Conference. (G) Hours to be arranged.

Study of special problems in the field of home economics, with reports and conferences. Days to be arranged, 9:00. Room 318.

JOURNALISM

PROFESSOR: TURNBULL

J 339. Teaching and Supervision of Journalism in High Schools. Three hours. (See also EDUCATION.)

School journalism, covering the supervision of high-school papers and school news notes for general newspapers, and the teaching of journalistic writing. Educational promotion methods, and school relations with the press. Journalistic methods for vitalizing English composition; interpreting the school to the community; how to read a newspaper. For present or intending teachers of high-school English or for educational administrators. A survey of newspaper practices, standards, and preferences in so far as these have a bearing upon school news. Daily, 11:00. Room 116.

J 360. General Journalism. Three hours.

A practical course for prospective journalists, to serve as a foundation for a beginner on a newspaper, or in the free-lance writing field, or for a publicity worker. Newsgathering, evaluation, and writing. Practical experience afforded by work on *The Summer Sun*. Previous training not required, but students should be able to write good standard English. Daily, 10:00. Room 116.

J 405. Reading and Conference. (G) Hours to be arranged.

Individual work on selected problems. Days to be arranged, 9:00. Room 116.

LIBRARY

VISITING INSTRUCTOR: MULHERON

Eng 388. Children's Literature. Three hours.

A brief survey of children's literature, intended to acquaint teachers in elementary schools with the outstanding types of children's books. Lectures and discussions. Daily, 11:00. Room 208.

Eng 389s. Bibliography of Periodical Literature. Three hours.

An examination into the general field of periodical literature, both informative and entertaining, and a consideration of its part in the dissemination of knowledge in various fields such as literature, current events, art, the home, and science. Also a glance at the magazine indexes. Daily, 10:00. Room 208.

MATHEMATICS

VISITING INSTRUCTOR: PRICE

Mth 101s. College Algebra. Three hours.

Begins with quadratic equations. Solution of equations by determinants, theory of equations, probability, complex numbers, and other subjects will be studied. Daily, 9:00. Room 308.

Mth 105. Elementary Analysis I. Three hours.

A study of the more elementary functions by the aid of the calculus. Prerequisite: one and one-half years of high-school algebra. Daily, 11:00. Room 308.

***Mth 405. Reading and Conference.**

Advanced Studies: Theory of Numbers. (G) Three hours.

Elementary properties of rational integers, including an introduction to the theory of quadratic forms. A study of some diophantine problems. Daily, 8:00. Room 308.

Mth 411s. Theory of Algebraic Equations. (G) Three hours.

Properties and methods of solution of algebraic equations, and a brief study of determinants and their applications. Prerequisite: Unified mathematics or equivalent. Daily, 10:00. Room 308.

***Mth 415. Modern Geometry.** (G) Three hours.

Euclidean geometry from a modern point of view. Daily, 8:00. Room 308.

MUSIC

INSTRUCTOR: CAMPBELL. VISITING FACULTY: UMFLEET, DUNCAN

Mus 117s. Ear Training and Keyboard Harmony. Three hours.

A practical course for all music students, designed to give training to the ear in recognizing pitch, rhythms, and simple harmonies, and to develop the ability to think in terms of the keyboard. A chief purpose of this class is to enable teachers to play the simple accompaniments needed in classroom work in the grades. No prerequisite. Daily, 11:00. Room 115. Campbell.

* Either Mth 405 or Mth 415 will be given.

Mus 289s. Orchestral and Choral Conducting. Three hours.

Technique of the baton: the use of the baton in the usual beats. Study of the instruments of the orchestra, and of the voices of the chorus. Organization and direction of choruses, choirs, ensembles, and orchestras, with particular reference to high-school problems. Selection of material. Score reading. Daily, 9:00. Room 107. Umfleet.

Mus 317s. Public-School Music. Three hours.

A specific study of materials and methods suitable for the public schools, from the standpoint of teachers and supervisors. Problems peculiar to each grade, including singing, activity, directed listening, and creativeness in an integrated program. Daily, 11:00. Room 107. Umfleet.

Mus 334s. Beginning Instrumental Music. Three hours.

A class for beginning instruction in the playing of orchestral instruments. During the course not only the technique of playing the instruments will be discussed but the technique of teaching them as well. The first part of the course will deal with the woodwinds, and the second half with brass instruments. A small laboratory fee will be charged to cover the renting of instruments in cases where these are not owned by the students. Daily, 8:00. Room 107. Duncan.

Mus 351s. Public-School Music Voice Class. Three hours.

Study of the voice problems of public-school music. Objectives: (1) to develop the singing voices of the members of the class; (2) to acquaint them with the vocal theory underlying the treatment of voices in the grade and junior high schools, with special emphasis on the treatment of monotonies and the changing voice; and (3) to study the problems of the high-school voice class and of the high-school glee club. Daily, 10:00. Room 107. Umfleet.

Mus 414s. Strict Counterpoint. Three hours.

"Student counterpoint" covering the five species for two, three, and four voices. This course is preparatory to the study of free or harmonic counterpoint, score reading, and composition. Prerequisite: elementary theory and harmony. Daily, 9:00. Room 115. Campbell.

***Mus 417s. Piano Pedagogy.** Three hours.

A normal course, with demonstration classes of children, based on the Oregon State Syllabus. While this course is of general practical value to the piano teacher, one of its primary objects is to prepare teachers to meet the requirements for having their work receive credit in the high schools of Oregon and Washington as outlined by the state departments of education. Daily, 10:00. Room 115. Campbell.

***Mus 424s. Lyric Poetry in Music.** Three hours.

The study of the basic relationship of poetic meters and musical rhythms. A close analysis will be made of the means employed through the ages in the musical setting of words. Chants, epic, lyric and dramatic poems, and religious texts with their music will be used in illustration. Daily, 10:00. Room 115. Campbell.

* Either Mus 417s or Mus 424s will be given.

NATURE STUDY

INSTRUCTOR: GROVES

Z 321s. **Bird Study.** Three hours. (See also ZOOLOGY.)FG 360s. **Mammals and Fish.** Three hours. (See also FISH AND GAME.)**PHILOSOPHY**

VISITING INSTRUCTOR: SPAULDING

Phl 201. **Introduction to Philosophy.** Three hours.

An historical and systematic survey of some of the more important problems that have appeared as the result of reflection upon scientific, moral, religious, and other cultural activities from the Greeks to the present. The writings of some of the great philosophers, such as Plato, Kant, and James, will be considered, and the main philosophical positions such as Idealism, Pragmatism, and Realism will be critically presented. Daily, 9:00. Room 106.

Phl 443s. **Philosophy of History: Present-Day Social and Moral Radicalism.** (G) Three hours.

A critical examination and comparison of present-day social, political, and moral radicalism and conservatism; democracy, Fascism, Communism; the influence of Locke, Darwin, Hegel, Nietzsche (will to power), and the Freudian and behavioristic psychologies on these philosophies.

Ed 490. **Character Education.** (G) Three hours. (See also EDUCATION.)**PHYSICAL EDUCATION**

PROFESSORS: THOMSON, WASHKE. VISITING FACULTY: LENSCH, HAYDON, ROSSON, BEADLE

PE 321. **Methods of Health Education.** Three hours.

The nature, scope, purpose, organization, and administration of the health-education program in the secondary schools. Principles and methods in safety education, mental hygiene, and sex hygiene. Each student will have the opportunity to construct a program of health education suitable to his own teaching situation. Daily, 8:00. Room 305. Thomson.

Ed 341s. **Technique of Teaching Physical Education.** Three hours. (See also EDUCATION.)

Required of junior majors in physical education. Instruction in methods of teaching, organization, and program planning. Observation, demonstration and laboratory practice in teaching activities important in this field of education. Daily, 9:00. Room 305. Thomson.

PE 343s. **Physical-Education Theory.** Three hours.

A selected unit of work from the Physical-Education Theory core which carries the following description in the yearly catalog: "A comprehensive core organized to focus all phases of the health and physical education curriculum upon the professional functions of physical education. These functions are emphasized in training for competence in such aspects of physical education as intramural sports, recreation, teaching methods and

programming, equipment, plant and field problems, and interschool activities. These units, with other important materials, are all organized into an integrated instructional core extending through the entire junior and senior years." Daily, 10:00. Room 315. Washke.

PE 352s. **Fencing.** Three hours.

The theory and practice in the use of the sword, foil, rapier, and other historical weapons. Combat and practice. Students will be asked to furnish their own equipment, cost of which will be about \$5.00. Daily, 1:00. Gymnasium. Haydon.

PE 358. **First Aid.** Three hours.

Care and treatment of injuries. A study from both the practical and academic aspects dealing with accidental injuries, principles of massage, bandaging, treatment of sprains, bruises, strains and wounds, diet, training rules, daily work program, and preliminary conditioning of athletes. American and Red Cross first-aid certificates will be awarded. Daily, 11:00. Room 315. Washke.

PE 362. **Corrective Physical Education: Corrective Clinic.** Three hours.

Conducting health examinations: checking teeth, eyesight, hearing, posture. Fitting preventative and corrective exercises to the particular child. Students will apply constructive principles learned in actual work with postural or other cases of physical deficiency supplied through the Portland public schools and the Shattuck Clinical School. Daily, 10:00. Room 305. Thomson.

PE 369s. **Safety Education.** One or two hours, July 17-28.

A course for all those carrying out programs of safety instruction. Stress will be laid upon the philosophy of preventative education in relation to the complexities of modern living conditions. Phases of the work will include: safety education as a social problem, the individual's development of safety attitudes, habits, and skills; places and manner in which most accidents occur; public responsibility for safety and the use of safety controls. Concrete methods of presentation that have proved most effective will be outlined, and sources of helpful safety materials will be indicated. Given in cooperation with the Safety Division of the State of Oregon, in the Secretary of State's office. Daily, 1:00. Room 105. Beadle, Rosson.

PE 369s. **Safety Education Laboratory.** No credit, July 17-28.

Laboratory section held in connection with PE 369s Safety Education. Theory and practice of safe driving; observance of traffic laws and basic rules of the road. Safety tests for driver and vehicle. Demonstration of how to organize and conduct traffic schools for elementary and high-school grades. Daily, 1:00. Room 105. Beadle, Rosson.

PE 380s, 381s, 382s. **Rhythm for Elementary Grades.** Three hours.

Presentation of rhythms, dramatic plays, folk dances, and fundamental movements suitable for the development and interest of the elementary grades. Sources, classification, and adaptation of material for program purposes; principles of progression; analysis and selection of music for various levels of instruction. For elementary teachers in lower grades and others working with small children. Daily, 9:00. Gymnasium. Lensch.

PE 431s. Techniques of the Modern Dance. Three hours.

Presents the dance from the standpoint of its contribution to all age levels, and its use in education and physical education. An intensive study of techniques, elements of rhythmic and musical pattern; materials of design and composition. Simplicity, directness, and freedom of movement that characterize the study of the modern dance. Percussion techniques of simple and advanced groupings will be analyzed. Daily, 8:00. Gymnasium. Lensch.

PE 441s. Problems in Physical Education. (G) Three hours.

A study of basic principles of physical education, their historical origins, and present-day adaptations. Daily, 8:00. Room 315. Washke.

PHYSICS

INSTRUCTOR: REID

Ph 361s. Photography. Three hours.

Theoretical and practical phases of the subject, with particular reference to hand cameras and miniature cameras. Negative making, developing, printing, enlarging; exposure problems, day and night; home portraiture. Daily, 8:00. Room C.

POLITICAL SCIENCE

VISITING INSTRUCTOR: BUCK

PS 201. American National Government. Three hours.

The study of the origin, development, and function of the national government of the United States. Colonial origins, the Constitutional Convention. Judicial review, and a brief consideration of leading decisions by the Supreme Court. The separation of powers; the development of administrative organization. The increased functions of the national government and the problem of reorganization. Daily, 8:00. Room 213.

PS 202. American State and Local Governments. Three hours.

A study of state, local, and municipal government in the United States as a part of the general problems of government. Attention is paid to proposals for reform. Particular emphasis on Oregon problems. Daily, 9:00. Room 213.

PS 416s. Political Theory: Four Modern Governments. (G) Three hours.

A study of the main concepts of contemporary political theory, illustrated by the comparative analysis of four modern governments, as they operate in actual practice at the present time. The political organization and the economic programs of England, France, Russia, and Germany. Daily, 11:00. Room 213.

PSYCHIATRY

INSTRUCTOR: HUTCHENS

Ps 306s. Child Psychiatry. Three hours.

General discussion of various behavior and personality problems of childhood according to a psychological concept. The case material in the child

guidance clinic will be used as a background for the course where practical. Daily, 1:00. Room 110.

PSYCHOLOGY

ASSOCIATE PROFESSOR: CROSLAND

Psy 412s. Psychology of Memory. Three hours.

Many types of memory and the many factors which produce efficient memories. Relations of memories to other experiences, such as imagination and conceptual thought. Abnormalities and curiosities of memory. An analysis of advertised "How Not To Forget" courses. Readings, discussions, and classroom demonstrations. Daily, 9:00. Room 304.

Psy 435s. Applied Psychology. (G) Three hours.

Treatment of certain aspects of legal and business psychology, such as "crime-detection," errors of observation and testimony, advertising and salesmanship, and industrial skills; human motivation. Readings, discussions, and a few demonstrations. Daily, 8:00. Room 304.

Psy 451s. Perception as Related to the Psychology of Reading. (G) Three hours.

The general concepts of perception and its attendant characteristics. Alphabet versus configurational reading. Letter-reversals and perceptual re-inversions. Binocular phenomena. Eye- and hand-dominance. Photographic studies of eye-movements. Correctional devices for inefficient readers. Demonstrations, assigned reports, and discussions. Daily, 11:00. Room 304.

PUBLIC SPEAKING

ASSISTANT PROFESSOR: COLLIER. VISITING INSTRUCTOR: BENDER

Eng 146s. Choral Reading. Three hours.

Group reading of poetry and rhythmic prose for choral effects. Aims: to quicken the individual's appreciation and enjoyment of poetry, to increase his powers in oral interpretation, and to improve the speaking voice. Daily, 11:00. Room D. Bender.

Eng 365s. Public Speaking for the Professions. Three hours.

Intended to improve poise and effectiveness in speaking to a group, and to give training in analyzing subjects and in organizing material into interesting talks. Practice in oral presentation and in delivering the types of speech most commonly given by teachers. Consideration of voice qualities, and of modern methods of group discussion. Original speeches by members of the class. Collier. Daily, 10:00. Room 206.

Eng 489, 490, 491. Speech Clinical Practice. Three hours.

Students will handle clinical cases and gain experience in the application of theories and methods of speech therapy. Those enrolled for separate credit in this clinic will participate as cadet clinicians and must have had as prerequisites: Remedial Work for Speech Disorders (Ed 355c); Speech Pathology (Eng 486); or equivalent. Daily, 9:00. Room D. Bender.

SOCIOLOGY

PROFESSOR: GOLDENWEISER. VISITING FACULTY: BERNARD, VAN VECHTEN

Soc 204s. General Sociology. Three hours.

Analysis of social organization and culture; social changes and movements as affected by culture and by biological and physical environmental factors. Daily, 10:00. Room 114. Goldenweiser.

Soc 327. Methods in Social Research. Three hours.

An analysis and evaluation of the different methods of research in use in the social sciences; the particular type of problem to which each is applicable. The case study; the interview method; the use of schedules and questionnaires. Required of all sociology majors before the senior year. Daily, 9:00. Room 310. Van Vechten.

Soc 329. Social Statistics. Three hours.

The technique of the collection, classification, and analysis of quantitative data; graphic presentation through maps, charts, and diagrams. Use of census and other data for the study of limited areas. Required of all sociology majors. Daily, 10:00. Room 310. Van Vechten.

Anth 343s. Race Relations Between Lower and Higher Civilizations. Three hours. (See also ANTHROPOLOGY.)

Relations between lower and higher civilizations in Africa, America, Australia, and the South Seas. Missionaries and religious relations. Commerce and industrial relations. The decay of primitive cultures. Racial contacts, mixture, and prejudices. The pre-literate peoples of the world today as they present an interest for the anthropologist, the economist, the political scientist, the statesman, and the military man. An outline of the problems that have arisen in the contacts between the civilized and the so-called primitive peoples, with an attempt to indicate the direction in which a more humane solution would be possible. Daily, 11:00. Room 110. Goldenweiser.

Soc 405. Reading and Conference. (G) Hours to be arranged.

Days to be arranged, 2:00. Room 105. Goldenweiser and staff.

Soc 457s. Educational Sociology. (G) Three hours. (See also EDUCATION.)

Education as a basic social process in civilized society; social factors and laws upon which educational theory and practice must rest; criteria for the evaluation of progress; social principles underlying the learning process; their application by the school in generating social interest and guiding pupils to become effective, participating members of society. The curriculum and social adjustment; teaching personnel and society; the school as a social institution; other educational agencies and institutions; education and social adjustment. Daily, 10:00. Room 212. Bernard.

Soc 463s. Public Opinion and Propaganda. Three hours.

Methods used to create and manipulate public opinion. Good and bad propaganda; war-time propaganda and the question of its justification; organs

of propaganda—power of the press, movies and the radio, lectures and general discussion, political parties, and family and group mores. Daily, 8:00. Room 212. Bernard.

Soc 470s. Juvenile Delinquency. (G) Three hours.

Definition, nature, and magnitude of the problem of juvenile delinquency. Physical and mental characteristic of delinquents; social backgrounds of delinquents; causes of delinquency. The school and the delinquent; the juvenile court; institutional care; rehabilitative and preventative programs. Evaluation of programs of treatment. Daily, 8:00. Room 310. Van Vechten.

Soc 481s. American Sociology. (G) Three hours.

The development of American sociology from other social science disciplines. European antecedents of American sociology. The Social Science movement in the 19th century. The development of American sociology since 1890, with special emphasis upon the various schools of American sociology. The present trends in American sociology, with selected emphases. Daily, 9:00. Room 212. Bernard.

SPANISH

PROFESSOR: WRIGHT

Ed 325. Methods in Modern Foreign Languages. Three hours. (See also EDUCATION.)

Investigation of sources, and use of modern equipment and texts; project method and socialized procedure; analysis of individual problems with conferences. Daily, 9:00. Room 103.

RL 348s. Spanish Conversation. Three hours.

This course presupposes knowledge of Spanish grammar. The difficulty of the conversation will increase as the course progresses. Intended to release the student from the somewhat formal sentences found in grammars and to introduce idiomatic and lively Spanish. Daily, 10:00. Room 103.

RL 405. Readings in Romance Languages. (G) Hours to be arranged.

Readings in various periods, adapted to the needs of the class. Days to be arranged, 11:00. Room 103.

ZOOLOGY

INSTRUCTOR: GROVES

Z 321s. Bird Study. Three hours.

Characteristics and general types of birds. History, distribution, and migration. Bird communities of woods, fields, and marshes. Adaptations; methods of observing and studying birds; their relation to man. Special reference to birds of Oregon. Daily, 9:00. Room 205.

Schedule of Courses and Rooms

PORTLAND SUMMER SESSION
JUNE 19-JULY 28

Eight o'Clock

Course	Instructor	Room
ART		
AA 267s. Design II: Creative Design for Public Schools (3)	Schulderman	301
BACTERIOLOGY		
Bac 345s. Bacteriology and Public Health (3)	Sears	314
BOTANY		
Bot 201, 202, 203. General Botany (9) cont'd 11:00	Harris	317
CHEMISTRY		
Ch 101, 102, 103. Elementary General Chemistry (9) cont'd 11:00	Christensen	306
ECONOMICS		
Ec 211. Outlines of Economics (3)	Crumbaker	204
EDUCATION		
Ed 237s. Education Through Creative Activities for the Primary Grades (3)	Norton	205
Ed 309s. Group Interest Activities in the Elementary Schools (3)	Bridges	113
Ed 316. Oregon School Law and System of Education (2)	Whitney	211
Ed 356s. Remedial Work for Speech Disorders (3)	Bender	D
Ed 407. Seminar		
Guidance (3) (G) Thurs. and Fri.	Armstrong	208
Ed 420. Adolescence: Growth and Development of the Individual (3) (G)	Wattenberg	203
Ed 464s. Remedial Reading (3) (G)	Hilder	110
Ed 511. Modern Educational Principles and Problems (3) (G)	Madsen	112
ENGLISH		
Eng 324. English Composition for Teachers (3)	Collier	206
Eng 407. Seminar		
Special Authors (3) (G)	Smith	207
FRENCH		
RL 1s. First-Year French (3)	Wright	103
GERMAN		
GL 412s. History of German Literature: Nineteenth Century Literature (3) (G)	Spaulding	215
HISTORY		
Hst 405. Reading and Conference (G)	Blue	216
Hst 417. Great Historians (3) (G)	Hulme	105
MATHEMATICS		
Mth 405. Reading and Conference		
Advanced Studies: Theory of Numbers (3) (G)	Price	308
Mth 415. Modern Geometry (3) (G)	Price	308
MUSIC		
Mus 334s. Beginning Instrumental Music (3)	Duncan	107
PHYSICAL EDUCATION		
PE 321. Methods of Health Education (3)	Thomson	305
PE 431s. Technique of the Modern Dance (3)	Lensch	Gym
PE 441s. Problems in Physical Education (3) (G)	Washke	315
PHYSICS		
Ph 361s. Photography (3)	Reid	C
POLITICAL SCIENCE		
PS 201. American National Government (3)	Buck	213
PSYCHOLOGY		
Psy 435s. Applied Psychology (3) (G)	Crosland	304
SOCIOLOGY		
Soc 463s. Public Opinion and Propaganda (3)	Bernard	212
Soc 470s. Juvenile Delinquency (3) (G)	Van Vechten	310

Nine o'Clock

ART		
AA 292s. Composition and Drawing (3)	Hinshaw	311
AA 353s. Color: Its Technique and Interpretation (3)	Schulderman	301
BOTANY		
Bot 201, 202, 203. General Botany Laboratory (9) 9 to 11, Tues. and Thurs. 12-1	Harris	316

Course	Instructor	Room
CHEMISTRY		
Ch 101, 102, 103. Elementary General Chemistry Laboratory (9) 9 to 11, Tues. and Thurs. 12-1	Christensen	307
DRAMA		
Eng 249s. Children's Theatre (3)	Haydon	108
ECONOMICS		
Ec 477s. Economic Theory and Problems: Business Cycles (3) (G)	Crumbaker	204
EDUCATION		
Ed 312. Educational Psychology (3)	Wattenberg	203
Ed 325. Methods in Modern Foreign Languages (3)	Wright	103
Ed 341s, 342s, 343s. Technique of Teaching Physical Education (3)	Thomson	305
Ed 350. Curriculum and Organization of Elementary Schools (3)	Whitney	211
Ed 478s. Organization and Administration of a Guidance Program (3) (G) Thurs. and Fri.	Armstrong	208
Ed 480. Pupil Personnel Work (3) (G)	Onthank	114
Eng 489, 490, 491. Speech Clinical Practice (3)	Bender	D
ENGLISH		
Eng 161. Survey of American Literature (3)	Parsons	111
Eng 355s. Current English Usage (3)	Smith	207
Eng 407s. Seminar		
Workshop in the Novel (3)	Merriam	104
Eng 489, 490, 491. Speech Clinical Practice (3)	Bender	D
FRENCH		
Ed 325. Methods in Modern Foreign Languages (3)	Wright	103
GEOGRAPHY		
Geo 407s. Seminar in Human Geography (G)	Gould	B
GERMAN		
GL 1. Elementary German (3)	Spaulding	215
HISTORY		
Hst 377. Oregon History (3)	Blue	216
Hst 415s. European Thought and Culture (3)	Hulme	105
Hst 493s. Modern China and Japan (3) (G)	Reid	214
HOME ECONOMICS		
HAD 405. Reading and Conference (G)	Moser	318
JOURNALISM		
J 405. Reading and Conference (G)	Turnbull	116
MATHEMATICS		
Mth 101s. College Algebra (3)	Price	308
MUSIC		
Mus 289s. Orchestral and Choral Conducting (3)	Umfleet	107
Mus 414s. Strict Counterpoint (3)	Campbell	115
PHILOSOPHY		
Phl 201. Introduction to Philosophy (3)	Spaulding	106
PHYSICAL EDUCATION		
Ed 341s. Technique of Teaching Physical Education (3)	Thomson	305
PE 380s, 381s, 382s. Rhythm for Elementary Grades (3)	Lensch	Gym
POLITICAL SCIENCE		
PS 202. American State and Local Governments (3)	Buck	213
PSYCHOLOGY		
Psy 412s. Psychology of Memory (3)	Crosland	304
PUBLIC SPEAKING		
Eng 490. Speech Clinical Practice (3)	Bender	D
SOCIOLOGY		
Soc 327. Methods in Social Research (3)	Van Vechten	310
Soc 451s. American Sociology (3) (G)	Bernard	212
SPANISH		
Ed 325. Methods in Modern Foreign Languages (3)	Wright	103
ZOOLOGY		
Z 321s. Bird Study (3)	Groves	205

Ten o'Clock

ART		
AA 367s. Child Art: Technique of Creative Expression in Art (3)	Hinshaw	301
AA 377s. Advanced Art Appreciation: Art and Life (3)	Wuest	309
BOTANY		
Bot 201, 202, 203. General Botany Laboratory (9) 9 to 11, Tues. and Thurs. 12-1	Harris	316
Bot 422s. Advanced Systematic Botany: Flowering Plants of the Pacific Northwest (3)	Harris	314
CHEMISTRY		
Ch 101, 102, 103. Elementary General Chemistry (9) 9 to 11, Tues. and Thurs. 12-1	Christensen	307

Course	Instructor	Room
ECONOMICS		
Ec 472s. Economics of Socialism and Capitalism (3) (G)	Crumbaker	204
EDUCATION		
Ed 308s. Auditorium Technique in the Elementary Schools (3)	Bridges	118
Ed 313. Principles of Teaching (3)	Madsen	112
Ed 324s. Correlation of the Social Studies in the Elementary Schools (3)	Whitney	211
Ed 367s. Child Art: Technique of Creative Expression in Art (3)	Hinshaw	301
Ed 457s. Educational Sociology (3) (G)	Bernard	212
Ed 464s. Remedial Reading (3) (G)	Hilder	110
Ed 486. Curriculum Construction (3) (G)	Wattenberg	203
ENGLISH		
Eng 373. Main Tendencies in Contemporary Literature (3)	Smith	207
Eng 374s. American Folk Literature (3)	Merriam	104
Eng 406. Reading and Conference (G)	Parsons	111
FISH AND GAME		
FG 360s. Mammals and Fish (3)	Groves	205
GEOLOGY		
G 201. Physical Geology (3)	Gould	B
GERMAN		
GL 334s. German Conversation and Rapid Reading (3)	Spaulding	215
HISTORY		
Hst 341. Modern Europe 1815-1870 (3)	Reid	214
Hst 422s. Medieval Life (3) (G)	Hulme	105
HOME ECONOMICS		
CT 217. Clothing Selection (3)	Moser	318
JOURNALISM		
J 360. General Journalism (3)	Turnbull	116
LIBRARY		
Eng 389s. Bibliography of Periodical Literature (3)	Mulheron	208
MATHEMATICS		
Mth 411s. Theory of Algebraic Equations (3) (G)	Price	308
MUSIC		
Mus 351s. Public School Music Voice Class (3)	Umfleet	107
Mus 417s. Piano Pedagogy (3)	Campbell	115
Mus 424s. Lyric Poetry in Music	Campbell	115
PHILOSOPHY		
Phl 443s. Philosophy of History: Present-Day Social and Moral Radicalism (3) (G)	Spaulding	106
PHYSICAL EDUCATION		
PE 343s. Physical-Education Theory (3)	Washke	315
PE 362. Corrective Physical Education: Corrective Clinic (3)	Thomson	305
PUBLIC SPEAKING		
Eng 365s. Public Speaking for the Professions (3)	Collier	206
SOCIOLOGY		
Soc 204s. General Sociology (3)	Goldenweiser	114
Soc 329. Social Statistics (3)	Van Vechten	310
Soc 457s. Educational Sociology (3) (G)	Bernard	212
SPANISH		
RL 348s. Spanish Conversation (3)	Wright	103
Eleven o'Clock		
ANTHROPOLOGY		
Anth 343s. Race Relations Between Lower and Higher Civilizations (3)	Goldenweiser	110
ART		
Ed 336s. Teaching of Art: Modern School Activities (3)	Wuest	309
AA 373s. Costume Figure Sketch (3)	Hinshaw	311
BOTANY		
Bot 201, 202, 203. General Botany (9)	Harris	317
CHEMISTRY		
Ch 101, 102, 103. Elementary General Chemistry (9)	Christensen	306
DRAMA		
Eng 344. Play Production (3)	Haydon	108
EDUCATION		
Ed 311. Secondary Education (3)	Madsen	112
Ed 317s. Observation in Demonstration School: Remedial Reading Clinic (3)	Hilder	Shattuck School
Ed 336s. Teaching of Art: Modern School Activities (3)	Wuest	309
Ed 419s. Problems of Advisers or Deans of Girls (2)	Onthank	114
Ed 490. Character Education (3) (G)	Spaulding	106

Course	Instructor	Room
ENGLISH		
Eng 112. English Composition (Any Term) (3)	Collier	206
Eng 202. Shakespeare (Second Term) (3)	Parsons	111
Eng 481s. Nineteenth-Century Prose (3) (G)	Merriam	104
FISH AND GAME		
FG 251. Wildlife Conservation (3)	Groves	205
FRENCH		
RL 405. Readings in Romance Languages (3) (G)	Wright	103
GENERAL SCIENCE		
GS 104s. Physical Science Survey (3)	Reid	C
GEOGRAPHY		
Geo 416s. Advanced Regional Geography: Geography of the Polar Regions (3)	Gould	B
GERMAN		
GL 326s. Literature of Present-Day Germany (3)	Spaulding	215
HISTORY		
Hst 457s. Recent Russia (3) (G)	Reid	214
Hst 474s. Diplomatic History of the United States: American Foreign Relations (3) (G)	Blue	216
HOME ECONOMICS		
CT 331s. Furnishing the Small House (3)	Moser	318
JOURNALISM		
J 339. Teaching and Supervision of Journalism in High Schools (3)	Turnbull	116
LIBRARY		
Eng 388. Children's Literature (3)	Mulheron	208
MATHEMATICS		
Mth 105. Elementary Analysis I (3)	Price	308
MUSIC		
Mus 117s. Ear Training and Keyboard Harmony (3)	Campbell	115
Mus 317s. Public-School Music (3)	Umfleet	107
PHILOSOPHY		
Ed 490. Character Education (3) (G)	Spaulding	106
PHYSICAL EDUCATION		
PE 358. First Aid (3)	Washke	315
POLITICAL SCIENCE		
PS 416s. Political Theory: Four Modern Governments (3) (G)	Buck	213
PSYCHOLOGY		
Psy 451s. Perception as Related to the Psychology of Reading (3) (G)	Crosland	304
PUBLIC SPEAKING		
Eng 146s. Choral Reading (3)	Bender	D
SOCIOLOGY		
Anth 343s. Race Relations Between Lower and Higher Civilizations (3)	Goldenweiser	110
SPANISH		
RL 405. Readings in Romance Languages (G)	Wright	103

Twelve o'Clock

ART		
AA 290. Painting (3)	Hinshaw	311
AA 490. Advanced Painting (3)	Hinshaw	311

One o'Clock

EDUCATION		
Ed 407. Guidance Seminar (G) Wed., Thurs., and Fri.	Armstrong	106
PHYSICAL EDUCATION		
PE 352s. Fencing (3)	Haydon	Gym
PE 369s. Safety Education (3) July 17-23	Rosson, Beadle	105
PSYCHIATRY		
Ps 306s. Child Psychiatry (3)	Hutchens	110

Two o'Clock

EDUCATION		
Ed 405. Reading and Conference (G)	Onthank	104
Ed 493. Observation of Creative Activities (2) Mon., Wed., and Fri.	Norton	114
Ed 478s. Organization and Administration of a Guidance Program (3) (G) Wed., Thurs., and Fri.	Armstrong	106
SOCIOLOGY		
Soc 405. Reading and Conference (G)	Goldenweiser	105

Other 1939 Summer Sessions

Oregon State System of Higher Education

OREGON STATE COLLEGE, Corvallis

Regular Session: July 19 to July 28

Second Session: July 31 to September 1

UNIVERSITY OF OREGON, Eugene

Regular Session: June 12 to July 21

Post Session: July 24 to August 18

NORMAL SCHOOLS

Oregon Normal School, Monmouth

Eastern Oregon Normal School, La Grande

Southern Oregon Normal School, Ashland

First Term: June 5 to July 14

Second Term: July 17 to August 18

INSTITUTE OF MARINE BIOLOGY, Coos Bay

Oregon State College and University of Oregon

One Session: June 12 to July 21

The following bulletins are available upon request: Preliminary announcement listing courses in all sessions; catalog of Oregon State College sessions; catalog of University of Oregon session; catalog of normal school sessions; announcement of courses at Institute of Marine Biology. Address Director of Summer Sessions, 814 Oregon Building, Portland, Oregon.

Alfred Powers

Director of Summer Sessions

Oregon State System of Higher Education

814 Oregon Building

Portland, Oregon

Please send full descriptive catalog of the session or sessions I have checked below.

College Session, Corvallis	Southern Oregon Normal Session,
University Session, Eugene	Ashland
Portland Session	Eastern Oregon Normal Session,
Oregon Normal Session, Monmouth	La Grande

Leaflets desired*

Name

Position

Address

* Leaflets available:

Art
Athletic Coaching
Home Economics
Industrial Arts

Library Methods
Marine Biology
Music
Special Education

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CORRESPONDENCE COURSES

Through the General Extension Division, the following correspondence courses are available to adults anywhere in Oregon who are not able to attend classes given by the Oregon State System of Higher Education on the campuses or in extension. Credit earned in correspondence courses may be counted toward graduation from the University of Oregon, Oregon State College, and the Oregon normal schools.

ART—FREEHAND DRAWING

Design I

ASTRONOMY

BIOLOGY

Bird Study

Biological Science Survey

BOTANY

Plant Ecology

Systematic Botany

Advanced Systematic Botany

Shrubs and Trees

BUSINESS ADMINISTRATION

Constructive Accounting

Business Law

General Advertising

Problems in Distribution

DRAWING

Mechanical Drawing

Stresses

Advanced Graphic Statics

Elementary Structural Design

ECONOMICS

Economic History

Principles of Economics

Outline of Economics

Money, Banking and Economic Crises

Economics of Business Organization

Economic Problems: Economics of the

Recovery Program

EDUCATION

Modern Methods of Teaching in the

Upper Grades and High School

Character Education

Curriculum Construction

History of Modern Education

Child Study

Supervision of Instruction

Educational Sociology

The Child and His Learning

Mental Hygiene

Psychology of Adolescence

Measurement in Secondary Education

Introduction to Education

WRITTEN ENGLISH

Exposition, Narration and Argument

Principles of Good Writing

Advanced Writing

Magazine Writing

Introduction to Short Story Writing

Short Story Writing

Advanced Short Story Writing

Prose Manuscript

Verification

Book and Play Reviewing

Business English

Methods in Grammar School English

English for High School Teachers

Review Course in English Grammar

GEOGRAPHY

General Geography, Parts I, II, III

Physical Geography

GEOLOGY

Geology I

Historical Geology

HEALTH EDUCATION

HISTORY

Oregon History

English History

Modern Europe

History of the United States

Twentieth Century Europe

HOME ECONOMICS

Household Management

Child Development

Clothing Selection

Food Purchasing

Principles of Dietetics

House Furnishing

JOURNALISM

Elementary News Writing

Newswriting for Publicity Chairmen

Feature Writing

LATIN

Beginning Latin and Caesar

Latin Literature: Horace

LITERATURE

Early American Literature

Recent American Literature

American Literature Survey

19th Century American Novel

Survey of English Literature

Contemporary American Novel

Contemporary English Novelists

20th Century Literature

Children's Literature

Shakespeare

Socially Significant Literature

English Novel of the 18th Century

English and American Poetry

Living Writers

MATHEMATICS

Intermediate Algebra

College Algebra

Plane Trigonometry

Analytical Geometry

Elementary Analysis

Differential Calculus

Integral Calculus

Mathematics of Finance

Differential Equations

Elements of Statistics

MODERN LANGUAGES

First Year French

Second Year French

First Year German

Second Year German

First Year Spanish

Second Year Spanish

PHYSICS

College Physics

History and Teaching of Physics

Meteorology

PHYSIOLOGY

Elementary Physiology

POLITICAL SCIENCE

National Government

State and Local Government

PSYCHOLOGY

General Psychology

Abnormal and Borderline Psychology

Genetic Psychology

Applied Psychology

SOCIOLOGY

Introduction to Sociology

General Sociology

Modern Social Problems

Criminology

Matrimonial Institutions

Community Problems

ENTRANCE COURSES

Introductory Accounting

Civics

American History

World History

Entrance English I to VIII

Entrance English Composition

Fundamentals of Written English

English Grammar and Usage

Elementary Algebra

Plane and Solid Geometry

Elementary Physics

Latin

Elementary Economics

Social Problems

Social Problems and Government

For Catalog, address General Extension Division, Oregon State System of Higher Education, Eugene, Oregon

OREGON STATE SYSTEM
OF HIGHER EDUCATION
BULLETIN

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