

OREGON STATE SYSTEM
OF HIGHER EDUCATION
BULLETIN



PORTLAND
SUMMER SESSION

1941

University of Oregon † Oregon State College
Oregon College of Education † Southern Oregon College of Education
Eastern Oregon College of Education

State Board of Higher Education

	Term Expires
BEATRICE WALTON SACKETT, Marshfield.....	1942
C. A. BRAND, Roseburg.....	1943
E. C. SAMMONS, Portland.....	1944
ROBERT W. RUHL, Medford.....	1945
EDGAR W. SMITH, Portland.....	1946
WILLARD L. MARKS, Albany.....	1947
R. C. GROESBECK, Klamath Falls.....	1948
MAC HOKE, Pendleton.....	1949
R. E. KLEINSORGE, Silverton.....	1950

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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 College of Education, Southern Oregon College of Education

Eastern Oregon College of Education

June 16--July 25

1941

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 College of Education at Monmouth, the Southern Oregon College of Education at Ashland, and the Eastern Oregon College of Education 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 colleges of education general and professional studies are combined in the teacher-training curriculum. At the Southern Oregon College of Education and the Eastern Oregon College of Education students who do not plan to become elementary-school teachers may devote their time exclusively to lower-division studies in the liberal arts and sciences.

At the University and the State College two years of un-specialized 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	FRANK LLEWELLYN BALLARD, B.S. President, Oregon State College
RICHARD BENJAMIN DILLEHUNT, M.D. Dean, University of Oregon Medical School	CHARLES ABNER HOWARD, M.A., LL.D. President, Oregon College of Education
WALTER REDFORD, Ph.D. President, Southern Oregon College of Education	ROBEN JOHN MAASKE, Ph.D. President, Eastern Oregon College of Education

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, Ed.D.	Director of Information
VERNE VINCENT CALDWELL, Ph.D.	Dean and Director of General Extension
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.	Dean and Director of Science
CHARLES ABNER HOWARD, M.A., LL.D.	Director of Elementary Teacher Training
JAMES RALPH JEWELL, Ph.D., LL.D.	Dean of Education; Director of High School Teacher Training
THEODORE KRATT, Mus.M., 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
AVA 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.	Acting Dean and Director of Forestry
ALFRED POWERS, A.B.	Dean and Director of Creative Writing and Publishing
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, and the Chancellor's principal adviser in his field.

† On sabbatical leave, 1940-41.

The Portland Summer Session

OF THE UNIVERSITY OF OREGON, OREGON STATE COLLEGE, AND THE OREGON COLLEGES OF EDUCATION

The Faculty, 1941

FREDERICK MAURICE HUNTER, Ed.D., LL.D., Chancellor, Oregon State System of Higher Education.

DONALD M. ERB, Ph.D., President, University of Oregon.

FRANK LLEWELLYN BALLARD, B.S., President, Oregon State College.

CHARLES ABNER HOWARD, M.A., LL.D., President, Oregon College of Education.

WALTER REDFORD, Ph.D., President, Southern Oregon College of Education.

ROBEN J. MAASKE, Ph.D., President, Eastern Oregon College of Education.

V. V. CALDWELL, Ph.D., Director of Summer Sessions, Oregon State System of Higher Education; Director of 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.

SUZANNE M. BEATTIE, M.A., Instructor in French, Portland Extension Center. B.A. (1919), University of Paris; B.A. (1920), Lawrence College; M.A. (1937), Oregon. Instructor in French (1937—).

LAWRENCE STEPHEN BEE, Ph.D., Assistant Professor of Sociology, University of Oregon. B.A. (1936), Brigham Young; M.S. (1937), Iowa State; Ph.D., (1939), Cornell Faculty, Cornell (1939); Assistant Professor, Oregon (1939—).

LOUIS BERELSON, Ph.D., Adviser in General Studies, Portland Extension Cntr. 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—).

MADLINE BRUMBAUGH, M.S., Instructor, Township High School, Evanston, Illinois. B.S. (1924), M.S. (1928), Oregon State. Instructor, Astoria High School (1924-27); Pendleton High School (1928); Township High School, Evanston (1928—). Summer Session teaching: Ball Teachers College (1928); Portland Extension Center (1940).

VERNE VINCENT CALDWELL, Ph.D., Dean-Director of General Extension; Director of Summer Sessions; Professor of Psychology. B.S. (1926), M.S. (1927), University of Idaho; Ph.D. (1933), University of Southern California. Instructor, Southern Oregon Normal School (1926-31); associate professor, Oregon College of Education (1932-38); chairman, Department of Psychology (1932-40) professor (1938-40); dean-director, General Extension Division (1940—).

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, Oregon State College (1931-34); assistant professor (1934—).
- PERCY M. COLLIER, B.A., LL.B.**, Assistant Professor of English, Portland Extension Center.
B.A. (1911), Oregon; LL.B. (1914), Michigan. Lecturer, Portland Extension Center (1929-30); assistant professor (1930—); secretary, Oregon High School Debating League (1929-41).
- MARGARET WOOSTER CURTI, Ph.D.**, Research Associate in Educational Psychology, Teachers' College, Columbia University.
A.B. (1913); A.M. (1915), University of Nebraska; Ph.D. (1920), University of Chicago. Assistant professor, Beloit College (1920-22); assistant professor, Smith College (1922-28), associate professor (1928-36); Research associate in psychology, Teachers' College, Columbia University, (1936—).
- 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; Portland Extension Center, 1939; 1940.
- DELBERT RANSOM FRENCH, Ph.D.**, Associate Professor of Economics, University of Oregon.
B.A. (1915), Reed; M.A. (1920), Wisconsin; Ph.D. (1930), Stanford. Faculty, Stanford (1927-30), Oregon State (1930-33); Associate professor, Oregon, (1933—).
- JOHN TILSON GANOE, Ph.D.**, Associate Professor of History, University of Oregon.
B.S. (1923), M.A. (1924), Oregon; Ph.D. (1929), Wisconsin. Faculty, Phillips (1925-27), Marshall (1929-30); associate professor, Oregon (1930—).
- LAWRENCE M. GOULD, Sc.D.**, Professor of Geology and Geography, Carleton College.
B.S. (1921); M.A. (1923); Sc.D. (1925), Michigan. Instructor, University of Michigan (1921-26); assistant professor (1926-30); associate professor (1930-32); professor, Carleton College (1932—). Summer session teaching: Utah State College.
- HOWARD A. GRAY, Ph.D.**, Director of Field Studies, Erpi Classroom Films.
A.B. (1926), University of Montana; A.M. (1929), Ph.D. (1930), Columbia University. Manager, Radio Station KUOM, University of Montana (1925-26); Principal of Schools, Judith Gap, Montana (1926-28); lecturer in psychology, Barnard College (1929-30); research associate, Erpi Classroom Films, Inc. (1930-36); associate director-director of field studies (1936—). Summer session teaching: Kent State University (1936).
- HANCE F. HANEY, Ph.D., M.D.**, Associate Professor of Physiology and Head of Department, Medical School.
B.A. (1926), M.A. (1928), Ph.D. (1934), Wisconsin; M.D. (1934), Chicago. Instructor of physiology, Wisconsin (1927-35); interne, Henry Ford Hospital, Detroit (1935-36); assistant professor of physiology, Medical School (1936-39); associate professor and head of department (1939—).
- VIRGIL M. HARDIN, Ed.D.**, Principal, Pipkin and Reed Junior High Schools, Springfield, Missouri.
B.S. (1925) Kansas State Teachers College; M.A. (1930), Missouri; Ed.D. (1941), Stanford. Principal Pipkin and Reed Junior High Schools (1925—). Summer session teaching, State Teachers College, Springfield, Missouri (1933, 1937, 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—).

- LUCILLE F. HILL, M.S.**, Director of Physical Education for Girls, Grant High School, Portland.
B.S. (1932), M.S. (1933), University of Oregon. Instructor, Mills College (1933-34); director of recreation, New Jersey Zinc Co. (1935-38); instructor, Beaver College (1937-38); director, physical education for girls, Grant High School (1938—). Summer session teaching: University of Oregon (1934, 1935).
- BERNARD HINSHAW, B.A.**, Associate Professor 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 MASLIN HULME, M.A.**, Professor of History, Portland Extension Center; Emeritus Professor of Medieval History, Stanford University.
A.B. (1897), Stanford; A.M. (1902), Cornell. Professor of History, University of Idaho (1902-21); professor of history, Stanford University (1921-37); professor of history, Portland Extension Center (1938).
- CHARLES M. HULTEN, M.A.**, Assistant Professor of Journalism, University of Oregon.
B.A. (1929), M.A. (1931), Wisconsin. Editor, University of Wisconsin Press Bulletin (1930-31); instructor, Oregon (1934-35); assistant professor (1935—); acting assistant professor of journalism, Stanford (1939-40).
- WENDELL H. HUTCHENS, M.D.**, Clinical Associate in Psychiatry, Child Guidance Clinic, Medical School.
B.S. (1928), 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 (1933—); consultant, Multnomah County Hospital (1934—).
- EDWARD CHRISTIAN ALAN LESCH, Ph.D.**, Associate Professor of English, University of Oregon.
B.A. (1925), M.A. (1926), Illinois; Ph.D. (1928), Princeton. Assistant professor, Oregon (1928-33); associate professor (1933—).
- REGINALD IVAN LOVELL, Ph.D.**, Professor of History and Head of Department, Willamette University.
A.B. (1923), University of London, England; A.M. (1925), University of Michigan; Ph.D. (1932), Harvard. Instructor and tutor, Harvard (1927-32); instructor, Boston University (1933-34); assistant professor, University of North Dakota (1934-36); professor, Willamette (1937—). Summer session teaching: Minnesota (1936), Nebraska (1937), Portland (1938), University Southern California (1939).
- LEWIS C. MARTIN, Ph.D.**, Director, Department of Child Study and Special Education, Portland Public Schools.
A.B. (1924), Eugene Bible University; Ph.D. (1930), University of Vienna. Instructor in psychology and sociology, American College, Samaker, Bulgaria (1934-36); American Collegiate Institute, Istanbul (1928-29); instructor in psychology and education, Reed College (1930-33); supervisor of special education and psychologist, Portland public schools (1936—).
- DONALD MARYE, B.A.**, Director, Portland Civic Theatre.
B.A. (1926), Carnegie Institute of Technology. Director, Anniston (Ala.) Little Theatre (1927-29); Gadsden (Ala.) Little Theatre (1929-32); Houston (Texas) Repertory Theatre (1932-33); Chattanooga (Tenn.) Little Theatre (1933-37); Portland Civic Theatre (1937—).
- NORMAN CHARLES MEIER, Ph.D.**, Associate Professor of Psychology, University of Iowa.
Ph.B. (1921), M.A. (1922), University of Chicago; Ph.D. (1926), University of Iowa. Instructor, University of Iowa (1923-25); associate in psychology (1925-27); assistant professor (1927-29); associate professor (1929—); Director, Spelman-Carnegie Art Research Project (1929-39).
- 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—).

- 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).
- 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—).
- C. E. PERRY, M.S.**, Director of Intermediate Education and Assistant Superintendent-Elect, Portland Public Schools.
B.S. (1923), M.S. (1937), University of Oregon. Elementary-school principal, Portland (1923-40); Director of Intermediate Education (1940-41); assistant superintendent of schools (1941—).
- LOUISE FRANCES PURSLEY, B.S.**, Director of Girls Physical Education, Grants Pass High School.
B.S. (1939), University of Oregon. Director of Girls Physical Education, Grants Pass High School (1939—).
- FRANCES B. RAY, M.A.**, Visiting Instructor in Education, Portland Summer Session.
A.B. (1916), University of Washington; M.A. (1926), Stanford University. High school teacher (1916-29); Teaching Fellow, Louisiana State University (1937).
- HOWARD C. RAY, M.S.**, Supervisor of Physical Education, Palo Alto, California, Public Schools.
B.S. (1918), Oregon State; M.S. (1937), Louisiana State. Supervisor of physical education, Palo Alto (1921—). Summer session teaching: Stanford (1921), Oregon (1939), Portland (1940).
- WILLIAM CURTIS REID, M.S.**, Instructor in Physics, Oregon State College.
B.A. (1929), Willamette; M.S. (1932), New York University. Camp Educational Adviser, C.C.C. (1934-37); instructor, Oregon State (1937—).
- WEEMS A. SAUCIER, Ph.D.**, Professor of Education, West Virginia Wesleyan College.
B.A. (1924), M.A. (1926), Kentucky; Ph.D. (1930), Ohio State. Professor of education, Taylor (1925-35); West Virginia Wesleyan (1935—). Summer session teaching: New Mexico Normal (1931); New York State College for Teachers (1938, 1939, 1940).
- HENRY SCHEFFÉ, Ph.D.**, Instructor in Mathematics, Oregon State College.
A.B. (1931), M.A. (1933), Ph.D. (1935), University of Wisconsin. Laboratory worker, Bell Telephone Laboratory (1924-28); assistant fellow instructor, University of Wisconsin (1931-37); instructor, Oregon State (1937—).
- WALDO SCHUMACHER, Ph.D.**, Professor of Political Science, University of Oregon.
A.B. (1917), Bluffton; A.M. (1918), Ohio State; Ph.D. (1923), Wisconsin. Faculty Bluffton (1919-21); Syracuse (1923-25); Grinnell (1925-26); Oklahoma (1926-28); professor, Oregon (1928—).
- 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—).
- JOHN C. SNIDECOR, Ph.D.**, Director of Speech Clinic, Santa Barbara State College.
A.B. (1931), University of California; M.A. (1937), Ph.D. (1940), State University of Iowa. Instructor, Antelope Valley Junior College (1932-33); Dean (1933-35); Instructor and Director of Speech Clinic, University of Idaho (1935-39); Research, State University of Iowa (1939-40); Director of Speech Clinic, Santa Barbara State College (1940—).
- W. T. STACE, B.A., Litt. D.**, Stuart Professor of Philosophy, Princeton University.
B.A. (1908), Litt.D. (1929), Trinity College, Dublin. Member of British Civil Service, Ceylon (1910-1932); lecturer in philosophy, Princeton University (1932-35); Stuart professor (1935—).

- HENRY EUGENE STEVENS, Ed.D.**, Assistant Professor of Education, University of Alaska.
B.S. (1936), Ed.D. (1940), University of Oregon. Assistant professor of education, University of Alaska (1940—). Summer session teaching: Oregon, 1940.
- DONALD R. TAFT, Ph.D.**, Professor of Sociology, University of Illinois.
B.A. (1914), Clark College; M.A. (1915), Ph.D. (1923), Columbia University. Assistant Secretary, Carnegie Institute of Technology (1916-17); Instructor in sociology, Ohio State University (1917-18); assistant professor (1918-19); Assistant professor Wellesley College (1918-19); associate professor, Wells College (1919-22); professor (1922-27); professor, University of Illinois (1927—).
- R. FRANKLIN THOMPSON, Ph.D.**, Professor of Classical Civilization, Willamette University.
A.B. (1930), Nebraska Wesleyan University; B.D. (1933), M.A. (1934), Ph.D. (1940), Drew University. Professor Classical Civilization, Willamette University (1937—).
- LEONA E. TYLER, Ph.D.**, Instructor in Psychology, University of Oregon.
B.S. (1925), M.S. (1939), Ph.D. (1941), University of Minnesota. High-school teacher, Minnesota and Michigan (1925-38); teaching assistant, University of Minnesota (1938-40); instructor, University of Oregon (1940—).
- HARRIET WARNER, M.A.**, Smith College Day School, Smith College.
B.S. (1924), Connecticut College for Women; M.A. (1928), Teachers College, Columbia University. Child Welfare Worker, Boston (1924-27); Teacher, University of Pittsburgh (1928-32); Erie Day School (1932-37); Demonstration teacher, Smith College (1937—); Child Development Instructor, Istanbul, Turkey (1939). Summer session teaching: Portland Extension Center (1937).
- ROBERT BRUCE WEIRICK, Ph.D.**, Associate Professor of English, University of Illinois.
A.B. (1911), Colorado College; M.A. (1913), Harvard; Ph.D. (1920), Illinois. Instructor, Iowa (1913-15); faculty, Illinois (1915—).
- 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.
A.B. (1914), Harvard; B.D. (1917), Union Theological Seminary; M.A. (1925), Ph.D. (1928), California. Extension instructor, Columbia (1916-17); Principal, Colegio Internacional, Guadalajara, Mexico (1918-21); Faculty, Pomona, (1917-18, 1923-24); assistant to the president (1921-23); 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 Vanderpool and Lorado Taft; student, Academie Julien, Paris (1921).

The Portland Summer Session

1941

THE Portland Summer Session of the State System of Higher Education combines offerings for the University of Oregon, Oregon State College, and the Oregon colleges of education. The twenty-fourth session begins on June 16 and continues for six weeks until July 25. 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 park 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. Classes will be held at Lincoln High School, Park and Market streets, beginning Monday, June 16, 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 21, 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 colleges of education, 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.

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 colleges of education, 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 colleges of education 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 colleges of education 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 for courses marked (G) following the title, and for courses numbered 500-599.

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. Such admission, however, does not of itself entitle a student to become a candidate for a 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 him.

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.

Study Program. Graduate students beginning work toward a degree will be expected to work out, in tentative form at least, a complete program of study leading toward the degree desired. This program should allow sufficient time for completion of the thesis or essay. Work on the thesis or essay should be begun as early as possible.

Grade Requirements. 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.

Language Requirement. For the Master of Arts degree, the student must show, by examination or by adequate undergraduate courses, a reading knowledge of one relevant foreign language, preferably French or German. For the Master of Science degree there is no foreign language requirement.

Transferred Credit. Graduate credit to a maximum of 15 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. A student working toward a master's degree is given a preliminary examination to ascertain whether he is fitted, both by temperament and by basic training, to pursue work on the graduate level in his chosen fields. The student should arrange with his adviser to take this examination before he has completed one-third of the work for the degree. When the preliminary examination has been passed, the student is advanced to candidacy for the degree. Not less than one-third of the course work for the degree should be registered for and completed after the student has been advanced to candidacy. Graduates of the University who have taken the bachelor's degree with honors in the field of the graduate major are ordinarily exempt from the preliminary examination for the master's degree. Graduates of the State College who have maintained a grade-point average of at least 3.25 throughout their undergraduate work may be exempted from taking the preliminary examination.

Thesis and Final Examination. Information concerning the form for typing the thesis may be obtained from the graduate office on the campus where the degree is to be taken. Theses must be filed with the graduate office concerned two weeks before the final examination is taken. The examination will be given on the campus of the institution from which the degree is desired.

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. Graduate courses are numbered 500-599.

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 session, 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 follow refunds of fees will be made to students withdrawing from the six-week summer sessions:

Up to and including June 23.....	A refund of three-fourths of the registration fee.
After June 23 and up to and including June 30.....	A refund of one-half of the registration fee.
After June 30 and up to and including July 7.....	A refund of one-fourth of the registration fee.
After July 7.....	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 16. 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 breakfasts 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.

Contemplated student excursions include trips to Timberline Lodge on the slopes of Mt. Hood, to the Oregon Coast, and to Bonneville Dam by boat. Additional week-end trips may be arranged in accordance with the wishes of a sufficient group of students.

Audio-Visual Aids Conference. A two-day conference on audio-visual aids in education will be held by the Portland Summer Session on Friday and Saturday, June 20 and 21. Participating will be Ellsworth C. Dent, educational director of RCA Manufacturing Company; Dr. Howard A. Gray, director of field studies, Erpi Classroom Films, and visiting professor in the Portland Session; U. S. Burt, head of the department of visual instruction, General Extension Division; and others. Exhibitions of audio-visual aids equipment and demonstrations of their use are planned. A complete program will be available. No fee will be charged.

Summer School for Writers. A two-week session from June 23 to July 3, inclusive, at Lincoln High School, Portland, in connection with the Portland Summer Session. The short story and the novel; non-fiction; radio scripts; motion picture writing. There will be a high-school section for editors and representatives of high-school publications. Well-known writers in the various fields will be on the staff of the institute. Fee: \$8 for the full institute; for those regularly enrolled in the Portland Summer Session, \$4. Directed by Alfred Powers, dean of creative writing and publishing. A leaflet describing the offerings will be published later. For this or other information, address the director of summer sessions.

Assemblies. Every Wednesday, from 10:15 to 11:10 o'clock, students will meet in the auditorium for assembly. The programs will consist of musical entertainment, plays and readings, addresses by faculty members, and other features. The Wednesday schedule of class periods will be adjusted as follows to allow for the assembly hour:

8 o'clock classes.....	8:00 to 8:40
9 o'clock classes	8:45 to 9:25
10 o'clock classes.....	9:30 to 10:10
Assembly	10:15 to 11:10
11 o'clock classes.....	11:15 to 11:55
12 o'clock classes.....	12:00 to 12:50
1 o'clock and 2 o'clock classes meet as scheduled.	

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. There will be two issues of a newspaper containing news of all the seven summer sessions of the Oregon State System of Higher Education, at Corvallis, Eugene, Portland, Monmouth, Ashland, La Grande, and Coos Bay.

Pacific Northwest Institute of International Relations. The Pacific Northwest Institute of International Relations will meet in Portland from June 15 to June 25 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. Approximately half of the evening lectures will be held in Reed College, and half in the Lincoln High School auditorium.

Clinical and Demonstration School. For the past fifteen 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. In the demonstration school, opportunity will be offered to observe the modern school in operation, from kindergarten through the eighth grade, including special methods in remedial reading, speech correction, and child guidance.

Post Session. Portland session students may go to the Eugene campus for an additional month's work in the post session, July 28 to August 22, or to the Corvallis campus for an additional five weeks' work in the second session, August 1 to August 30. 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 16-21.....	Registration for summer session. Registration will take place simultaneously with classes.
June 16.....	Classes begin at once with full lectures the first day.
June 18.....	First assembly, 10:15 to 11:10. See Wednesday schedule on page 15.
June 20-21.....	Audio-Visual Aids Conference.
June 23.....	Last day for adding a course, or changing from audit to credit.
June 23-July 3.....	Summer School for Writers.
June 25.....	Assembly, 10:15 to 11:10. See Wednesday schedule on page 15.
July 2.....	Assembly, 10:15 to 11:10. See Wednesday schedule on page 15.
July 4.....	Holiday.
July 9.....	Assembly, 10:15 to 11:10. See Wednesday schedule on page 15.
July 16.....	Assembly, 10:15 to 11:10. See Wednesday schedule on page 15.
July 21.....	Last date for withdrawal from a course, or changing from credit to audit.
July 23.....	Assembly, 10:15 to 11:10. See Wednesday schedule on page 15.
July 24, 25.....	Final examinations.
8 o'clock classes.....	Thursday, 8 to 10 a.m.
9 o'clock classes.....	Thursday, 10 a.m. to 12 m.
10 o'clock classes.....	Thursday, 1 to 3 p.m.
2 o'clock classes.....	Thursday, 3 to 5 p.m.
11 o'clock classes.....	Friday, 8 to 10 a.m.
12 o'clock classes.....	Friday, 10 a.m. to 12 m.
1 o'clock classes.....	Friday, 1 to 3 p.m.

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.

Portland Extension Center. The General Extension Division offers evening, late afternoon and Saturday morning classes during the fall, winter and spring terms. The schedule of courses is wide and varied, and the classes are taught by instructors from the University of Oregon, Oregon State College and Oregon Colleges of Education, as well as the regular members of the Portland Center faculty and trained specialists in business and the professions. The office of the Portland Center is at 814 Oregon building, Southwest Fifth and Oak streets.

State-Wide Classes. Any community in the state may become an extension class center if a satisfactory meeting place is provided and there is a sufficient guarantee of enrollment to cover the actual operating cost. During the past school year, approximately forty classes were conducted in the centers of Albany, Ashland, Baker, Corvallis, Dallas, Eugene, Hillsboro, Klamath Falls, LaGrande, Lakeview, Medford, Roseburg, and Salem. Any group interested in forming a class should communicate with the General Extension Division, Eugene, Oregon.

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.

ART

ASSOCIATE PROFESSOR: HINSHAW. VISITING INSTRUCTOR: WUEST

AA 290. Painting. Three hours.

The purpose is to establish a creative attitude toward the problem of building forms with color. Oil or watercolor may be used. Elementary problems of craftsmanship are considered and students are encouraged to prepare their own painting surfaces in various ways and to experiment with mixing their own pigments in different oils and emulsions. Intended for a wide range of personal interests and stages of development. Instruction is 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 295. Decorative Design. Three hours.

Class problems will be planned to stimulate an experimental discovery of general design principles. It will be shown that these general design ideas are common to all the arts but that they must be interpreted with originality and applied freely. An approach is thus furnished for understanding the formal side of all the visual arts. Sources for design motifs will be discussed and typical decorative problems assigned. Daily, 9:00, Room 311. Hinshaw.

Ed 366s. Integration of Art Activities in the Curriculum. Three hours. (See also Education).

The contribution of art expression in education to the social sciences, the health program, safety education, and special school subjects. Presentation of projects in pictorial and decorative illustration in chalk, crayon, calomine, and

tempera color. Techniques of the plastic mediums. Discussion of methods for classroom procedure. Selection of materials. Knowledge of fundamentals of art and education; objectives and standards of attainment. Daily, 10:00. Room 301. Wuest.

AA 347s. History of Painting. Three hours.

A brief historical survey of Western painting from Giotto to the middle of the 19th century. An effort will be made to trace the development of style in the great periods and to relate the chief artists to their times and to the tradition as a whole. Some attention will be given to general art theory. In addition to furnishing a background of information about painting and painters, the class should be helpful in developing an intelligent response to the art of our own times as well as to that of former periods. Daily, 11:00. Room 301. Hinshaw.

AA 367s. Child Art: Technique of Creative Expression in Art. (See also 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, 8:00. Room 301. Hinshaw.

AA 377s. Art Appreciation. Three hours.

A study of art in the life of mankind and its contribution to present-day interpretation in the fine and minor arts. The elements of visual expression and the message of the artist. Recognition of art as an important phase of everyday life, its influence in our environment; fundamentals which form the basis for discriminating judgment and appreciation on the consumer. Subjects of discussion will include pictures of all kinds, building, the plastic arts and handicrafts. Members of the class may follow any special field desired. Daily, 9:00. Room 301. 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 104.

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. Laboratory: Daily, 9:00-11:00, and Tuesday and Thursday, 12:00-1:00. Third floor, Medical School.

DRAMA

VISITING FACULTY: MARYE

Eng 346. 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 source of play texts. Casting the play: analysis of the play for rehearsal. Organization of the production staff. Practical problems in makeup, costume, scenery, rehearsal, and business management. Daily, 1:00. Workshop, Civic Theatre, 4 N.W. 23rd. Marye.

ECONOMICS

ASSOCIATE PROFESSOR: FRENCH

Ec 201. Principles of Economics. Three hours.

A study of the basic principles that underlie production, exchange, and distribution. Daily, 8:00. Room 204.

Ec 477. Economic Theory and Problems. (G) Three hours.

A comparative analysis of varied economic systems such as laissez faire capitalism, fascism, nazism, socialism, and communism. A study of methods used or proposed by each to control production, marketing, distribution, and consumption of goods, with emphasis on the use of governmental powers. Daily, 10:00. Room 204.

Hst 486s. Economic Development of the United States. (G) Three hours. (See also History).

The economic aspects of the colonial period, and of the struggle for political independence; the American industrial revolution of the nineteenth century with its resulting "big business"; detailed study of the labor movement, and of developments in agriculture, commerce, industry, transportation, banking and currency, with emphasis on understanding the present. Daily, 9:00. Room 204.

EDUCATION

PROFESSORS: CALDWELL, WRIGHT. ASSOCIATE PROFESSOR: HINSHAW. ASSISTANT PROFESSOR: MONTGOMERY. INSTRUCTORS: SCHEFFÉ, TYLER. VISITING INSTRUCTORS: CURTI, GRAY, HARDIN, HILDER, MARTIN, PERRY, RAY, SAUCIER, SNIDBOOR, STEVENS, WARNER, WHITNEY, WUEST

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, 1:00. Room 106. Hardin.

Ed 312. Educational Psychology. Three hours.

The application 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, 11:00. Room 105. Curti.

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, 2:00. Room 104. Stevens.

- 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, 12:00. Room 203. Whitney.
- Ed 317s. Remedial Reading Clinic.** One hour.
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, 9:00. Shattuck School. Hilder, Montgomery.
- Ed 320s. Industrial Arts for Kindergarten and Primary.** Three hours.
The place of construction work in the kindergarten and primary program and its relation to child development will be discussed. Actual experience in constructing objects from clay, wood, cardboard boxes, and colored paper will be offered. The many possibilities and uses of waste materials will be considered. Limited to 25; students are advised to write to the Portland Summer Session office for reservations. Course fee: 50c. Daily, 1:00. Room 107. Warner.
- Ed 324s. Integration 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. All members of the class taking work for credit will be assigned to coordinating groups, and units of work will be either suggested, or chosen by the groups for development. The correlation method of procedure will be followed. Classroom aids for teachers and principals. Daily, 9:00. Room 203. Whitney.
- Ed 335s. Laboratory in Audio-Visual Aids.** One hour. First three weeks.
Construction of visual aids, sound recording, appraisal and operation of silent and sound projectors; previews of selected classroom films. Daily, 8:00. Room 316. Gray.
- Ed 336s. Integration of Art Activities in the Curriculum.** Three hours. (See also Art).
The contribution of art expression in education to the social sciences, the health program, safety education, and special school subjects. Presentation of projects in pictorial and decorative illustration in chalk, crayon, calomine, and tempera color. Techniques of the plastic mediums. Discussion of methods for classroom procedure. Selection of materials. Knowledge of fundamentals of art and education; objectives and standards of attainment. Daily, 10:00. Room 301. Wuest.
- Ed 340s. The American Film and Its Relation to American Education.** Three hours. Last three weeks.
A survey course concerned with the artistic, social, and educational value of the entertainment film. Specific subjects treated will include: history of the film, the arts of the cinema, analysis of the social and educational effects of films, experimental uses of films in school courses, practical methods of curricular and extra-curricular approach and special problems of public relations and administration. Daily, 1:00 to 3:00. Auditorium. Ray.
- Ed 356s. Remedial Work of 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, 12:00. Room D. Snidecor.

- Ed 361. Preprimary Education.** Three hours.
An evaluation of the preprimary period in terms of the opportunities it affords to build up good attitudes toward school life, to help the child to adjust himself to the group, to build up good habits of work, and to develop a readiness for subjects in the first-grade curriculum, such as reading, numbers, and language. Daily, 9:00. Room 107. Warner.
- AA 367s. Child Art: Technique of Creative Expression in Art.** Three hours. (See also 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, 8:00. Room 301. Hinshaw.
- Ed 372s. Elementary-School Administration and Supervision.** Three hours.
Problems of the superintendent and the principal in relation to the organization, administration, and supervision of the elementary school. Various types of organization will be presented and analyzed. Types of programs and supervisory procedures will be studied. Daily, 10:00. Room 203. Whitney.
- 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, 9:00. Room 104. Stevens.
- *Ed 408s. 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, 12:00. Room 115. Wright.
- Psy 431s. Clinical Methods: Individual Intelligence Testing.** (G) Three hours. (See also Psychology).
Practice in administering, scoring, and interpreting individual examinations in the field of intelligence. Consideration of essential statistical procedures. Special training in diagnosis. Daily, 8:00. Room 214. Tyler.
- Ed 435s. Audio-Visual Aids in Education.** (G) Three hours. First three weeks.
Survey of the development and use of classroom films, slides, and kindred visual aids. Attention given to: (1) the relationship between visual aids and the psychological topics of motivation, concept formation, and retention; (2) the evaluation and sources of visual-aid materials; and (3) the administration of a visual-aids program. The class work includes individual projects, reviews of experimental literature, lectures, and discussion. Daily, 1:00 to 3:00. Room 317. Gray.
- Ed 458s. Advanced Primary Education.** Three hours.
Application of general educational and psychological principles to actual problems in primary teaching growing out of the student's experience. Emphasis is given to primary reading and to the use of scientific procedures to develop professional goals in reading. Daily, 8:00. Room 107. Warner.
- Ed 459s. Advanced Intermediate and Upper-Grade Education.** Three hours.
Application of general educational and psychological principles to actual problems in intermediate and upper-grade teaching growing out of the student's experience. Criteria of teacher and student self-appraisal. Factors of classroom success. A critical analysis of classroom methods, traditional and progressive. Present-day trends in content and pedagogy. Relationship of classroom to building policies and community needs. Daily, 9:00. Room 106. Perry.

* Either Ed 408s or RL 347s *Spanish Composition and Conversation* will be given. (See page 33.)

Ed 460s. Psychology of Childhood. (G) Three hours.

The psychological factors found in the growth and development of the child. Study of the experimental literature and of theories relating to the development of physical activities, speech, mental processes, emotional behavior, and socialized activities. Prerequisite: Ed 312 or two terms of elementary psychology. Daily, 10:00. Room 105. Curti.

Ed 461. 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. Important physical, mental, and moral changes natural to adolescence. Educational implications of recent studies in this field. Prerequisite: Two terms of elementary psychology; Ed 312. Daily, 2:00. Room 105. Curti.

Ed 463s. Psychology of Exceptional Children. (G) Three hours.

A brief description of the major types of exceptional children, and special consideration of the modification in curricula and methods of the regular school necessary to meet their needs. Daily, 8:00. Room 213. Martin.

Ed 464s. Remedial Reading. Three hours.

Analysis of the reading process: physical and psychological processes involved. Reading difficulties, their cause 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 115. Section II: Daily, 1:00. Room 115. Hilder.

Ed 469s. Advanced Mental Hygiene. (G) Three hours.

Advanced course in mental hygiene, taught not from the point of view of the high-school or college student himself, but with attention given wholly to the problems of basic factors needed in caring for the mental hygiene of students. Daily, 9:00. Room 213. Caldwell.

Ed 474s. Supervision. (G) Three hours.

Purpose of supervision, plans for supervision, general supervisory procedure, use of tests, diagnosis of pupil difficulty, etc. as applied to both elementary and secondary schools. Daily, 11:00. Room 106. Hardin.

Ed 475s. Tests and Measurements. (G) Three hours.

The construction and desirable uses of various standard tests and scales for measuring achievements in school subjects. Such elements of statistical method taught as are necessary for intelligent use of the tests. Daily, 1:00. Room 104. Stevens.

Eng 486s. Speech Pathology. Three hours. (See also Public Speaking.)

Special emphasis upon the theories of the cause and cure of stuttering and upon the results of recent research in speech pathology. Problems of diagnosis, constructing speech correction schedules, and management of a speech clinic are also considered. Supervised instruction at the Shattuck Clinical School. Daily, 9:00. Room D. Snidecor.

Ed 487. Unit Construction. (G) Three hours.

Principles of unit construction; survey of materials. Major consideration to criteria for the selection, organization, and development of materials; specific techniques, such as child study, community survey, and social analysis; application of these special techniques to unit construction. Unit construction and field work required. Prerequisite: Ed 485 or equivalent. Daily, 8:00. Room 103. Saucier.

Ed 490. Character Education. (G) Three hours.

The place of character in the social purposes 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. Daily, 11:00. Room 103. Saucier.

Ed 495s. Educational Implications of Current Social Movements. (G). Three hours.

The effect upon educational policy of: population trends, changing family relationships, juvenile delinquency, shifting occupational patterns, sudden technological changes, increasing concentration of wealth and power, conservation of human and natural resources, and the increasing trend toward centralization of governmental activities. Daily, 10:00. Room 103. Saucier.

Ed 501. Educational Research: Problems in Remedial Reading. Three hours.

Study, largely by the seminar method, of problems in the diagnosis of reading difficulties and remedial procedures suitable for both individual and group instruction; open to graduate students only. Days to be arranged, 2:00. Room 114. Montgomery.

Psy 507. Seminar.

Counseling. Three hours. (See also Psychology.)

Study of psychological tests and procedures in counseling. Days to be arranged, 9:00. Room 214. Tyler.

Ed 511. Modern Educational Principles and Problems. 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, 2:00. Room 106. Hardin.

†Ed 515. Educational Statistics. Three hours.

Technique of quantitative and experimental methods; application of statistical methods to problems; correlation methods, regression equations, and determination of errors as employed in educational administration and research. Prerequisite: graduate standing or consent of instructor. Daily, 11:00. Room 211. Scheffé.

Ed 531. Organization and Supervision of Visual Instruction. Three hours. First three weeks.

This course is planned especially for department heads, principals, and those teachers who have had Ed 435 or its equivalent in visual work, and who wish to organize and direct a visual instruction program in their respective schools. Detailed plans and organization are worked out. Daily, 10:00 to 12:00. Room 317. Gray.

ENGLISH

PROFESSOR: PARSONS. ASSOCIATE PROFESSOR: LESCH. ASSISTANT PROFESSOR: COLLIER. VISITING INSTRUCTOR: WEIRICK

Eng 101. Survey of English Literature (First Term). Three hours.

From Beowulf to Milton. A survey of the chronological development of English literature from the Anglo-Saxon through the Elizabethan period. The equivalent of the fall term of English Survey in the regular session. Daily, 9:00. Room 208. Parsons.

† Integrated with Mth 337 *Elements of Statistics*.

- Eng 103. **Survey of English Literature (Third Term)**. Three hours.
From Byron to the present. The major figures and movements in this period, excepting the novel and the drama. Daily, 10:00. Room 205. Weirick.
- 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, 8:00. Room 111. 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, 11:00. Room 208. Parsons.
- Eng 201. **Shakespeare (First Term)**. Three hours.
Study of the following plays: A Midsummer Night's Dream; Romeo and Juliet; Merchant of Venice; Richard II; Henry IV, Part I; Henry IV, Part II; Henry V; Much Ado About Nothing. Equivalent of the fall term of Shakespeare given in the regular session. Daily, 10:00. Room 206. Lesch.
- 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 classrooms; 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, 12:00. Room 111. Collier.
- Eng 362s. **Twentieth-Century Literature**. Three hours.
Representative English novels, dramas, and essays since 1900, showing the main social and artistic currents of the period. Daily, 12:00. Room 205. Weirick.
- Eng 405. **Reading and Conference**. Hours to be arranged. Staff.
- Eng 422s. **Types of Prose Fiction**. (G) Three hours.
A brief history of the novel before the nineteenth century. Main tendencies of the novel during the century and detailed study of six or eight of the leading novelists. Daily, 11:00. Room 205. Weirick.
- Eng 434. **English Drama (First Term)**. (G) Three hours.
A study of the rise and development of the drama in England to 1603. Daily, 9:00. Room 206. Lesch.
- Eng 437s. **Elizabethan Non-Dramatic Literature**. (G) Three hours.
A study of the origins, growth and development of the types of non-dramatic poetry with emphasis on the several traditions at work; the reading of prose will extend only to those documents bearing on the nature and function of poetry. Daily, 8:00. Room 206. Lesch.
- Eng 449. **Seventeenth-Century Literature (Third Term)**. (G) Three hours.
Dryden and his contemporaries are studied in relation to the trends of thought and feeling which characterize the Restoration. Daily, 10:00. Room 208. Parsons.
- Eng 503. **Thesis**. Hours to be arranged. Staff.

FRENCH

INSTRUCTOR: BEATTIE

- *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, 10:00. Room 308.
- *RL 203s. **French Literature**. Three hours.
(Third year.) Reading of masterpieces of various periods. A general review of French literature. Daily, 8:00. Room 308.
- RL 315s. **French Conversation and Composition**. Three hours.
Presupposes some knowledge of French grammar. Conducted as far as possible in French. The difficulty of the conversation will increase as the course progresses. The composition is intended to release the student from the somewhat formal sentences found in grammars and to introduce idiomatic and lively French. Daily, 9:00. Room 308.

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 306.

GENERAL STUDIES

ADVISER: BERELSON

- GSt 501. **Research in General Studies**. Hours to be arranged.
- GSt 503. **Thesis**. Hours to be arranged.
- GSt 505. **Reading and Conference**. Hours to be arranged.
NOTE: Registration in these courses is open only to candidates for the degree of Master of Arts in General Studies, with the approval of the adviser.

GEOGRAPHY

VISITING INSTRUCTOR: GOULD

- Geo 416s. **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, 1:00. Room 309.
- Geo 455s. **Conservation of Natural Resources**. (G) Three hours.
Inventory of natural resources in mineral wealth, water, soil, timber, etc. Practices leading to waste and extravagance. Public policy which prevents needless waste, promotes restoration, and encourages conservation. Daily, 11:00. Room 309.

* Either RL 1s or RL 203s will be given.

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 309.

HISTORY

PROFESSORS: HULME, SCHUMACHER. ASSOCIATE PROFESSORS: FRENCH, GANOE. VISITING INSTRUCTORS: LOVELL, THOMPSON

Hst 343. Modern Europe Since 1914. Three hours.

History of Europe from the beginning of the World War to the present. Daily, 9:00. Room 212. Lovell.

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, 1:00. Room 207. Ganoe.

Hst 413s. The Roman Empire. (G) Three hours.

The settlement following the Civil Wars; the age of Augustus; the formation, development, decline, and disintegration of the Roman Empire. Attention will be given to the social and cultural aspects of the period. Daily, 9:00. Room 105. Thompson.

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

A history of the various movements of thought and ideals of conduct that have been influential in the life of western Europe and 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, 11:00. Room 108. Hulme.

Hst 420. Historical Method. (G) Three hours.

A course preparatory to historical research and to the teaching of history. It discusses what history is, what it is for, and what are its materials, what are its methods, what are its relations to neighbor studies, how to read history, how to study it, and how to write it. Daily, 12:00. Room 108. Hulme.

Hst 441. French Revolution and Napoleon. (G) Three hours.

Study of the social, political, and economic conditions giving rise to the French Revolution. History of Europe from 1789 to 1815. Daily, 10:00. Room 108. Hulme.

Hst 467. British Overseas Empire. (G) Three hours.

History of the British colonies: India, Canada, Australia, South Africa, etc. Daily, 10:00. Room 212. Lovell.

Hst 474s. American Foreign Policy. (G) Three hours. (See also Political Science.)

History of the relations of the United States with other powers; the development of American foreign policies. Daily, 11:00. Room 216. Schumacher.

Hst 482. Hispanic America Since 1815. (G) Three hours.

A survey of the growth of the major Latin-American countries from the time of their independence to the present day. Current conditions, including international relations, political problems, systems of government, race questions, and economic and industrial conditions. Daily, 8:00. Room 207. Ganoe.

Hst 486s. Economic Development of the United States. (G) Three hours. (See also Economics).

The economic aspects of the colonial period, and of the struggle for political independence; the American industrial revolution of the nineteenth century with its resulting "big business"; detailed study of the labor movement, and of developments in agriculture, commerce, industry, transportation, banking and currency, with emphasis on understanding the present. Daily, 9:00. Room 204. French.

Hst 505. Reading and Conference. Hours to be arranged.

Days to be arranged, 9:00. Room 207. Ganoe.

HOME ECONOMICS

VISITING INSTRUCTOR: BRUMBAUGH

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, 8:00. Room 318.

CT 331. House Furnishing. 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. Family needs and interests, construction, techniques, and quality standards for consumer goods are considered. Daily, 10:00. Room 318.

CT 350. Consumer Buying in Clothing and Textiles. Three hours.

Study of the problems faced by the individual or family in attempting to buy efficiently. Merchandising methods that affect the consumer, such as advertising, sales, standardization, and labeling. Technical information necessary for efficient buying of textiles, clothing, and household materials. Daily, 1:00. Room 318.

JOURNALISM

ASSISTANT PROFESSOR: HULTEN

J 339. Teaching and Supervision of Journalism. Three hours.

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. 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 459. Principles of Journalism (g) Three hours.

For non-majors, condensing portions of the professional curriculum that are of most interest and importance to non-journalists. How to read newspapers intelligently. The press as a social institution. A short course in journalistic techniques. Daily, 10:00. 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, 9:00. Room 116.

MATHEMATICS

INSTRUCTOR: SCHEFFÉ

Mth 103s. Elementary Analysis. Three hours.

Algebra, graphic methods, and introduction to the simpler ideas of the calculus; logarithms and plane trigonometry; plane and analytical geometry; some additional topics. Prerequisite: one and one-half years of high-school algebra or Mth 100. Daily, 8:00. Room 211.

***Mth 105s. College Algebra.** Three hours.

Prerequisite: one and one-half years of high-school algebra or Mth 100. Daily, 9:00. Room 211.

***Mth 106s. Plane Trigonometry.** Three hours.

Prerequisite: Mth 101 or Mth 105. Daily, 9:00. Room 211.

†Mth 337. Elements of Statistics. Three hours.

A brief treatment of the following topics: graphical and tabular presentation of numerical data, measures of central tendency (averages) and dispersion, the normal probability curve, linear correlation and regression. Prerequisite: consent of instructor. Daily, 11:00. Room 211.

MUSIC

INSTRUCTOR: CAMPBELL. VISITING INSTRUCTOR: DUNCAN

Mus 111s. Theory I. Three hours.

A study of the commonly accepted facts and beliefs concerning such musical materials as scales, chords, intervals, etc., and their application to musical thinking, understanding, and composition. Daily, 12:00. Room 110. Campbell.

Mus 127s. Appreciation of Music. Three hours.

Designed to help students learn to listen, and through listening to learn. Emphasis on: rhythms of pulse and design, tone quality, formal design, pure music, dramatic music (opera, oratorio, etc.). Criteria for judging composition and performance. Primarily for non-majors. Daily, 11:00. Room 110. Campbell.

Mus 318s. 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, 8:00. Room 110. Duncan.

Mus 346s. Brass and Woodwind Class. Two hours.

A study of band instruments, stressing tone production, technique, phrasing and breathing, and correct note reading. A preparation for conducting school orchestras and bands; a playing knowledge of one instrument of each family and a knowledge of fingering of the other instruments. Class serves as a laboratory. Students should provide their own instruments. Daily, 9:00. Room 110. Duncan.

* Either Mth 105s or Mth 106s will be given.

† Integrated with Ed 515 *Educational Statistics*.

Mus 422s. History of Music. Three hours.

Primitive music and musical instruments. Survey of the musical literature of the classical period; relation of music expression to other movements of the period. Romanticism as it finds expression in music; survey of the literature and a study of the composers. First half of the course in History of Music. Daily, 10:00. Room 110. Campbell.

PHILOSOPHY

VISITING INSTRUCTOR: STACE

Phl 353. Contemporary Philosophy. Three hours.

Study of some common phases of philosophical theory, particularly philosophical method and its bearing on science and art in our time. No prerequisites, but not open to lower-division students. Daily, 10:00. Room 215.

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

For students who have had previous study in philosophy and who wish to study some special phase of philosophy. Days to be arranged, 9:00. Room 215.

Phl 445s. Outlines of Political Philosophy. (G) Three hours.

A philosophical examination of some familiar political forms and theories. Daily, 11:00. Room 215.

PHOTOGRAPHY

INSTRUCTOR: REID

Ph 361s. Photography. Three hours.

A study of the theory and practice of photography, with special reference to miniature camera technique. Negative making, developing and printing, toning, enlarging. Composition, indoor lighting, home portraiture. Each topic is taught with the aid of demonstrations. Prerequisite: photographic experience satisfactory to the instructor. Daily, 9:00. Room 306.

PHYSICAL EDUCATION

VISITING INSTRUCTORS: HILL, PURSLEY, RAY

PE 113s. Folk Dancing. Two hours.

A presentation of the various rhythms and characteristics expressing the life activities of different countries. Special emphasis on geographical origin, history, objectives, sources of material for program planning, progression and contrast at different age levels. Costumes and music will be selected and analyzed for all dances. Particularly designed for teachers of the elementary grades. Daily, 8:00. Gymnasium. Pursley.

PE 321s. Methods and Materials in Health Education. Three hours.

The nature, scope, purpose, organization, and administration of the health-education program in the secondary schools. Principles, methods, and materials 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, 11:00. Gymnasium. Hill.

PE 331s. Physical-Education Laboratory (Coaching of Girls' Sports). Two hours.

A practical course designed to give instruction in methods of organization and teaching high-school activities for girls. Special emphasis on analysis of all skills for teaching purposes. Daily, 12:00. Gymnasium. Hill.

PE 332. Physical-Education Laboratory. Two hours.

Part of a comprehensive core designed to teach activities selected from individual competitive sports, group competitive sports, rhythmic and creative activities and from playground, community, and school recreational activities.

Teaching of these activities is integrated with the technique of teaching; the student is conscious not only of learning the skill, but also of the method by which it is presented. This core has special significance for the development of leadership in the health, physical-education, and recreation fields. It is correlated with two other professional cores (Physical-Education Theory and School Health Education), and extends through the four undergraduate years as an integrated instructional unit. Daily, 2:00. Gymnasium. Ray.

PE 341, 342, 343. Physical-Education Theory. Three hours.

General philosophy and principles of physical education; its relation to general education. A consideration of principles, objectives, and methods as basic issues in the development of physical education as a profession. Daily, 10:00. Room 315. Ray.

PE 363. 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 Red Cross first-aid certificates will be awarded. Daily, 11:00. Room 315. Ray.

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. Pursley.

PE 390s. Games for Elementary Grades. Three hours.

A variety of games, sports, and skills taught in relation to social adjustment. Daily, 1:00. Gymnasium. Hill.

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 groups will be analyzed. Daily, 10:00. Gymnasium. Pursley.

PHYSIOLOGY

ASSOCIATE PROFESSOR: HANEY

Z 312. Physiology: Circulation, Respiration, Nervous System. Three hours.

The blood, heart, and circulation; respiration and ventilation; the nervous system and its relation to physical well-being; the eye—its structure and the common defects of vision; the physiology of hearing. Emphasis is placed on the relation of an understanding of these bodily processes to personal health. Daily, 11:00. Room 213.

POLITICAL SCIENCE

PROFESSOR: SCHUMACHER

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 216.

PS 202. 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, 10:00. Room 216.

Hst 474s. American Foreign Policy. (G) Three hours. (See also History).

History of the relations of the United States with other powers; the development of American foreign policies. Daily, 11:00. Room 216.

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. 103.

PSYCHOLOGY

INSTRUCTOR: TYLER. VISITING INSTRUCTOR: MEIER

Psy 341s. Individual Differences. Three hours.

Survey of various theories in regard to the origin of individual differences: sex, race, physical characteristics, mental organization; influence of motives, environment, and culture on individual differences; importance of individual differences in personal, educational, and social adjustments. Daily, 10:00. Room 214. Tyler.

Psy 361s. Psychology of Art. Three hours.

Functions of art in human experience. Principles underlying effective color, space and form organization. Psychological appraisal of theory in "modern" art. Creative mind, the nature and measurement of talent. Psycho-social aspects of graphic expression. Daily, 10:00. Room 113. Meier.

Psy 431s. Clinical Methods: Individual Intelligence Testing. (G) Three hours. (See also Education.)

Practice in administering, scoring, and interpreting individual examinations in the field of intelligence. Consideration of essential statistical procedures. Special training in diagnosis. Daily, 8:00. Room 214. Tyler.

Psy 480s. Propaganda and Public Opinion. (G) Three hours.

Psychological processes in the functioning of propaganda. Principles involved in the control, facilitation, deflection, and conditioning of attitudes and behavior. Attitude standardization; trends and their measurement; negative and counter-propaganda. Higher public opinion and collective ideation. Daily, 12:00. Room 113. Meier.

Psy 507. Seminar.

Social Psychology. Three hours.

Psychological factors involved in social communication, social unrest, crowd behavior, Leadership, and kindred subjects. Days to be arranged, 11:00. Room 113. Meier.

Counseling. Three hours.

Study of psychological tests and procedures in counseling. Days to be arranged, 9:00. Room 214. Tyler.

PUBLIC SPEAKING

ASSISTANT PROFESSOR: COLLIER. VISITING INSTRUCTOR: SNIDECOR

Eng 142s. The Speaking Voice. Three hours.

Study and practice of the principles of tone production; development of breath control, tone support, range, and resonance with freedom from nasality, harshness, and other abnormal qualities. Phonetic analysis of English sounds as a basis for pronunciation and for the development of clear and effortless enunciation. Prerequisite: consent of instructor. Daily, 1:00. Room D. Snidecor.

Ed 356s. Remedial Work for Speech Disorders. Three hours. (See also Education.)

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, 12:00. Room D. Snidecor.

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

Intended to improve poise and effectiveness in speaking before 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. Daily, 10:00. Room 111. Collier.

Eng 486s. Speech Pathology. Three hours. (See also Education.)

Special emphasis upon the theories of the cause and cure of stuttering and upon results of recent research in speech pathology. Problems of diagnosis, constructing speech correction schedules, and management of a speech clinic are also to be considered. Supervised instruction at the Shattuck Clinical School. Daily, 9:00. Room D. Snidecor.

SOCIOLOGY

ASSISTANT PROFESSOR: BEE. VISITING INSTRUCTOR: TAFT

Soc 204. 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, 9:00. Room 114. Bee.

Soc 315. Criminology. Three hours.

An analysis of the nature of the phenomenon of crime, with specific reference to the causative factors involved, e.g., physical-environmental, physiological, and sociocultural; criticism of present attitudes toward crime and the criminal. Visits to penal and rehabilitative institutions required work in the course. Prerequisite: Soc 204, 205, or elementary psychology. Daily, 1:00. Room 112. Taft.

Soc 433. Sociology of the City. (G) Three hours.

Analysis of the problems arising from the concentration of population under the complex and artificial conditions of modern urban and industrial life. Origin and development of cities; social and political approaches to the concept of the city; principles of city growth; natural population areas; problems of social control; current social policies. Daily, 11:00. Room 114. Bee.

Soc 435. Population and Population Theory. (G) Three hours.

Theories of population, with reference to increase and decrease, and to the problems of quality; current programs of control, such as neo-Malthusianism, eugenics, etc. Daily, 9:00. Room 112. Taft.

Soc 447s. Social Analysis. (G) Three hours.

Critical examination of analysis procedures employed in a wide range of selected studies. Utilization of tested procedures, and development of new processes of analysis. Designed for students who desire to become social analysts. Open to qualified seniors and graduate students. Daily, 8:00. Room 114. Bee.

Soc 507. Seminar.**Delinquency.** Three hours.

Consideration of problems relating to social backgrounds of delinquents and causes of delinquency; prevention of juvenile delinquency. Days to be arranged, 12:00. Room 112. Taft.

SPANISH

PROFESSOR: WRIGHT

RL 11s. First-Year Spanish. Three hours.

The rudiments of the Spanish language. Pronunciation. Pronunciation and the fundamental rules of syntax will be taught by means of oral drill and written exercises. The reading of a simple text will furnish the basis of conversation. Daily, 11:00. Room 115.

***RL 347s. Spanish Composition and Conversation.** Three hours.

Presupposes knowledge of Spanish grammar. Conducted as far as possible in Spanish. The difficulty of the conversation will increase as the course progresses. Daily, 12:00. Room 115.

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

Readings in various periods adapted to the needs of the class. Days to be arranged, 10:00. Room 115.

***RL 444. Spanish-American Literature.** (G) Three hours.

Readings in and out of class from works in Spanish produced by Spanish-Americans, and in particular from the 20th-century novel. Reports will be made by class members on the Uruguayan realistic drama (e.g. Florencio Sanches); the Modernist poetry (e.g. Amada Nervo); and the novel of the Mexican Revolution (e.g., Mariano Azuela). Daily, 10:00. Room 115.

* Either RL 444 or RL 405 will be given; and either RL 347s or Ed 408s *Methods in Modern Languages* will be given. (See page 21.)

Schedule of Courses and Rooms

PORTLAND SUMMER SESSION
JUNE 16-JULY 25

Eight o'Clock

	Instructor	Room
ART		
AA 367s. Child Art: Technique of Creative Expression in Art (3)	Hinshaw	801
BACTERIOLOGY		
Bac 345s. Bacteriology and Public Health (3)	Sears	104
CHEMISTRY		
Ch 101, 102, 103. Elementary General Chemistry (9) cont'd 11:00	Christensen	3rd Floor Medical School
ECONOMICS		
Ec 201. Principles of Economics (3)	French	204
EDUCATION		
Ed 335. Laboratory in Audio-Visual Aids (1) First three weeks	Gray	816
AA 367s. Child Art: Technique of Creative Expression in Art (3)	Hinshaw	301
Pay 481s. Clinical Methods: Individual Intelligence Testing (3) (G)	Tyler	214
Ed 458s. Advanced Primary Education (3)	Warner	107
Ed 463s. Psychology of Exceptional Children (3) (G)	Martin	218
Ed 464s. Remedial Reading (3) Section I	Hilder	115
Ed 487. Unit Construction (3) (G)	Saucier	108
ENGLISH		
Eng 112. English Composition (Any Term) (3)	Collier	111
Eng 437s. Elizabethan Non-Dramatic Literature (3) (G)	Leach	206
FRENCH		
RL 203s. French Literature (3)	Beattie	808
HISTORY		
Hst 482. Hispanic America Since 1815 (3) (G)	Ganoe	207
HOME ECONOMICS		
CT 217. Clothing Selection (3)	Brumbaugh	818
MATHEMATICS		
Mth 103s. Elementary Analysis (3)	Scheffé	211
MUSIC		
Mus 318s. Public-School Music (3)	Duncan	110
PHYSICAL EDUCATION		
PE 113s. Folk Dancing (2)	Pursley	Gym
POLITICAL SCIENCE		
PS 201. American National Government (3)	Schumacher	216
PSYCHOLOGY		
Psy 431s. Clinical Methods: Individual Intelligence Testing (3) (G)	Tyler	214
SOCIOLOGY		
Soc 447s. Social Analysis (3) (G)	Bee	114

Nine o'Clock

ART		
AA 295. Decorative Design (3)	Hinshaw	811
AA 377s. Advanced Art Appreciation (3)	Wuest	801
CHEMISTRY		
Ch 101, 102, 103. Elementary General Chemistry Laboratory (9) 9 to 11—Tuesday and Thursday, 12 to 1.	Christensen	3rd Floor Medical School
ECONOMICS		
Hst 486s. Economic Development of the United States (3) (G)	French	204
EDUCATION		
Ed 317s. Remedial Reading Clinic (1)	Hilder, Montgomery	School
Ed 324s. Integration of the Social Studies in the Elementary Schools (3)	Whitney	208
Ed 361. Preprimary Education (3)	Warner	107
Ed 405. Reading and Conference (G)	Stevens	104
Ed 459s. Advanced Intermediate and Upper-Grade Education (3)	Perry	106
Ed 469s. Advanced Mental Hygiene (3) (G)	Caldwell	218
Eng 486s. Speech Pathology (3)	Snidecor	D
Psy 507. Seminar: Counseling (3)	Tyler	214

	Instructor	Room
ENGLISH		
Eng 101. Survey of English Literature (First Term) (3)	Parsons	208
Eng 434. English Drama (3) (G)	Leach	206
FRENCH		
RL 315s. French Composition and Conversation (3)	Beattie	308
HISTORY		
Hst 343. Modern Europe Since 1914 (3)	Lovell	212
Hst 413s. The Roman Empire (3) (G)	Thompson	105
Hst 486s. Economic Development of the United States (3) (G)	French	204
Hst 505. Reading and Conference	Ganoe	207
LIBRARY		
Eng 388. Children's Literature (3)	Mulheron	116
MATHEMATICS		
Mth 105s. College Algebra (3), or		
Mth 106s. Plane Trigonometry (3)	Scheffé	211
MUSIC		
Mus 346s. Brass and Woodwind Class (3)	Duncan	110
PHILOSOPHY		
Phil 405. Reading and Conference (G)	Stace	215
PHOTOGRAPHY		
Ph 361s. Photography (3)	Reid	806
PHYSICAL EDUCATION		
PE 380s, 381s, 382s. Rhythm for Elementary Grades (3)	Pursley	Gym
PSYCHOLOGY		
Psy 507. Seminar: Counseling (3)	Tyler	214
PUBLIC SPEAKING		
Eng 486s. Speech Pathology (3)	Snidecor	D
SOCIOLOGY		
Soc 204. General Sociology (3)	Bee	114
Soc 435. Population and Population Theory (3) (G)	Taft	112

Ten o'Clock

ART		
Ed 336s. Integration of Art Activities in the Curriculum (3)	Wuest	801
ECONOMICS		
Ec 477. Economic Theory and Problems (3) (G)	French	204
EDUCATION		
Ed 336s. Integration of Art Activities in the Curriculum (3)	Wuest	801
Ed 372s. Elementary School Administration and Supervision (3)	Whitney	208
Ed 460s. Psychology of Childhood (3) (G)	Curti	105
Ed 494s. Educational Implications of Current Social Movements (3) (G)	Saucier	108
Ed 531. Organization and Supervision of Visual Instruction (3) First three weeks	Gray	817
ENGLISH		
Eng 103. Survey of English Literature (Third Term) (3)	Weirick	205
Eng 201. Shakespeare (First Term) (3)	Leach	206
Eng 449. Seventeenth-Century Literature (Third Term) (3) (G)	Parsons	208
FRENCH		
RL 1s. First Year French (3)	Beattie	808
GEOLOGY		
G 201. Physical Geology (3)	Gould	809
HISTORY		
Hst 441. French Revolution and Napoleon (3) (G)	Hulme	108
Hst 467. British Overseas Empire (3) (G)	Lovell	212
HOME ECONOMICS		
CT 331. House Furnishing (3)	Brumbaugh	818
JOURNALISM		
J 459. Principles of Journalism (3) (g)	Hulten	116
MUSIC		
Mus 422s. History of Music (3)	Campbell	110
PHILOSOPHY		
Phil 353. Contemporary Philosophy (3)	Stace	215
PHYSICAL EDUCATION		
PE 341, 342, 343. Physical-Education Theory (3)	Ray	815
PE 431s. Technique of the Modern Dance (3)	Pursley	Gym
POLITICAL SCIENCE		
PS 202. State and Local Governments (3)	Schumacher	216

	Instructor	Room
PSYCHOLOGY		
Psy 341s. Individual Differences (3)	Tyler	214
Psy 361s. Psychology of Art (3)	Meier	118
PUBLIC SPEAKING		
Eng 365s. Public Speaking for the Professions (3)	Collier	111
SPANISH		
RL 405. Readings in Romance Languages (3) (G)		
or		
RL 444. Spanish-American Literature (3) (G)	Wright	115

Eleven o'Clock

ART		
AA 347s. History of Painting (3)	Hinshaw	801
EDUCATION		
Ed 312. Educational Psychology (3)	Curtl	105
Ed 474s. Supervision (3) (G)	Hardin	108
Ed 490. Character Education (3) (G)	Saucier	108
Ed 515. Educational Statistics (3)	Scheffé	211
ENGLISH		
Eng 161. Survey of American Literature (3)	Parsons	208
Eng 422s. Types of Prose Fiction (3) (G)	Weirick	205
GENERAL SCIENCE		
GS 104s. Physical Science Survey (3)	Reid	808
GEOGRAPHY		
Geo 445s. Conservation of Natural Resources (3) (G)	Gould	809
HISTORY		
Hst 415s. European Thought and Culture (3)	Hulme	108
Hst 474s. American Foreign Policy (3) (G)	Schumacher	216
JOURNALISM		
J 339. Teaching and Supervision of Journalism (3)	Hulten	116
MATHEMATICS		
Mth 337. Elements of Statistics (3)	Scheffé	211
MUSIC		
Mus 127s. Appreciation of Music (3)	Campbell	110
PHILOSOPHY		
Phi 445s. Outlines of Political Philosophy (3) (G)	Stace	215
PHYSICAL EDUCATION		
PE 321s. Methods and Materials in Health Education (3)	Hill	Gym
PE 363. First Aid (3)	Ray	815
PSYCHOLOGY		
Z 312. Physiology: Circulation, Respiration, Nervous System (3)	Haney	218
POLITICAL SCIENCE		
Hst 474s. American Foreign Policy (3) (G)	Schumacher	216
PSYCHOLOGY		
Psy 507. Seminar: Social Psychology (3)	Meier	118
SOCIOLOGY		
Soc 433. Sociology of the City (3) (G)	Bee	114
SPANISH		
RL 11s. First Year Spanish (3)	Wright	115

Twelve o'Clock

ART		
AA 290. Painting (3)	Hinshaw	811
AA 490. Advanced Painting (3)	Hinshaw	811
EDUCATION		
Ed 316. Oregon School Law and System of Education (2) Tues., Wed., Thurs., Fri.	Whitney	208
Ed 356s. Remedial Work for Speech Disorders (3)	Snidecor	D
Ed 408s. Methods in Modern Foreign Languages (3)	Wright	115
ENGLISH		
Eng 324. English Composition for Teachers (3)	Collier	111
Eng 362s. Twentieth-Century Literature (3)	Weirick	205
HISTORY		
Hst 420. Historical Method (3) (G)	Hulme	108
MUSIC		
Mus 111s. Theory I	Campbell	110
PHYSICAL EDUCATION		
PE 331s. Physical Education Laboratory (Coaching of Girls' Sports) (2)	Hill	Gym

	Instructor	Room
PSYCHOLOGY		
Psy 480s. Propaganda and Public Opinion (G)	Meier	113
PUBLIC SPEAKING		
Ed 356s. Remedial Work for Speech Disorders (3)	Snidecor	D
SOCIOLOGY		
Soc 507. Seminar: Delinquency (3)	Taft	112
SPANISH		
RL 347s. Spanish Composition and Conversation (3)	Wright	115

One o'Clock

DRAMA		
Eng 346. Play Production (3)	Marye	Work Shop Portland Civic Theatre 4 N.W. 23d
EDUCATION		
Ed 311. Secondary Education (3)	Hardin	106
Ed 320s. Industrial Arts for Kindergarten and Primary (3)	Warner	107
Ed 340s. The American Film and Its Relation to American Education (3) Last three weeks	Ray	Auditorium
Ed 485s. Audio-Visual Aids in Education (3) (G) First three weeks	Gray	817
Ed 464s. Remedial Reading (3) Section II	Hilder	115
Ed 475s. Tests and Measurements (3) (G)	Stevens	104
GEOGRAPHY		
Geo 416s. Geography of the Polar Regions (3)	Gould	809
HISTORY		
Hst 377. Oregon History (3)	Ganoe	207
HOME ECONOMICS		
CT 350. Consumer Buying in Clothing and Textiles (3)	Brumbaugh	818
PHYSICAL EDUCATION		
PE 390. Games for Elementary Grades	Hill	Gym
PUBLIC SPEAKING		
Eng 142s. The Speaking Voice (3)	Snidecor	D
PSYCHIATRY		
Ps 306s. Child Psychiatry (3)	Hutchens	108
SOCIOLOGY		
Soc 315. Criminology (3)	Taft	112

Two o'Clock

EDUCATION		
Ed 313. Principles of Teaching (3)	Stevens	104
Ed 461. Adolescence: Growth and Development of the Individual (3) (G)	Curtl	105
Ed 501. Educational Research: Problems in Remedial Reading (3)	Montgomery	114
Ed 511. Modern Educational Principles and Problems (3)	Hardin	106
PHYSICAL EDUCATION		
PE 332. Physical Education Laboratory (2)	Ray	Gym

Other 1941 Summer Sessions

Oregon State System of Higher Education

OREGON STATE COLLEGE, Corvallis

Regular Session: June 23 to August 1

Second Session: August 1 to August 30

UNIVERSITY OF OREGON, Eugene

Regular Session: June 16 to July 25

Second Session: July 28 to August 22

INSTITUTE OF MARINE BIOLOGY, Coos Bay

Oregon State College and University of Oregon

One Session: June 16 to July 25

OREGON COLLEGE OF EDUCATION, Monmouth

SOUTHERN OREGON COLLEGE OF EDUCATION, Ashland

EASTERN OREGON COLLEGE OF EDUCATION, La Grande

First Session: June 9 to July 18

Second Session: July 21 to August 22

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 sessions; catalog of colleges of education sessions; announcement of courses at Institute of Marine Biology. Address Director of Summer Sessions, 814 Oregon Building, Portland, Oregon.

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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 Colleges of Education.

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 Stresses
 Elementary Structural Design
- ART**
 Freehand Drawing
 Design
- ASTRONOMY**
- BIOLOGY**
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- BOTANY**
 Plant Biology
 Systematic Botany
 Advanced Systematic Botany
 Shrubs and Trees
- BUSINESS ADMINISTRATION**
 Constructive Accounting
 Business Law
 General Advertising
 Problems in Distribution
 Real Estate Fundamentals
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 Economic History
 Principles of economics
 Outline of Economics
 Money, Banking and Economic Crises
 Economics of Business Organization and Finance
 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
 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
 Versification
 Book and Play Reviewing
 Business English
 Methods in Grammar School English
 English for High School Teachers
- GEOGRAPHY**
 General Geography, Parts I, II, III
- 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
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 Beginning Latin and Caesar
 Cicero
 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
 English Novel of the 19th Century
 English and American Poetry
 Living Writers
- MATHEMATICS**
 Intermediate Algebra
 College Algebra
 Plane Trigonometry
 Analytical Geometry
 Elementary Analysis
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 Mathematics of Finance
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 Elements of Statistics
- MODERN LANGUAGES**
 First Year French
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 First Year German
 Second Year German
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 Second Year Spanish
- PHYSICS**
 College Physics
 History and Teaching of Physics
 Meteorology
 Advanced 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
 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

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

Oregon State System
of Higher Education
B U L L E T I N

Number	Issued	May
107	Monthly	1941

Entered as second-class matter December 24, 1932, at the post office at Eugene, Oregon, under act of August 24, 1912, with points of additional entry at Ashland, Corvallis, La Grande, and Monmouth.

*Published by Oregon
State Board of Higher Education*