

# OLD OREGON

ISSUED FOR ALUMNI AND FORMER STUDENTS  
OF THE UNIVERSITY



## *University Day Number*

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VOL. III

MAY, 1921

NO. 5

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"All graduates and students who have attended two semesters or three terms at the University are eligible to membership in the Alumni association. The ex-students shall be known as associate members.

"Graduates of training camps, Summer School students and others in attendance less than two semesters or three terms may be admitted to the association as associate members, but cannot have the right to vote."

# OLD OREGON

Vol. III, No. 5

EUGENE, OREGON

May, 1921

## A LETTER FROM PRESIDENT CAMPBELL

**D**EAR FRIENDS and Fellow Workers for Oregon: The passage of the Millage bill last May opened up a new era of development for the University. The income, more than doubled, now reaches approximately \$900,000 a year. This means that a decided rise in standards was made possible through higher class men, better equipment, and an extensive building program which could be planned to cover a number of years. Already the Woman's building has been completed, a new dormitory for women erected and occupied, a group of education buildings put into commission; and a new school of commerce building and a building for the music school have been pushed well along toward completion. All will be in service this year. The old women's gymnasium has been remodeled and converted into an admirable home for the art department. Another new building is planned for 1922. More than \$700,000 has been spent on buildings and grounds since last May.

In the departments, a considerable amount of new equipment is being added, and the library is growing steadily, already numbering more than a hundred thousand volumes. The gift of the Kenneth Lucas Fenton Memorial law library, valued at above \$50,000, is one of the notable additions of the year. There is also the promise of a gift to the medical school which will practically duplicate the appropriation of \$271,000 made by the legislature.

But it is not only on the material side that the University is growing. The new resources have made it possible to enter on a revision and amplification of the courses of study. This amplification is rapidly bringing the University into a leading position in both scope and thoroughness of work.

### Curricula for Professional Schools Worked Out

Many pre-professional courses have been carefully worked out, with a thought both to the specific per-requisite studies and the ample opportunity in the field of general culture. The outlines are so clear that there is little occasion for even the wayfaring freshman to go seriously astray.

The steady growth of the graduate school, is having also a powerful reflex influence on the work of the entire University. A considerable group of mature students devoted to research in fields of advanced scholarship can not fail to make itself felt in all departments.

A number of departments are now equipped to offer the degree of doctor of philosophy on a sound basis, and more are making preparation to do the same at the earliest possible moment. The research council has for the first time a special appropriation of its own, which it is using to excellent advantage.

I am enumerating all these advances which the new revenues have made possible in order to inspire the old graduates to seek out and send to the University the very best intellects which the state is producing, filled with confidence that they will fare as well at Oregon as at any institution in the land.

A tradition as to the superior excellence of institutions far from home has in the past robbed our own state institutions of much fine material. We need it all at home.

### It is the Best Students That are Desired

You can safely tell the high school students whom you know that your Alma Mater is well housed, well equipped, and well manned, with standards of scholarship comparing favorably with the best. The number of students is no longer a matter of such great importance; it is the quality we are interested in. The University has always had many admirable students, but too many equally admirable have been lost to other states. We earnestly want to hold all the best. You can help greatly in this if you will especially seek out the really promising students in the high schools and interest them in the University. Tell them about the journalism, the education, the sociology, the commerce, the architecture, the physical education, the law, the medicine, the music, the courses in the arts and sciences, the graduate school to look forward to; and of all the glorious spirit which you helped in your time to build up at the University.

Make yourself familiar with the new and inspiring literature which the schools and departments are sending out, and, best of all, come back for a visit to the campus. Renew old friendships and get again the vision of a Greater Oregon which inspired you in your student days. Many of your dreams are already coming true, and with your oldtime loyal help the best of them will all presently become realities here on the campus.

P. L. CAMPBELL.

## Oregon Women

By Elizabeth F. Fox, Dean of Women

**T**HERE are seven hundred and fifty women at the University of Oregon, enough to make a very respectable women's college if they were organized as in some of the large eastern universities where the women's college is a distinct and separate school. At the University of Oregon we have co-education, men and women in classes and lectures and laboratories together, in every school and department except military science.

But there is growing up on the campus at Eugene a woman's quadrangle which gives the atmosphere of a woman's college. The two halls of residence, "L" shaped buildings, are placed at the southeast and southwest corners of the quadrangle. Other residence halls and buildings of special interest to the women will eventually fill in the east and west sides and the northeast and northwest corners of the quadrangle, thus leaving a open vista and thoroughfare across the quadrangle from north to south, in other words from the administration building to the Woman's building. To one who sits at the desk of the dean of women in the administration building there is always a picture out of the window which pleases.

It may be a solitary girl walking with head erect and a good firm tread. It may be a phalanx or an army of girls crossing the quadrangle. And at times the Woman's Building seems to be a veritable factory releasing its imprisoned throng of young women at closing hour.

It will be found that the Woman's building serves three purposes. First, it houses the women's department of physical education. There is equipment and opportunity for all types of work ranging from massage and baths and mildest exercises to the most vigorous work and sports. Second, it furnishes the University with an auditorium larger than our largest assembly hall, and more nearly adequate to the needs of the student body. Third, the Woman's building, is the social center of the university life. There are club rooms for all extra-curriculum activities. There is the large and beautiful alumni hall for formal and informal gatherings, and there are smaller rest rooms and the long sun parlor. Student dances will be held in one of the gymnasiums and in the sun parlor. The Woman's memorial hall will be the social center of all university activities for student generations to come.

#### What typical Oregon Girls Are Like

The typical Oregon girl, described, would live in your imagination as an ideal hostess. For the Oregon Spirit, that subtle, intangible something on the campus, is the spirit of the best hospitality and gentle manners. It is the spirit of the best for which the home stands. The state sends of its best to the University, and the University sends back the best to

the state. The typical Oregon girl is keen of intellect, clever in sports, gracious of manner, sincerely religious, loyal to the state and eager to serve her generation.

One is often asked how girls live at college. First, there are the university halls of residence under the direct supervision of head residents who are personally interested in all that concerns the girls. A capable house director is in charge of the physical plant. The halls are as attractively furnished as one's college home could possibly be. Second, there are the sororities, which are residence clubs under the supervision of chaperones. Third, there are the town lodging houses, all of which are known to the dean of women. The dean of women is ultimately responsible for the entire residence system.

One is further asked what University women expect to do when they graduate. Judging from the courses they are taking, the women of the present undergraduate body are planning to enter almost every field of activity. You will find them enrolled in law, in journalism, and in business administration. You will find them in architecture and the allied arts and in music. You will find the school of education training many of them. Liberal arts has a large enrollment. Household arts is popular; many women major in physical education. A few are starting in medicine. In its years of existence, Oregon has graduated many women in medicine. Many women choose the school of sociology.

University of Oregon women graduates have done worthwhile things in the past, and the present generation of students will not fail in leadership and responsibility.

## THE WHEREFORE OF STATE-WIDE UNIVERSITY DAY

**S**TATE-WIDE UNIVERSITY DAY is five years old this month. If there are any who have not yet helped celebrate it or do not know what it is all about, here is your enlightenment:

On University Day, which occurs May 20 this year, the Oregon people in every community of the state hold organization meetings. These are not purely reunion in character. Their purpose is also Oregon promotion. As many alumni as can be arranged for make talks in the high school assembly on that day.

University Day observance is no hit-or-miss proceeding. The alumni secretary appoints a chairman in every community, who names committees that make arrangements for a gathering. He arranges with the principal for a high school assembly and organizes a staff of alumni to appear at the high school and speak. The chairman is provided with bulletins from every department and school of the University, and knows where more information can be got.

Elsewhere is a list of the state chairmen. If you are not well acquainted with the chairman for your section, get in touch with him by phone. He may not even know you are an Oregon alumnus. You don't have to be able to make speeches. If you will affiliate with the rest, they will find you something appropriate to do.

You wouldn't mind, for instance, to submit yourself to personal interview with a harmless high school student who was interested in your Alma Mater. To be sure that raises another question: are you creditably informed as to the latest developments at Oregon.

#### Read What Other Graduates are Doing

Elsewhere you will find listed the latest developments in every department of the University—talking points. Post yourself on these, especially in your own major subject. You

will find, too, in the personals what some of the successful graduates of every department are doing.

If there is no alumni organization in your community and if you believe there are enough people to maintain one, organize on University Day. If you find no need for a social group, organize for the sake of the high school student who ought to be apprized of what his state university is offering him.

#### To chairman:

1. Arrange for a picnic, dinner, dance, luncheon, meeting, some sort of gathering for University Day, May 20.

2. Arrange with the principal of your high school for a University assembly, at which several Oregon alumni may speak.

3. Post a certain group of speakers beforehand; know that they will be present and will talk. Get others to attend the assembly for backing if not to speak.

4. Assemble material about the University where you can easily get at it for yourself or others. Keep this copy of OLD OREGON for reference. You will find it contains late information about all University departments.

Oregon is now at a point where it can afford to specialize in good students. The ones who can't stand the pressure are liabilities. Scout for the capable, ambitious ones.

The high school senior gets catalogs and letters from one institution after another. Have real facts for him if you get a chance to mention Oregon. Do you know how to get the facts?

Send in the news when an Oregon graduate does something particularly successful. The graduates of a school are its best talking point to prospective students.

## AN AMERICAN UNIVERSITY PROBLEM

*By Colin Dymont, Dean of the College of Literature, Science and the Arts*

**T**HE AMAZING rise in enrollments and the extension of the curricula into many new and little-tried fields have been conspicuous phenomena in American universities since 1900; and each has brought its problem of standards.

The university catalog of the '90's was rather a modest affair; it could be learned at one reading. The catalogs of the few survivors of those good old "classical" schools are still modest in scope, and thin in number of pages. But the catalog of the greater degree-granting institutions of today: the state-supported universities and agricultural colleges, and the universities of substantial endowment: are a handful to hold. They contain 500 or 600 pages, of which much is fine print; and there are few fields of human knowledge unlisted between their covers.

When a freshman passes the portals of a great academic factory and picks up its 600-page catalog, commonly he does not have his mind settled as to a life occupation. Too frequently he does not have it settled because his four years of high school have been devoted to smidgins and smatterings: he has not gone into any field of study enough to acquire a scholarly interest and feel a professional urge. He arrives at the university smatter-minded. He gropes about among departments and courses; picks a course here because it satisfies some first-year requirement; avoids one there because it comes at 8 o'clock in the morning; picks a third because a sophomore says it is easy; fills up his card; takes his place in the long, unoriented line in front of the registrar's window; and lo! in a moment is officially on the road to the B. A. degree.

### The Results of "Feeling Around"

This freshman is an unconscious victim of the fact that too many of him appear each September in the larger American universities,—more of him than the university authorities can competently provide for; and of the fact that he is permitted, under the guise of "trying himself out," or of "finding an interest" (sic!), to hunt and pick among a goodly percentage of all the kinds of work the institution provides. Similarly, he has just expended four years feeling out the numerous varieties of work that now compose the high school curriculum. For example, the writer examined a few days ago the transcript of one of the 111 students who were dismissed for poor scholarship, or put on probation in the University of Oregon at the end of the winter term, and was not amazed to find that he had presented units of entrance credit from high school in 14 distinct subject fields.

It has for years been an irresistible temptation to the American freshman, skimming through the 600-page catalog, to get into courses in as many departments as possible (and not always from motives of intellectual curiosity). He has thereby made of himself the most general kind of a general course man: and the result has been detrimental to standards. The incentive to do good work in a conglomeration of unrelated subjects is seldom as great as to do good work in a specialized field and in its related and reinforcing branches.

### When There is no Serious Objective

Thus too high a proportion of students have not begun serious study toward a given objective until the third, and often the senior, year: and since there has been a desire to have numbers (as such) in graduate—as well as under-graduate schools—B. A.'s and B. S.'s who were nothing more or less than general course or "pass" men have been accepted

as graduate specialists, and have been given the doctorate at the end of three years. Curiously, thereby an evil permitted to creep into the first two years of a high school is perpetuated clear through to the doctorate.

Browsing in many fields is, of course, an exceedingly desirable thing if it is a product of scholarly inquisitiveness. It is the browsing that has no scholarly inquisitiveness as its inspiration; that has neither faculty direction nor intellectual purpose behind it; that is the product of the student's appraisal of his university course in terms of hours instead of in terms of knowledge acquired, that one demurs to.

The University of Oregon has in a measure kept itself free from part of the evil described. Fortunately its fulltime residence enrollment this year is 1890, and not, say, 4890 or 5890. It has been conservative as to expansion into new fields. It seems to prefer, by a sort of silent faculty consent, to be known as a university of compact curriculum, to have individual knowledge of its students and a personal interest in them, and to try to do a smaller amount of work exceedingly well. It does not want to be like Mark Twain's Platte River, "a mile wide and half an inch deep." It seems to be trying not to get numbers of students, but to get quality students. It appears, accordingly, to be on the road that surely the more densely populated state universities will have to travel in later years.

### Prescribed Courses Prepare Foundations

This university has, however, in the writer's judgment, failed to reap the full benefit of its smallness and its compactness through the fact that under the free elective system by subjects (the old Harvard plan) it has permitted about the same degree of uninspired browsing that has gone on in the big institutions. The first illustrations of a plan intended to correct this condition made their appearance this year. They are prescribed courses of study. In these prescribed courses of study the students are guided in nearly all their work. It is true that they still have a small percentage of pure elective freedom: there are still a few hours for dabbling in hobbies. The prescribed course does, however, provide that the student shall take his work in the year in which he should have it. It does not let him get carts before horses. It takes care that certain of his subjects are foundations for certain other subjects, to the end that he may be building up constantly and not merely getting a given number of credits. It is a protection against the practice of numerous students of seeking a royal road to learning. It has in most cases a definite professional or semi-professional objective, so that from the outset the student has a professional incentive for work. The prescribed course of study gives a man an acquaintance with more fields of human knowledge than one would suppose. A student is perhaps much further ahead at the end of his university course, in both scholarly achievement and in definite purpose, than he is under a pure elective system.

### More and Better Work is Possible

The prescribed course of study, accordingly, represents a distinct advance in university standards. It is only one manifestation of the considerable advance that has been made on the campus since the second millage bill passed. The faculty has been almost a unit in seizing its opportunity to acquire more work and better work, and more and more of them are seeking to direct the work through prescribed courses of study. And the rise in course standards has had, as a necessary accompaniment, a sharp rise in scholastic discipline.

The alumni of the University of Oregon who are interested in the changes in standards can get details by writing for specimens of the courses of study. Not every high school graduate can carry these courses. Usually a course has as its pre-requisite certain units of entrance in addition to the units now asked. Principals and teachers of high schools are being familiarized with these requirements to the end that they guide the work of high school students as far back as even the sophomore year, if the student knows what he "wants to be".

Alumni are again reminded that it is the good student rather than merely students whom the university wants: that the good student should be fortunate to take his university course in an institution that will consider his personal needs and has worked out courses of study to make him a professional leader.

Alumni are further reminded that the promising student will in addition have that inestimable privilege of acquiring the Oregon Spirit and having part in the many triumphs of a school that has won more than its share of fame, and will continue to do so.

### Chairmen for University Day

**B**ELOW are the state chairmen for University day. Get in touch with your chairman and let him know what he can depend on you to do.

Astoria .....	DeWitt Gilbert
Ashland .....	Grace Knopp
Albany .....	Chalmer Patterson
Baker .....	Walter Kennon
Bend .....	Henry Fowler
Burns .....	Helen Anderson
Corvallis .....	Eyla Walker
Coquille .....	Mrs. Mildred Woodruff Parr
Central Point .....	Agnes Dunlap
Cottage Grove .....	Lulu Currin
Dallas .....	Jeanette Kletzing
Enterprise .....	Marion Bowen
Falls City .....	Mrs. Lucile Stanton Trowbridge
Grants Pass .....	Edith Dahlberg
Hood River .....	Mrs. Mary R. Culbertson
Heppner .....	Arthur R. Crawford
Junction City .....	Mrs. Beulah Stebno Thornton
Klamath Falls .....	Andrew M. Collier
Lebanon .....	Mildred Garland
La Grande .....	Helen McDonald
Medford .....	Mrs. Lucile Messner Lumsden
Marshfield .....	Chester Huggins
McMinnville .....	Glenn Briedwell
Oregon City .....	Mrs. Ruth Merriek Caufield
Oakland .....	Creed L. Chenoweth
Ontario .....	Earl Blackaby
Portland .....	Robert Kuykendall
Pendleton .....	Lyman G. Rice
Prineville .....	E. C. Platts
Roseburg .....	Ruth Ann Wilson
Seaside .....	Inga Winter
St. Helens .....	Mary Townsend
Salem .....	Karl Becke
Silverton .....	Charles A. Reynolds
Tillamook .....	Cloyd Dawson
The Dalles .....	Hallie Hart
Vale .....	Mrs. Fay Clark Hurley

Write to the Registrar, University of Oregon, for special bulletins about any school or department you are interested in.

### What a Year at the University Costs

By Harold I. Donnelly, General Secretary Y. M. C. A.

**T**HE COST of a University course at Oregon differs with the individual man. There are certain fixed expenses which all must pay but the larger items are variable. The following table, computed from the actual accounts of eighteen typical men, gives a low and an average budget.

	Low	Average
Registration fee including Student Body tax .....	\$ 32.25	\$ 32.25
Class dues .....	1.00	1.00
*Gymnasium .....	3.75	3.75
*Military (returnable) .....	10.00	10.00
Board and room .....	225.00	270.00
Sundries, including books and laboratory fees .....	135.00	220.00
<b>Total for year .....</b>	<b>\$407.00</b>	<b>\$537.00</b>

\*Freshman and sophomores only.

In solving the problem of expense two factors must be considered—securing the money and spending it. Unwise and careless expenditures have been responsible for more financial failures among college men than inability to secure funds. Almost any man endowed with a determination can find opportunity to earn the money necessary. By clearing two hundred dollars during the summer months, as many men do, and by securing a job during the college year which pays board and room, a man can meet his expenses without much difficulty.

Most of the men at Oregon are working for all or part of their money and the work they do is of great variety. They become clerks in banks and stores, private secretaries, tutors, stenographers, typists, waiters, dish-washers, janitors, and assistants to electricians, plumbers, carpenters, masons, and engineers. Odd jobs of every description are available also. The wages for such work average about fifty cents an hour. This year the employment bureau of the University Young Men's Christian Association, which secures employment for the men, reports a total of ten thousand dollars turned over to men students through work of all kinds.

### NEW PHYSICAL THEORY TAUGHT

Dr. A. E. Caswell, professor of physics, was on leave last year, doing work under the National Research Council on the thermal and electric properties of metals. This year he has given a course dealing with the electron theory, quantum theory and other recent developments in physical theory.

### IS FOREIGN ADVISER ON JAP PAPER

Harold ("Skinny") Newton, '18, who caught a bad case of wanderlust when he was in the merchant marine service during the war, has apparently come to anchor at Osaka, Japan. He is making use of his journalism training in the attractive position of foreign adviser to the Talisho Nichi Shimbun, one of the big daily papers of the Island empire. Mr. Newton is one of the few men, apparently who can sell advice for real money.

### JANNEY WITH PORTLAND ACCOUNTANTS

Philip W. Janney, who is graduating this year through extension work at the Portland center, majoring in business administration, is in the income tax department of Whitfield, Whitecomb and Whitfield, accountants, Portland. He married Florence Brosius, ex-'18, of Hood River.

## TALKING POINTS ABOUT THE DEPARTMENTS

Here is assembled information in the form of talking points about the university. If you do not find all you wish to know about a department, write to the Registrar, University of Oregon, for special bulletins. This material is prepared in the offices of the heads of departments. Read, in another section, what the graduates of each department are doing. You will know, then, what sort of product Oregon is turning out.\*

## ARCHITECTURE

**T**HE SCHOOL of architecture and allied arts at the University of Oregon is one of the fourteen schools in the country that constitute the Collegiate Schools of Architecture. Other members include Massachusetts Institute of Technology, Harvard, Cornell, Syracuse, Pennsylvania, California and Illinois.

The school offers courses in architectural design and engineering, painting, sculpture, Normal art and history of art. It is intended to prepare students who wish to become architects, structural engineers, contractors, painters, illustrators, cartoonists, sculptors, teachers of art, decorators and designers in industrial arts such as dressmaking, book-making and the creation of textiles, pottery and stained glass.

The faculty includes a dean who is a practicing architect, and nine other persons of efficiency and distinction. One of them won medals in stained glass work at the Chicago exposition. Another was an exhibitor of sculpture at the Salon, Paris.

The work in architectural design, which is judged by a jury of Oregon architects, has won highest awards in New York at the Beau Arts institute of design.

Students compete for awards of various sorts. Medals are offered by both the national Institute of American Architects and by the Oregon chapter of this body.

This year majors in architecture number about forty, majors in art twenty-five and Normal art majors about twenty-five.

Student activities in the school of architecture center around three clubs: the Architectural club, the Sculpture society, and "Techni," the art club.

## BUSINESS ADMINISTRATION

1. Specialized training is given in the following fields: finance, corporation management, transportation, professional accounting, training for chamber of commerce secretaries, foreign trade, marketing and selling, general business. In his junior year the student decides to carry at least two years of work in the field chosen as well as work in correlated courses.

2. There is no pre-commerce curriculum. The work is so arranged that throughout his entire four or six years, as the case may be, the student has a place in his schedule for liberal arts work, courses in economics and law, and straight commerce work.

3. Work is arranged to meet the needs of three classes of students: (1) those who can remain but one or two years, (2) those who have no further plans than a four-year course, (3) those who are looking forward to specialization in the fifth and sixth years.

4. With its recent change in name from "commerce" to "business administration", this school has raised the requirement from 36 hours work in the major subject to 90 hours.

5. Business administration grants two degrees: bachelor of business administration to those successfully completing four years' work; master of business administration to those successfully completing the graduate work.

6. One of the latest additions to the teaching staff is Dr. Frank R. Rutter, graduate of Johns Hopkins University, and eleven years assistant director of the bureau of foreign and domestic commerce. He is a tariff expert and is credited as one of the best informed men on Japanese trade that there is in the government service. His presence will go far toward giving the school the strongest department of foreign trade on the coast.

Business administration proceeds on the assumption that the laws of business are capable of scientific study and classroom analysis in much the same manner as are the principles underlying legal procedure, medicine and engineering. The primary object of the school is to teach sound principles of business administration. The end sought is to turn out graduates who will be capable of occupying executive and administrative positions and who will become business leaders. The school is not interested in training for clerkships.

It is now generally recognized that managers must have a different training from clerks. They must have power to analyze and to pass judgment. A manager must be trained in analytical thinking. The school purposes to furnish this kind of training.

## CHEMISTRY

*Faculty.* The teaching staff in the department of chemistry will be much larger and stronger this year. It will include three men of professional rank, one instructor of wide teaching experience, two graduate fellows who will give half of their time to instruction, and several student assistants and readers.

Professor O. F. Stafford will return in the fall after an absence of three years during which he has been in association with chemists and engineers of the chemical centers of America, —New York, Boston, and Washington. He has been developing a patented process for distillation of wood—his own invention—and is now installing a plant in the mountains of Tennessee.

Dr. R. J. Williams, added to the staff last year, was formerly research chemist for the Fleishmann Yeast company, where he acquired a reputation in the field of biochemistry. He was trained in three institutions, two of which were California and Chicago.

J. L. Whitman, A. B. '14, M. S. '15, will be added to the faculty next year. He has been teaching in high schools and colleges and is considered one of the best men the Oregon department has turned out.

*Curriculum.* Medical students will be segregated and departmental majors and others will be given special attention—with positive advantages for each group. Courses can be better adapted, and sections can be made smaller.

A greater variety of courses can be given with the increased instructional staff. It is hoped to encourage students to do more research and to learn the fascination of delving a little into the unknown by the preparation of theses.

*Equipment and Library.* By economy and discrimination in purchases a valuable working equipment has been accumu-

(Continued on page nine)

\*Write to the Registrar, University of Oregon, for bulletins on English literature, Education, German, Greek, history, household arts, mathematics, music, psychology and political science, which are not covered here.

# OLD OREGON

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## HOW TO START AN ALUMNI ORGANIZATION

To organize an alumni organization, summon everyone who has ever taken work at the University, either on the campus or through extension. Make sure that the most isolated alumnus in the community knows the plan. Elect a president, a vice-president, and a secretary-treasurer. Report what you have done to Miss Charlie Fenton, alumni secretary, University of Oregon.

### EXTRA!

This issue of OLD OREGON is an extra. That is, it is extra important, and it is extra on what the reader is supposed to receive for his subscription money. It is extra good, too,—owing to the fact that most of it was written in the offices of the University professors.

Keep this issue of OLD OREGON at hand. When anyone asks you for general information about the University, you will find it here. Let this issue, prepared by the faculty themselves, serve as a sort of guidebook to you in spreading Oregon gospel.

## YOUR NEIGHBOR'S CHILDREN

It is too true that things aren't like they were in the old days. College students are mere children; sappy, if not actually mentally deficient. The alumnus knows the university changes soon after he leaves—deteriorates with the passing college generation.

But not in scholarship.

Oregon is not the university of yesterday, scholastically speaking, and never again will be. No alumnus can speak appropriately about the University unless he has made efforts within the year to know where it stands. It changes every year, but its changes in the past twelve months have probably never been equalled in any period of the same length.

Are you sitting down folding your hands while your neighbors send their children out of the state in search of an institution of "high scholastic standing"? If you are, you can't be aware of what is going on.

## The Girls Who Make Their Way

By Tirza Anne Dinsdale  
 General Secretary University Y. W. C. A.

**E**ACH year the percentage of students at the University of Oregon earning their way through college in part or whole grows larger. This year 52 per cent are doing so. The policy of the University has been to use student service wherever possible, thereby encouraging young persons with ambition to secure a University education. We find both men and women

students employed for part time in the administration offices, library, extension division, various halls of residence, infirmary and laboratories.

Following this policy the University maintains an employment bureau in charge of the Y. W. C. A., address Y. W. C. A. Bungalow. Through the bureau this year two-thirds of the freshmen women have received some type of employment. Most of these young women wrote during the summer in regard to the type of work they wished to undertake and their names were put on file. No definite positions were arranged for until the student arrived a few days before the beginning of school, since it has proven advisable to have personal interviews.

This year the majority of students applying had had specific training in stenographic and office work. Two years ago very few students came with definite training. I believe this change is due to the number of young women who took up war service and who are now beginning to enter universities. Because of this condition, positions such as the majority of students desired in office and clerical work were difficult to secure. There are necessarily a limited number of such positions on the campus; and since Eugene is a small city, office positions are scarce, especially for part time service. Many students, however, who expect to do office work have been willing to undertake other lines of employment. The bureau has been able to place all those who have been absolutely dependent on work in order to remain in school.

Work has fallen into the following classes and percentages this year: housework, 45 per cent; stenographic, 23 per cent; office, 13 per cent; care of child, 13 per cent; miscellaneous, 6 per cent (includes serving, mending, sewing, tutoring, shampooing, library, soliciting, clerking, etc.).

Board and room at the halls of residence average from \$32 to \$35 per month. Counting registration, incidental and laboratory fees, books, club dues and dues for social functions, the average monthly expense for one girl for one year would be about \$40 as a minimum. This does not include the item of clothes.

Students earn from \$30 to a few dollars a month according to their ability and number of hours they are willing to give. If a girl has had competent stenographic training and experience she can, by giving from three to four hours per day, earn from \$20 to \$30 per month. She must, however, be efficient.

For the young woman who has no such training and must earn as much as this, by far the safest plan is to enter the home of a faculty or town woman where she is expected to give for her board and room three and one half hours of service each day. This service, which must be efficient, usually includes simple cooking, washing of dishes and light cleaning. No young woman who gives this amount of time should expect to take a full schedule of work. For students who find it necessary to earn lesser amounts, special types of piece work are available, such as care of children, dishwashing, ironing, typing, clerical and the like. The prices for such work range from 25 cents to 60 cents per hour.

Although students at times enter the University with less than \$100 in funds, out of the experience of the last three years, I believe that, for the average young woman, such a course is not advisable. There are exceptional cases where students have found it possible through their own efforts to earn their entire way and even have a bank account at the end of their college course. I believe that some young women equipped with strong constitutions and a willingness to do efficient service in some line of employment open to University women, plus a fund of at least \$100, can make good. The spirit of democracy at Oregon makes it possible for any young woman of worth to take advantage not only of the intellectual life but also of the social life on the campus, even though partially or wholly self supporting. In fact the majority of students leading in campus activities are at present in this class.



## ❧ Speaking in the Present Progressive ❧

Helen Withycombe, '18, physics major, is teaching science in Astoria high school.

Ernest Nail, '20, major in business administration, is with an export firm in Seattle.

Virginia Hales, '19, is supervisor of physical education in Monmouth Normal School.

Lewis Bond, major in geology, is doing graduate work at the University of California.

Wilbur Carl, '21, graduate in business administration, is selling Ford cars in Portland.

Herbert Haywood, student in architecture, is a successful industrial artist in Portland.

Enrollment in physics this year has been over 150, high water mark for the department.

Este Brosius, '18, major in business administration, is with the Lumberman's Trust company in Portland.

Harold White, '20, graduate in business administration, is with the Myer Electric company of Eugene.

Bob Atkinson, ex-'19, major in business administration, is now with Keller Brothers of Portland, as a bond buyer.

Arvol Simola, '21, major in business administration, is in the traffic department of a steamship company's office in Portland.

Gladys Conklin, '18, major in physical education, has been supervisor of physical education in Eugene public schools for three years.

Glenn Stanton and Irving Smith, graduated in 1920 in architecture, are candidates for their master's degree at Massachusetts Institute of Technology.

Jo Tominaga, '16, major in architecture, was an architectural designer for several years with McKim, Mead and White, famous New York architects.

Chalmer Patterson, A.B. '17, A.M. '21, for one year with the Western Electric company, New York, is now professor of physics at Albany College, Albany.

Lucile Stanton, '19, the first girl to graduate from the school of commerce, is teaching school at Falls City. She was married at Christmas to Joe Trowbridge.

Leo Potter, '17, major in business administration, is representing the Realart Film company for Washington, Idaho and Montana, with headquarters in Seattle.

Henry Howe, '16, major in geology, expects to do geological work in California this summer under the direction of W. S. W. Kew of the United States geological survey.

Keith ("Brick") Leslie, '20, major in business administration, is now with the Oregon Export company of Marshfield as an auditor. He married Louise Clausen, ex-'21.

Richard Nelson, '19, major in geology, is studying for his doctor's degree at the University of California. For a year and a half he was employed by a large oil company.

Barry C. Eastham, '10, major in physics, is now professor of physics in Pei Yang University, Tien Tsin, China. He taught physics for a number of years in Portland schools.

Carin Dagermark, '13, major in physical education, was assistant supervisor of playgrounds in Portland for three years. Following that she was a government reconstruction aid.

Donald Smythe, '19, is instructing in engineering geology at Cornell University while working toward his doctor's degree. He hopes to be sent to Oregon for research work this summer.

Walter Church, '16, graduate in architecture, is president of the Architectural club at Massachusetts Institute of Technology. He has won prizes for summer sketching and special work.

Russel Collins, a former student in architecture, is a member of Seymour and Collins, New York architects. He was one of the six competitors for the new Nebraska state capitol design.

Oscar J. Goreczsky, '17, graduate in business administration, is with the Inman Poulsen Lumber company in Portland. He married Mabel Van Zant, '17, an Alpha Phi. They have a daughter.

Marcus O'Day, '20, now assistant in the department of physics and a candidate for the master's degree, is under appointment for a fellowship in physics at the University of California.

Maud Lombard, '19, major in physical education, taught physical education at Heinlein Conservatory of Music at Roseburg last year. She is now in a similar position at Eugene high school.

Helene Reed, '20, major in physical education, is a nurse and instructor in corrective gymnastics in Portland. For an interim of two years before graduation she was a government reconstruction aid.

Peter I. Wold, '03, major in physics, was for a number of years consulting physicist for the Western Electric company of New York. He is now professor of physics at Union College, Schenectady.

Frank Beach, '16, major in business administration, is with the Hibernia Savings and Loan company in Portland. Mr. Beach is teaching classes in income tax procedure for the Oregon Institute of Technology.

Franklin E. Folts, '20, major in business administration, is an instructor in finance in the University of Oregon school of business administration. He was married in September to Eva Boyed, ex-'19, of Hood River.

Hazel V. Rader, graduate in '15 in physical education, was for three years instructor in her own department at Oregon. Since then she has been director of physical education in Oakland technical high school, Oakland, California.

Hubert Schenck, '21, major in geology, is in the Philippine Islands, working under Dr. W. D. Smith, former professor of geology at the University of Oregon. They are with the United States bureau of science and department of geology.

Vera Moffat, '15, major in physical education, was supervisor of physical training in the public schools of Ashland and The Dalles for a period of three years. Since 1918 she has been director of physical education at Bellingham Normal School.

Dr. W. D. Smith will return to the University in the fall to take up his work in geology again. A recent letter from him gives an interesting account of exploration of caves in the Philippine Islands, where the remains of pre-historic races were discovered.

Melvin Solve, '20, major in rhetoric, is now at the University of Christiania, Norway, one of twenty fellowship Americans sent each year under the American-Scandinavian foundation. Solve was an instructor in the Oregon rhetoric department last year.

Lois Gray, '16, who has been an instructor in French at the University for the last three years, will spend three months

of the summer in Paris, taking special lectures at the Sorbonne. Later she may make a trip south to Madrid. Miss Gray will return to Oregon for the fall term.

Arthur Bramley, senior in physics, made grades of "I" in 18 hours last term, carrying in addition a three-hour course for which he was not registered. This is believed to be one of the most notable scholastic records ever made by an Oregon student. The courses carried were unusually difficult ones.

Frank D. Curtis, '11, major in physics, is now head of the science department in Franklin high school, Portland, and is author of a laboratory manual in general science which has been adopted by the state. Mr. Curtis taught in Eugene and in other Portland high schools before becoming head at Franklin.

Miss Rosamund Shaw, graduate in journalism in 1918, resisted some tempting offers from dramatic companies and stepped confidently into the newspaper field. After a year on the Spokane Chronicle, she moved over to the Spokesman-Review, taking over the women's page, of which she has made a great success.

Lucien Arant, ex-'18, after some years of variegated experience in the newspaper field, ranging from the big dailies of Portland to magazine correspondence and advertising work on the Timberman, is in the field to purchase a newspaper of his own and has been making a close study of several possible fields in Oregon.

Frieda Goldsmith, '12, major in physical education, after a year's graduate work at Wellesley, returned to the physical training faculty at Oregon. She remained three years, going then to similar work at Reed College for two years. Since 1919 she has been in private practice in Portland, in physiotherapy and corrective gymnastics.

Edward Harwood and Roberta Killam Harwood, both former members of the class of 1920, are now brightening up the columns of the Cordova Times, their paper at Cordova, Alaska. They are doing so well that they put up with Cordova's yearly 180 inches of rainfall, in preference to coming back to more congenial climes.

J. Andre Wells, A.B. '15, A.M. '17, after teaching science for one year at Astoria, went into the employ of the Western Electric company, New York. For two years he was engaged in war work in the engineering division. He is now teaching and farming at Marcola. His department regards him as a very strong man in general science teaching.

Kirby Miller, '20, won the Rhodes scholarship appointment to Oxford from the state of Oregon. He was a major in philosophy. While he was still at the University he won a fellowship to Columbia University, largely on the strength of an article on "The Necessity of a Constant in Space Relationships" which was published in the American Journal of Philosophy, Psychology and Scientific Research.

Douglas Mullarky, '19, a graduate of the school of journalism, is attracting attention in Eastern Oregon by the qualities of his weekly newspaper, the Redmond Spokesman. Mr. Mullarky's paper is said to be obtaining a hold on the farmers of the Deschutes country through the excellence and intelligence of its farm news and its careful attention to the interests of the community. Mr. Mullarky is both owner and editor.

Graduates of the Oregon department of Romance languages are holding teaching positions throughout the state. Grace Knopp is teaching Spanish at Ashland; Mary Townsend holds a position in French at St. Helens; Meta Goldsmith teaches French and Spanish in Eugene high school. Miss Goldsmith is taking University work toward her master's degree. Bertha Comings is teaching French in a Spokane high school.

Harry Kuck, '16, owner and editor of the Pendleton Daily Tribune, is well satisfied with the results of changing his paper from an evening to a morning paper. Mr. Kuck, who is him-

self a graduate of the school of journalism, prefers journalism students as reporters and assistant editors. Leith Abbott and Miss Dorothy Robertson have been with him almost from the start; recently he lured Miss Ariel Dunn away from the Portland News, and after June he will have on his staff Harry Smith, the editor of this year's Emerald.

Miss Helen Frances ("Peggy") Driver, who was one of the first journalism students at the University, has left the staff of Asia to accept an editorial position on Vogue. Vogue is the larger publication and its editorial work is all done in New York, obviating for Miss Driver the large amount of traveling she had to do in connection with the editing of Asia, which is printed several hundred miles away from its editorial office. Miss Driver went to "Asia" from the Tacoma News and Ledger and her success in the magazine field has been rapid.

Harry N. Crain, ex-'18, who during his University career was editor of the Oregon Emerald, is now biting the ball on the nose for the Salem Capital-Journal as news editor. Harry, who keeps the Journal news pages snappy and interesting while George Putnam puts life into the editorial page, is a great believer in University of Oregon products. He has lately strengthened his staff by the addition of Miss Adelaide Lake, '20, as reporter and society editor. Miss Lake came back to Oregon and daily newspaper work after a successful period on the staff of the Pacific Motor Boat in Seattle.

Earle Voorhies, ex-'22, who left the school of journalism to become manager of a string of suburban newspapers in Roxbury, West Rosendale, and Jamaica Plaine, on the outskirts of Boston, Mass., was a delegate to the convention of the National Editorial Association in Florida in March. Coming from Massachusetts, he met his father in Birmingham, Alabama, who had come from Grants Pass, Oregon, and together they made the trip to Cuba and thence through the East and Canada. Earle Voorhies has decided to return to the school of journalism next year to complete his course.

Jimmy Stoddard, '17, journalism, is head of the advertising and publicity department of the Leischman photographic telegraph service. Stoddard has his headquarters in the Flatiron building in New York, and has been occupied of late in extending the picture by wire service to western newspapers. Several California papers are now using these pictures. Besides his regular work Stoddard writes considerable clever "colyum" stuff for New York papers, among which are the Globe. Jimmy has written a number of short stories, and is working on a novel which he hopes to finish soon. He is intending to make a trip west this summer.

Miss Lucile Saunders, who spent two years in the University of Oregon absorbing journalism and Spanish, is now putting the two subjects to good use, traveling through South America as correspondent for the Portland Oregonian and representative of several magazines and Portland business organizations. It took Miss Saunders some time to get from the papers the recognition to which her journalistic talents entitle her, but she has now the satisfaction of writing illustrated stuff which is read with interest by many thousands. A few weeks ago she broke into the front page of the leading daily at Quito, Ecuador (El Comercio), which printed a big story about her, with her picture two columns wide.

This is no joke but a real statement of the offices and titles of Raymond B. Early, '13, graduate in Romance languages. Mr. Early is general manager of the Portland, Astoria and Pacific Railroad company, vice-president and general manager of the Nehalem Boom company, general freight and passenger agent of the Mount Hood Railroad company, assistant general manager of the Oregon Lumber company, president of the Sigma Chi Building association, and assistant general manager of the Oregon American Lumber company. In addition he pays dues to: the Mystic Shrine, Masons, Multi-

nomah Athletic club, University club, American Legion, Portland Transportation club, Chamber of Commerce, Automobile club, and Purchasing Agents' club.

The literary critics of the big papers and magazines of the East are looking with a more and more kindly eye upon the novels of Edison Marshall, ex-'17, who started his story writing when he was a freshman in the school of journalism. His first book, "The Voice of the Pack," was praised by such publications as the New York Times, and the Publishers' Weekly, and even the Transcript in conservative old Boston, which very seldom has a good word for young writers, says that Mr. Marshall at times indulges in really good writing. Mr. Marshall has discovered that the value of a novel only begins with the royalties; in addition there are serial rights, and "second serial" or syndicate rights, dramatic rights and movie rights, which go to make a successful novel a gold mine. Mr. Marshall's books are now selling by the tens of thousands each, and he is producing two a year. A movie company is picturizing one in the original setting in the Oregon Cascades.

## Talking Points About the Departments

(Continued from page five)

lated in the way of apparatus and chemicals. Most of the problems involving undergraduate or graduate work can now be undertaken without serious delay.

The library has a very complete list of current chemical periodicals and has most of the back files of American and foreign journals. Other sets are complete except for very early numbers, long since out of print. For graduate work in chemistry, Oregon facilities are probably rarely excelled by a school of its size.

### DRAMA AND THE SPEECH ARTS

1. Courses are offered in all branches of the art of the stage, thus giving the future teachers of literature, as well as those looking to a professional career, the chance to study the drama practically as well as theoretically. These are some of the things that are studied: voice production, gesture, platform manner, bodily rhythm and poise, character analysis, dramatization and community organization, stagecraft, costume and scenery designing and electrical effects.

2. Since 1911, when the department was organized, over eighty plays of standard as well as classical authorship have been produced. In all, over 150 performances have been given. The students have made their own costumes and scenery—in fact they have done everything in connection with the performance.

The department has its own theatre, seating about 200, with all details carefully planned ahead. It is equipped with box office, property and costume rooms, dressing and rehearsal rooms. In the main the department is self supporting, the income from plays taking care of the costs of production.

4. The department aids the high schools of the state (and frequently of other states) in choosing plays and advises on productions. Prompt-books are made by the students in play producing, and these are loaned throughout the state.

5. Oregon is unique among universities in the place it has given in its curriculum to the acted drama. So far as is known, it was the first to offer credit for such work. Its little theatre, Guild hall, has few rivals.

### GEOLOGY

THE DEPARTMENT of geology has been reorganized to meet the requirements of the pre-engineering department recently established by the University. A prescribed curriculum has been adopted and new courses are being announced.

These include a course adapted to the engineer, a course concerned with stratigraphic geology, and a course in assaying. Several courses in paleontology and historical geology are being developed to support these new courses. These moves are also designed to meet the needs of students training for the profession of geology, a profession that is just now especially attractive.

The department expects with added instructional aid and equipment to be able to successfully train the pre-mining engineer and the professional geologist.

The general appeal that geology has for the non-technical mind is not forgotten. Courses of this general intent are economic geography, history and development of life, and so on.

The department has an extensive museum named for Dr. John Condon, the first professor of geology at the University, often spoken of as "Oregon's grand old man".

### JOURNALISM

THE University of Oregon is one of ten universities in the United States maintaining a school of journalism of the highest rank and meeting the requirements of the American Association of Schools of Journalism. At the last meeting Dean Eric W. Allen was elected vice-president of the national association. The others are Columbia, and the state universities of Indiana, Kansas, Missouri, Montana, Ohio, Texas, Washington and Wisconsin. In equipment, size of faculty, and comprehensiveness of curriculum, the Oregon school ranks near the front of even this selected list.

The careers of graduates of the Oregon school of journalism were discussed at the annual convention of the National Editorial Association at St. Augustine, Florida, in March. Dean Allen cited a number of instances to prove that university trained journalists were standing up for high principles as well as making good financially.

When schools of journalism were started about a dozen years ago there was a tendency among newspaper editors to be skeptical, if not, indeed, to ridicule the idea. This attitude has entirely disappeared, and in no state is this truer than in Oregon. Every spring the University school of journalism has more applications from editors than it is able to fill. There has never been a graduate who has not found he had a chance to go to work immediately upon graduation.

### The Student Gets a Practical Background

The University Press, which is the laboratory of the school of journalism, is one of the most complete laboratories to be found in any school of the kind anywhere, and serves to give the student the background of practical training that is impossible in institutions less well equipped. Every student has access to all departments of the Press at all times, and numerous classes in the technical branches are held right among the machinery.

One of the most prominent newspaper editors in Portland recently wrote to the school: "I am very strong for your journalism school these days. In common with most newspaper men I was skeptical when it was started, but I see and hear constantly the really big and valuable things it is doing, and I think that Eric in particular and the rest of you in general who have had a hand in it are entitled to great credit. You are turning out newspaper men and women".

The University of Oregon school of journalism was one of the first in the country to plan to equip students as all-around journalists; not as reporters, copyreaders, or advertising men alone; but as men trained to regard newspaper or magazine editing and publishing as a single unified profession. The Oregon graduate has a more rounded training than is obtainable at any but two or three schools in the country. All

branches of professional and technical journalism are studied, and the student is prepared (in so far as practical school training can prepare one) to become owner and manager, or to fill any necessary office in the editorial, news, advertising, circulation, or mechanical departments. As a result many of the students are becoming owners of their own businesses and more are planning to become so.

Training in advertising is a specialty offered in a comprehensive form by the school of journalism with the cooperation of the school of business administration and the department of psychology. A complete advisory curriculum for the student primarily interested in advertising is being worked out by Professor W. F. G. Thacher of the school of journalism.

### LATIN

**L**ATIN IS RETURNING. Its practical usefulness can be illustrated in scores of ways, has always been so illustrated. For instance, scientists invariably resort to it for their nomenclature; our English derives from it well-nigh three-fourths of its vocabulary; our historians draw from it that indispensable knowledge of the mighty past; our philosophers could not frame their theses but on premises laid down by their classic forbears; statesmen who do not know Gracchus and Caesar are apt to botch and blunder; the geometrician can never get away from Euclid, nor the architect from Vitruvius.

The teacher who would make Latin living, who would set forth the matchless lore and literature of it as well as the syllables of it, must have lived with his Latin. He must read English from out the Latin and Latin from out the English; must see geometry and biology and physics in Caesar; must conjure legal phrases and doctors' prescriptions from Cicero's orations; must see Rome in the clock dial, the tencent piece, in the almanac, in the Sunday liturgy, in an aeronaut or a submarine, in Montana or in Arizona, in Lucey or Gus, in Cincinnati or in Olympia, in the Titanic or the Lusitania, in patrimony or matrimony or alimony, it matters not which, for it is all Latin anyway and anywhere you turn.

Latin has returned to assume its old place as the study that contributes balance and solidity and practicability to the curriculum.

During the last quarter the University has been giving ten courses in Latin.

### LAW

1. The library of the University of Oregon law school has been more than doubled in size during the last year by purchases and gifts. The latest addition came with the gift by Judge and Mrs. W. D. Fenton of Portland of approximately 10,000 volumes. The bequest was in memory of their son Kenneth Lucas Fenton, deceased, an alumnus of the Oregon law school. This was one of the best private law libraries west of Chicago. It is a notable gift because of increased facilities it provides for students and because of the increased opportunity it offers to the faculty for research and publication. It indicates, further, an endorsement of the work of the school,—this gift from a leader of the Oregon bar.

2. With the academic year 1920-21, the law faculty was increased by one full time professor. At the March meeting of the board of regents, another addition to the faculty was authorized. Next year, accordingly, the faculty will consist of five full time instructors and two half time ones.

3. The Oregon Law Review, a quarterly devoted to the elucidation of Oregon law and the advancement of legal education, was founded by the law school this year. It goes free to lawyers in the state. Members of the bar have received it cordially.

4. The law faculty believes in a thorough training in the arts and sciences prior to the study of law. For this reason

it requires two and advises three years of college work for entrance to law. This training is necessary not only to fit the student for success at the bar, but to keep the profession abreast of the other great professions.

5. Laws and practices peculiar to the state of Oregon are emphasized in the University law school. It is believed that this is a primary function of a state supported school.

### MILITARY SCIENCE

**M**ILITARY training is now established in about 250 institutions in the United States, with an enrollment of approximately 80,000. This organization of students undergoing military training is known as the Reserve Officers' Training Corps. It will be available to officer the country's military forces in case of a national emergency. The primary object of the organization is preparedness for national defense.

At the University of Oregon the military division is housed in R. O. T. C. headquarters and has full equipment from the government. This includes a uniform for every man under training, field outfits, text books, band instruments, engineers' topographical kits, a Springfield rifle for every student, automatic rifles, and a machine gun. The building contains four company rooms, offices, drafting room and storerooms. On the second floor is a "B" range, fifty by thirty, a miniature landscape of painted canvas, with topographical inequalities, where targets may be made to appear and disappear by means of strings worked from the back.

The student may now major in military science just as he majors in any other department. Many officers of the regular army are now appointed from among graduates of Universities such as Oregon. Students who wish to secure a commission upon graduation should make military science their major subject.

Military training is distinctly educational. It develops discipline, with the qualifications of poise, co-ordination of mind and body, precision, and those sterling qualities of manhood that have always made the American soldier unique in military annals.

The financial considerations are important. During the first two years the student's training equipment and clothing are furnished. The approximate value of this is \$80. During the third and fourth years, in addition to clothing and equipment there is paid to the student approximately \$260.

The curriculum for military science is broad in scope within the confines it must set itself. The major student takes the following subjects other than military training: advanced algebra, trigonometry, analytical geometry, English, general chemistry or pre-engineering, physics or foreign language, English history, calculus, advanced chemistry or advanced physics or advanced foreign language, American history, differential equations, analytical mechanics, international law, and philosophy.

### PHYSICAL EDUCATION

**T**HE WAR centered attention upon a fact physical educators have known a long time: that ultimate human progress depends upon human physical condition. Educational institutions, realizing this, have been prompt to enlarge the scope of their physical education work. The University of Oregon responded by establishing a school of physical education with a several-fold program.

1. *Health Building.* Based on the principle that normal health and energy can be increased, organized physical activities have been provided for both men and women. This means two years of physical training and athletics—required.

2. *Training of Teachers.* A four year course trains men and women in health care and prepares them for physical training work in grade schools, high schools, playgrounds, and so

on. An additional two year course provides training for supervisors, directors, hygienists, and physiotherapists.

3. *Equipment.* For outdoor games there is Hayward field, a fine, turfed, well-drained expanse, surrounded by a four-lap track. The men's gymnasium is modern and includes a sixteen-lap track, a swimming pool, and an outdoor annex with space for three basketball courts.

The completion of the new Woman's building gives the women a plant that is as nearly ideal as human ingenuity could well provide. This building is not only the largest and by far the most costly of all the buildings on the campus, but it is probably the finest of its kind in the United States. Its gymnasiums contain the latest in apparatus and appliances; there is a tiled swimming pool, ample dressing and locker rooms, rest rooms, special measurement rooms, offices and classrooms.

The University health service provides medical examinations by two physicians (a man and a woman), a visiting nurse, an infirmary and nurses, X-ray inspection, corrective and remedial treatment for minor physical difficulties, optical and dental treatment, and emergency surgical care in acute illness.

### PRE-ENGINEERING

1. The University of Oregon's pre-engineering department has agreements with a select list of the best engineering schools of the country, whereby its three years of pre-technical work will be accepted for full value,—a pre-determined advanced standing. These schools include California, Columbia, Colorado School of Mines, Cornell, Illinois, Minnesota, Oregon Agricultural College, Purdue, Stanford and Wisconsin.

2. Students in pre-engineering may earn two degrees in five years. On the satisfactory completion of 45 hours work in the technical school to which he goes, the University of Oregon will grant the student his A. B. or B. S. degree. At the end of five years he will receive an additional degree from the technical school.

3. Fees at Oregon are light for pre-engineering work compared with those in the technical school. Fees including class dues, laboratory fees, stationery, drawing instruments, and so on, amount to between \$50 and \$60 a year. In some schools they are five times as much.

4. The first three years' work is equal in grade to that given in the technical schools, since it is accepted by them at par. There is, then, the saving in railroad fare and fees and the advantages to the Oregon student of being nearer his family.

5. The pre-technical work of a strictly technical character is presented by a faculty of thirteen, whose subjects are: physics, graphics, mathematics, geology, mechanics, and astronomy, chemistry, and botany.

### RHETORIC

1. *Graduate Courses.* The department offers graduate work leading to the M.A. degree, and expects to put in operation in the fall a program leading to the Ph.D. degree. The distinctive feature of graduate courses in comparison with those offered in the majority of other universities is the centering of emphasis on literary criticism instead of about philology. Determination of literary values is a paramount issue.

2. *Teaching Courses.* Courses are offered in the teaching of English composition and American literature to fit students for high school positions. The underlying principle of these courses is the adaptation of pedagogical methods to actual conditions.

3. *Writing Courses.* From the required Freshman composition up to the most advanced courses in short story writing,

and play writing, all of the writing courses of the department are dominated by the single aim to develop self-expression in the student. The courses in play writing are given with play-producing courses of the department of drama and the speech arts. There is a similar alliance with the school of journalism in the case of short story.

4. *Public Speaking Courses.* In the fall the courses in public speaking will be taken over by the department of rhetoric. There will thus be closer correlation between spoken and written English and also an opportunity to lay emphasis on the logical foundations in such work as advanced argumentation and debate.

5. *American Literature Courses.* The department emphasizes contemporary fiction and poetry as well as earlier American literature. It treats literature as the ideal expression of life, and refuses to divorce it from its bases in the political, economic and religious situations of its era.

### ROMANCE LANGUAGES

A FACULTY of seven members is required to give the work in Romance languages. The department has more "student hours" than any other on the campus—that is, the sum of class enrollments for all department faculty in all their classes is more than for any other department or school. Now that modern language is prescribed in virtually every university course, it becomes important that French, Spanish and Italian should be well given. Four years of undergraduate and two years of graduate work in French are planned for the coming year. The work includes grammar, conversation, composition and literature. A course in Portuguese will probably be offered.

### SOCIOLOGY

THE SCHOOL of sociology gets you into the life game; not necessarily as a star money-maker, a curer of bodily ills, a publisher of information, or a planner of beautiful structures, but as an adept in doing your part as an all-round man or woman. If you have it in you, the pursuit of sociology will make you the natural captain of the team of leading citizens in your community, be it village, state, nation, or the world.

Through the study of sociology you find yourself familiar with the points of the life game, for you have seen it played by the cave men and women and then on down through eons of years to present times. The problems of today are so baffling because the game of progress is understood by so few.

The school of sociology at the University of Oregon prepares for the profession of the social worker, for the role of the useful citizen, for the work of the up-to-date minister, and for effective community leadership by the teacher.

Oregon and every community in it must be planned and built up to be the home of health, wealth, happiness, beauty and goodness. The school of sociology trains the experts who will become guides to the Kingdom when it comes about in Oregon.

You wish to get the tangle of ideas about your own mind and personality and about human history and destiny straightened out. Sociology, through its method, its point of view, and its most rational synthesis (or the putting into its place) of all that man has discerned gets you right into the inside; enables you not only to see how human affairs are being woven but to take a hand in the patterning.

The school of sociology was created this year in recognition of the important work of stimulating and assisting the activities that make for cooperation and the promotion of the common welfare of the community. An effective sister agency of this activity is the school of social work in Portland.

## ZOOLOGY

THE DEPARTMENT of zoology offers instruction that will be advantageous to the following:

1. Students in general courses, serving as background for the interpretation of their own experiences and problems.

2. Prospective teachers of biology. There is persistent demand from high schools of the state for competent teachers of biological sciences. In the grades there is also a coming demand arising with the introduction of biology to replace nature study. This begins as early as the third grade in some schools. By an arrangement of the state Social Hygiene board, certain moneys are set aside for the teaching of biology in grade schools, this sum being added to whatever the teacher receives from his school board. Wherever the biology experiment has been introduced it has succeeded, and it is likely that it will be started in several new points in the state this year. A course to prepare teachers of elementary biology for such work is given during the University summer term in Portland.

3. Advanced undergraduate and graduate students with special interest in biology who are intending to go into the

subject as teachers and investigators. There are now two graduate students and seven undergraduates in the department engaged in research work.

4. Medical students. For these a curriculum extending through the seven years of medicine, three at Eugene and four in Portland, has been prepared. The professor of zoology is also director of fundamental education in medical sciences, and as such has charge of the administration of the curriculum and advises with medical students.

5. Students of physical education.

6. Students preparing to become nurses and technical laboratory assistants.

The matter of teaching biology in the grades has been tried out in three Oregon communities, in two of them under Oregon graduates. At The Dalles Vesta Holt, '13, has had unusual success. At Ashland Geraldine Rugh, '20, has been in charge. The other Oregon experiment is at Newburg. In one of these schools the superintendent deemed it inadvisable for a number of reasons to continue the work longer, but the school board refused to let it be dropped and found a way to keep it.



*Villard, with the Library and Deady in the distance.*