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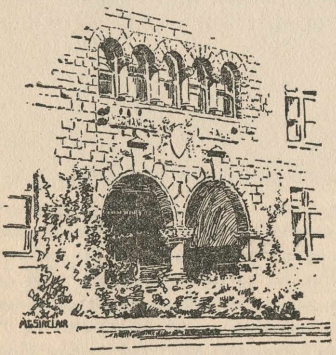
O. A. C. Educational Exposition

February 21-23, 1925

O. A. C. EDUCATIONAL EXPOSITION



Oregon Agricultural College

CORVALLIS

February 21-23, 1925

EXPOSITION SPEAKERS

TWO important figures in American education, Dr. Stanley Coulter of Purdue University, Indiana, and Miss Sarah Louise Arnold of Lincoln, Massachusetts, will be present throughout the Educational Exposition. Addressing the general convocation, conducting the conferences, and by personal interviews, they will give the delegates, and through them the high schools of Oregon, the benefit of their varied experience, broad point of view, and stimulating personalities of high purpose and distinguished achievement. Other educators of note will also be on the program.

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Sarah Louise Arnold has long been prominent in the educational life of America. As teacher, administrator, author, and lecturer she has had a reputation nation-wide for an extended period. Out of her experience as school supervisor in Minneapolis and Boston came such well-known works as "Stepping Stones to Literature" and "The Mother Tongue," the latter in collaboration with George L. Kittredge, besides other books on teaching aims and methods. As Dean of Simmons College, Boston, for thirteen years she contributed vitally to collegiate education. During the War she served under Mr. Herbert Hoover as a speaker throughout the country for the Food Administration.

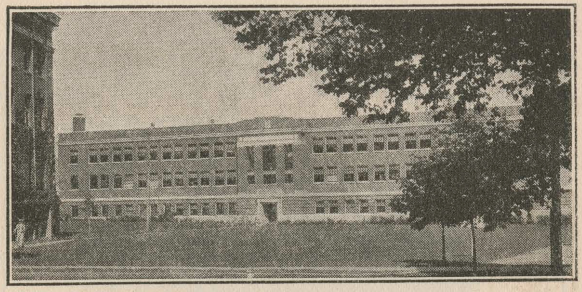
Her efforts recently have been devoted to writing and speaking. She has been preparing for some time two textbooks, one for high school use. Her ability to stir large audiences of varied types is one of the evidences of her versatility and the rich background of her experience.

STANLEY COULTER, Ph.D., LL.D.

DEAN OF MEN, TEACHER, SCIENTIST, SCHOLAR, MAN OF AFFAIRS, ADMINISTRATOR

Dean Coulter, who has been connected with Purdue University, Lafayette, Indiana, as Professor of Biology and Director of the Biological laboratories, since 1887, is one of the outstanding scientists of the country. Since 1907 he has been dean of the School of Science at Purdue, and since 1919 Dean of Men. Author of many publications on forestry, nature study, scientific subjects, and biographical sketches, he is also active in public affairs, having been a member of the Indiana State Board of Forestry since 1902 and a member of the Conservation Commission of Indiana since 1916. He is a Fellow of the American Association for the Advancement of Science, a member of the Indiana Academy of Science and of the Western Society of Naturalists.

Cultured, genial, and magnetic, he will make an important contribution to the 1925 Educational Exposition, where he will appear before the educational conferences, the general convocation, and forum luncheons, giving a message to the youths of Oregon enriched by more than thirty-five years of experience with college students.

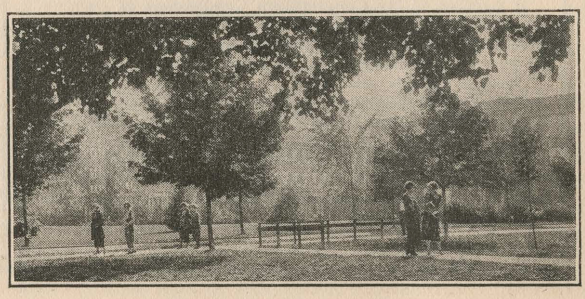


The Engineering Laboratory from the Library lawns.

"The youth has a vision of the life he would like to live, of the service he would choose to render, of the power he would prefer to exercise; and for fifty years he pursues this vision. In almost all great men the leading idea of the life is caught early, or a principle or thesis comes to mind during youth which the entire adult life is too short to develop thoroughly."—President Charles W. Eliot, in *Education for Efficiency.*

"It is to be hoped that the constructive work and the study of industry in the elementary school will ultimately be of such a character that when the pupil reaches the age at which the activities of adult life make their appeal, he will be able to make a wise choice in reference to them and be already advanced in an appreciable measure toward the goal of his special vocation." —Committee of the National Education Association.

"The training which ends in literary culture without science is just as incomplete as one which promotes scientific knowledge without the power of clear expression."—Sir Richard Gregory.



The Agriculture Group from the northeast

Educational Exposition

Oregon State Agricultural College Campus

February 21-23, 1925

THE Educational Exposition is designed to stimulate general interest in the aims and means of secondary and higher education. It directs its emphasis especially to the high school student, his educational needs, plans, and objectives. The high school student generally has a rather definite educational program for himself; he has a prospective vocational field in mind, influenced largely by family councils, his own observation or his reading. He has a hope—in the case of the best type of high school student this hope amounts to a purpose—to develop, above all, into an all-around, good, sincere, and capable citizen.

But though he may have a fairly definite life career in mind, the alert student is anxious to avail himself of the best opportunities for testing and proving the worth of his plans. The Educational Exposition is one of these opportunities, and a most unusual and important opportunity. To the student uncertain of his wants or needs, the Exposition may mean the crystallizing of a definite life purpose. Time is precious, even to youth. Assembled on one campus, scheduled to make every moment count in a constructive way, will be a veritable educational guidance fair where educational and vocational experts, aided by the exhibits and demonstrations, will be in position to inform and advise students on many perplexing problems.

THE LIFE CAREER MOTIVE

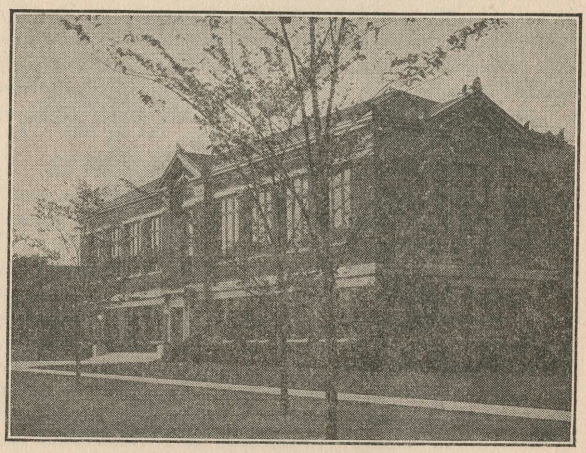
Educational and vocational guidance is one of the chief aims of the Educational Exposition. Educational guidance seeks, among other things, to encourage enthusiasm and esprit de corps among students for their work. This often involves the life career motive.

A vocational purpose gives incentive to study. Young people who arrive at a vocational purpose fairly early in their schooling generally make a surer selection of their course of study, and carry it through more successfully, than those who have no definite idea of what they expect to do in life. A definite objective, however remote, gives incentive

for acquiring information and making it available for future use. It adds interest to practically every subject studied, on the ground that in that subject may be found the elements of vocational or professional strength. The purposeless student, in high school or college, on the other hand, is usually the troublesome student; for he lacks the incentive to make his work dynamic. The objective of merely completing a course cannot stimulate initiative like the motive of building up capital for a life career.

EDUCATIONAL GUIDANCE

Vocational guidance is a delicate and serious responsibility, not to be lightly assumed by either teacher or parent. The broad commonsense view of



The College Library, in which conferences will be held during the Educational Exposition

it, however, is recognized by every thoughtful educator. Kenneth H. Wayne has stated it quite simply in these words: "Nature has put within your Boy the embryonic qualities of the engineer, the carpenter, the blacksmith, the physician, the farmer—some one of the many occupations of men in life. These qualities you are to discover and to aid in their realization. They may run athwart your plans for him, and counter your dearest wishes; but if you are wise, and have garnered anything worth while out of your experience in the world, you will not attempt to force your Boy into some sphere of life-work for which it is apparent he has no natural bent, no aptitude, no earnest desire or thought or enthusiasm." No pressure along vocational lines, therefore, would be appropriate at the Educational Exposition.

The youth will have opportunity to inform himself concerning many vocations, but his own intelligence should make a free decision in a matter so important to himself and to society.

Educational guidance, closely related to vocational guidance, involves many practical problems, toward the solution of which the Exposition may hope to contribute much of importance. The exhibits and demonstrations will tell more, and more interestingly, than could many books about the content of the various college courses. The campus contacts and especially the scheduled conferences will give information along such lines as selection of subjects while in high school in preparation for definite work in college, scholarship standards, student activities,

A general conference group at the 1924 Educational Exposition

and how to study. In the development of the high school student the value of the subjects he studies may be greatly increased as he obtains definite instead of vague, high instead of commonplace, motives in relation to his work.

CONFERENCES

Assistance to young people in selecting or preparing for their life career will be the chief object of a number of the conferences to be held during the Exposition. Separate conferences of this character will be held for men and for women and one for high school faculty members. The program of these conferences is being worked out with the advice of a committee of high school principals and

superintendents. Dean Coulter and Dean Arnold will participate in the discussions and will assist in reaching helpful conclusions in all questions brought up.

The general conferences will be of interest to all delegates, irrespective of their particular plans for their life careers, because the point of view will be that of the principles which should influence decisions in matters of such great importance in the lives of modern youth. There will be, in addition, special conferences conducted by the deans of the respective schools at O. A. C. for delegates who are interested in particular types of training.

In all these conferences, it is expected that delegates will keep in mind not only their personal interests and problems, but also those of the other students in their high school to the end that the aid given in the conferences may reach as large a number as possible.

EXHIBITS

All divisions of the College are preparing exhibits and demonstrations representative of the scope and nature of the work offered. These exhibits are made as attractive and as interesting as possible, yet the obligation of giving accurate ideas of the work is kept in mind.

In the School of Agriculture, for instance, every department will be open for inspection, with specimen demonstrations presented in the laboratories, and with guides and instructors to interpret the work. Schedules of courses will be explained, by showing what studies a student pursues in a certain major and why he pursues them. The occupational objectives of the several courses will be explained in the same way.

In Pharmacy students will make the various pharmaceuticals in the laboratories; show how medicines are purified by distillation and otherwise; demonstrate the manufacture and proper care of hygienic instruments and toilet articles, and in general show the application of the pharmaceutical arts to practical life.

In Engineering, aside from the experiments showing the use of the elaborate equipment in electrical, mechanical, and hydraulic engineering, students will use the laboratories to demonstrate how intimately and inevitably the life of the modern man and woman is dependent upon engineering achievements and utilities.

In Home Economics the department of Institutional Management will exhibit modern equipment, demonstrating such machines as the cake mixer, potato peeler, etc.; the department of Household Administration will show a nursery and suitable playroom equipment, a sick room exhibit, and home substitutes for hospital equipment. The department of Household Art will display students' work in clothing and millinery, applied design and house decoration, and will show a school girl's wardrobe purchased for a given outlay of money. The department of Household Science will demonstrate means of promoting the health of the child, diets for overweight and underweight persons, and meals for the growing boy, etc.

A demonstration of materials testing in the Engineering Laboratory

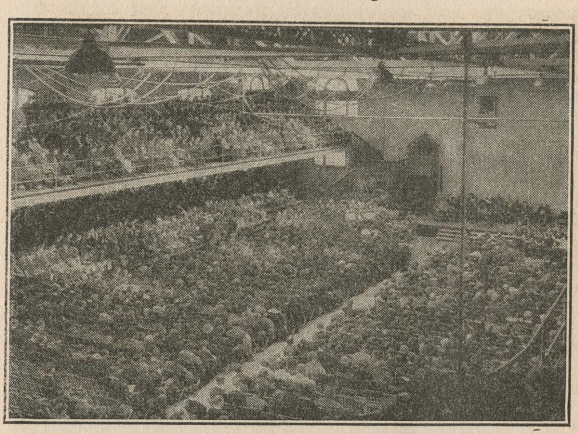
These are only typical examples of a few of the exhibits to be put on by all the schools of the College. Commerce, Forestry, Mines, Vocational Education, and Military Science will all have significant and attractive exhibits.

EXPOSITION FEATURES

While the dominant note of the Exposition is serious, just as the chief purpose of the delegates in attending is serious, entertaining features will abound, insuring opportunity for relaxation and enjoyment.

Among the entertaining features of the Exposition will be the basket-ball game on Saturday afternoon between the O. A. C. Varsity and the Mult-

nomah Club quintets. The Style Show, under the direction of the School of Home Economics, will be an attraction on Friday and Saturday evenings. A one-act play will be presented in the Workshop Theater, under the direction of the department of Public Speaking and Dramatics. A Horse Show in the Armory is being planned by the department of Animal Husbandry. The departments of Physical Education will have special programs demonstrating their work. Commemorating Washington's Birthday, the Military department will conduct an official review on Monday. The Engineering departments will present special features of spectacular interest.



The convocation at the 1924 Educational Exposition

THE SUNDAY PROGRAM

Both religious and patriotic motives will give significance to Sunday, February 22, as a part of the Educational Exposition. The program, which is being worked out in cooperation with the churches, through the Ministerial Association, will be in harmony with the day. Church services in Corvallis, always designed to be of value to students, will be conducted as usual, but with a particular view to enlist the attendance and interest of visitors. Besides the church schools, which include student Bible classes in some cases enrolling a hundred or more in a single class, and the morning worship services, there will be the usual afternoon social hour, with refreshments, young people's devotional meetings, and evening services.

In the regular Sunday afternoon concert by the School of Music, the College musical organizations will be featured.

A convocation—one of the distinctive elements of campus life at O. A. C.—will be held at a convenient hour to give the delegates and visitors an opportunity to see the College community as a unit and to hear Dean Coulter and Dean Arnold in inspirational addresses.

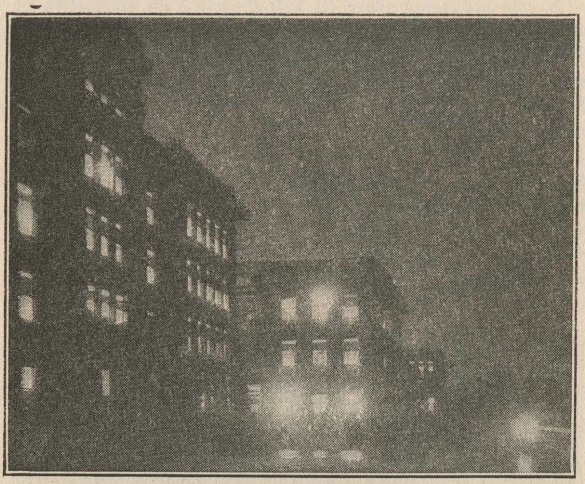
At hours not in competition with regular church services, the College Library, the Museum, and such exhibits as might properly be inspected on Sunday, will be open to visitors. The Art exhibit, which is designed to be especially attractive this year, the greenhouses, and displays of floriculture, will be among these exhibits.

Winners in the speech contest during the 1924 Educational Exposition

THE DELEGATE SYSTEM

Student delegates. All preparatory schools of the state will be invited to send delegates. Those schools having an enrollment not exceeding fifty students will be entitled to three delegates each. The larger schools will be invited to send three delegates for the first fifty students and one additional delegate for each additional fifty students. No school, however, will be entitled to more than ten delegates. The schools will be asked to select delegates chiefly from the upper classes and will be urged to pick people capable of absorbing the most from the Exposition and carrying the results back to the high school.

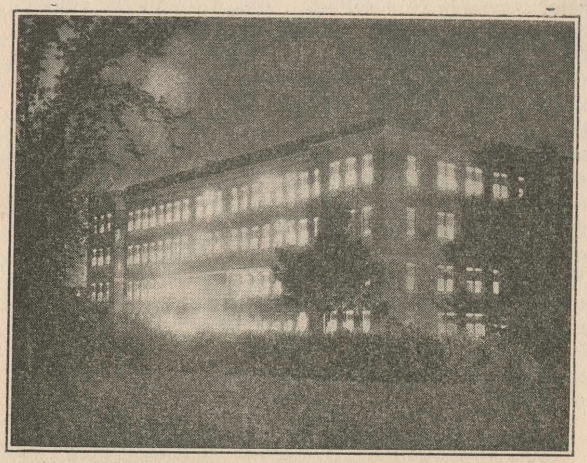
Faculty delegates. Each school should send one faculty delegate, preferably, of course, one in close touch with the student body in some advisory capacity. In addition to this delegate, the principal and the city superintendent are also urged to attend. Invitations are also extended to the county superintendents.



Agriculture Hall and East Quadrangle at night, looking north

Entertainment of delegates. All of the official delegates, both students and faculty, including the principals and superintendents, will be entertained by the clubs, fraternities, and sororities of the College while on the campus. The only expense involved in attending the Exposition, therefore, is transportation to and from Corvallis. Other high school people, either students or faculty, who attend the Exposition will do so at their own expense and should make arrangements in advance, if possible, for accommodations. The College Y. M. C. A. will respond to inquiries concerning lodging and meals.

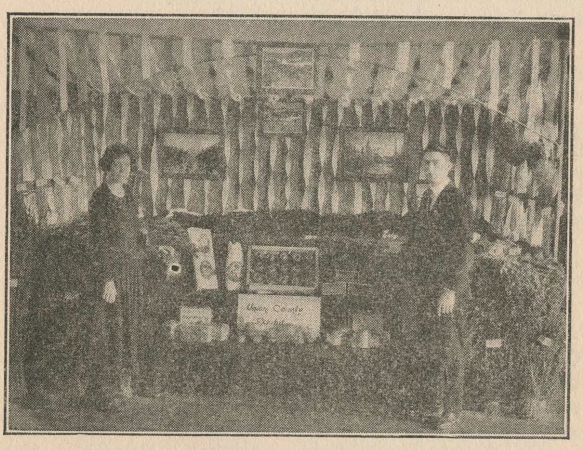
Prize-winning community exhibit at 1924 Educational Exposition



Commerce Hall. The campus buildings at night gleam a cheerful welcome to delegates.

EDUCATIONAL PERSPECTIVE SOUGHT

The Exposition in its purpose and program rises above the particular field of training offered in the schools and departments of O. A. C., broad as that field is. The Exposition brings outside authorities and augments the scope of the exhibits so as to permit the visitor to gain the largest possible perspective on educational and vocational problems. The College is eager that all students whose educational plans involve the type of training which O. A. C. is prepared to give should be guided toward the right selection of studies in high school and



One of the community exhibits at the 1924 Educational Exposition

after coming to College. The College is equally interested to make the Educational Exposition helpful to other high school students as well, even though, in the proper carrying out of their plans, they attend another college than O. A. C. While the regular divisions of the College, therefore, sponsor the different phases of the Exposition, and every effort is made to aid delegates to gain clear understanding of the purpose and scope of every type of training available at O. A. C., such effort is considered only a part of the service which the Exposition should perform. The assemblies and conferences are carefully planned to develop standards and principles in the light of which wise choice is possible not only in scholastic and vocational matters but in the more fundamental, ethical problems of life.

TWIN AIMS OF EDUCATION

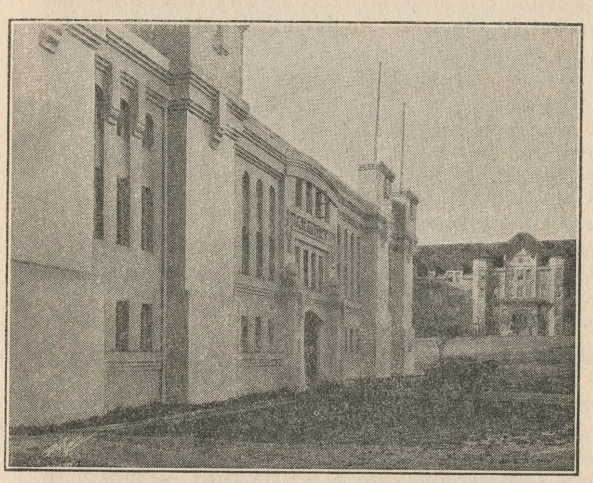
Specialized training at O. A. C. is conducted in eleven schools or departments, granting degrees or diplomas in Agriculture, Chemical Engineering, Commerce, Engineering, Forestry, Home Economics, Military Science, Mines, Music, Pharmacy, and Vocational Education. Yet it is not the primary aim of these respective schools to train agriculturists, industrial chemists, business administrators, engineers, foresters, homemakers, army officers, mining engineers, musicians, pharmacists, or teachers. "It is recognized," says President W. J. Kerr, "that the *man* and the *woman* come before the vocation or the profession; and in all the work throughout the institution the object is to develop high ideals of manhood and womanhood, to foster all that makes for right living and good citizenship."

This aim of the College recognizes the fact that the discerning student entering college has in mind more than "I am going to be an engineer," "I am going to be an executive." His primary purpose, deep in his heart, is, "I am going to be in the highest sense a Man." True education, in fact, consists in the achievement of both these aims in their proper relation to each other.

THE LAND-GRANT COLLEGE FULFILLS THESE AIMS

One of the distinctive contributions of the Land-Grant colleges is their method of accomplishing this dual objective. It is recognized that manhood and citizenship on the one hand and vocational service as business man or educator or scientist on the other are not things distinct and apart. Except in the

case of a negligible leisure class, manhood or citizenship and a share in the world's work are so intricately interrelated that from a practical point of view it is impossible to say where one leaves off and the other begins. It is logical, therefore, to recognize this principle in arranging the curricula which aim to prepare a student for his future career as a citizen and a worker. The Land-Grant college does not say, "This year you must take this set of courses in order to develop your personality so that you will be a well-developed citizen," and another year, "Now you must pursue this curriculum in order to give you technical training so that you will be efficient in some vocation." Rather it builds



The College Armory, headquarters of the Military department

curricula which from the beginning look toward both objectives. At O. A. C. for example, a student enrolls as a freshman in a technical school. Each technical school provides preparation for its particular field; all the technical schools share the common obligation to train men and women of character who are efficient citizens. This common obligation is one of the reasons why the various schools are organized together into a College.

BY BLENDING THE LIBERAL AND THE PRACTICAL

The Land-Grant college educational scheme consists mainly in making technical training liberal. When this was first attempted it seemed an astonishing, if not a vain, effort. But when it is observed in successful operation in such an institution as O.

A. C., it seems natural and easily explainable. For technical training only in part involves details of actual application of scientific facts to concrete technical problems; it is more especially concerned with mastery of the principles upon which such applications are based. The engineer is trained not merely in detailed planning of a particular bridge but chiefly in the principles that must be observed in bridge planning. Attention is so focused as to involve both the theoretical and the practical in the most effective way possible for the real mastery of principles. The man with a firm grasp on principles is in the truest sense educated. Realization of this fact dominates the blending of the liberal and the practical in all the curricula of O. A. C.

THE COLLEGE

At O. A. C. the idea of the Land-Grant college is perhaps to be found developed as consistently and effectively as can be found in any institution of the country. The following sketches of the scope of the various instructional divisions of the College are given for the convenience of delegates in preparing themselves to make the best use of their time while visiting the institution, particularly the departmental exhibits.

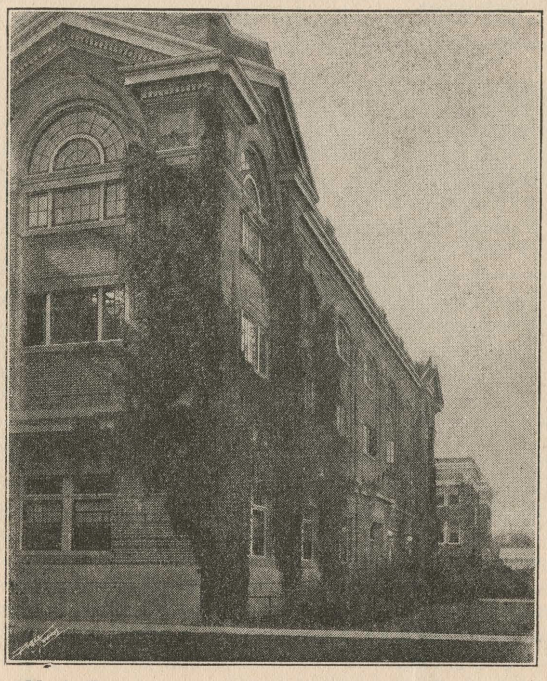
The School of Basic Arts and Sciences.

Training in Art, Bacteriology, Botany, Chemistry, English Language and Literature, Entomology, History, Mathematics, Modern Languages, Physics, Public Speaking and Dramatics, and Zoology and Physiology centers in the School of Basic Arts and Sciences. The work offered in these departments, together with such other departments as Geology, Economics and Sociology, Political Science, and Psychology, constitutes an important part of the technical curricula, developing the broad foundations upon which specialization is possible. A total of twenty-seven credits in specified basic subjects is required for a degree from any school in the College, and in addition all the schools require a large proportion of basic work as prerequisite or supplementary to the technical work.

The School of Agriculture.

College-trained farmers, dairymen, stockmen, poultrymen, fruit growers, orchard or ranch managers, as well as technical experts and specialists in various fields of marketing, agricultural education, experimentation and extension, are familiar figures in the life of today. The O. A. C. School of Agriculture trains such men.

Work leading to the bachelor's degree in Agriculture offers a wide range of major subjects: Agricultural Bacteriology, Agricultural Chemistry, Agricultural Education, Animal Husbandry, Botany and Plant Pathology, Dairy Husbandry, Entomology, Farm Crops, Farm Management, Horticulture (Vegetable Gardening, Pomology), Marketing of Agricultural Products, Poultry Husbandry, Soils, Zoology, Horticultural Products, and Landscape Gardening.



The Men's Gymnasium, containing the Swimming Pool one hundred feet long. Convocation is held in the main hall of this building.

The Department of Chemical Engineering.

The present age is the day of the chemical engineer. The steel industry, the dye industry, the soap, glass, fertilizer, fuel gas, and rubber industries are examples of large-scale manufacture depending largely upon chemical preparation and analysis. "The chemist now has his fingers upon the spring that regulates our vital mechanism." Chemistry is fast releasing man from the slow processes of nature; in the modern industrial plant

materials are separated and recombined on such a scale that sometimes the utilization of the by-products of an industry surpasses the original industry itself. The Pacific West is in need of chemical engineers to develop its vast resources.

The prospective chemical engineer, besides the basic and general work essential to a well-balanced college course, is trained in such special subjects as engineering chemistry, industrial organic chemistry, industrial inorganic chemistry, and electrochemical industries.

The School of Commerce.

The School of Commerce prepares for expert technical service in the various fields of modern business life requiring college-trained men and women, and especially trains for positions of responsibility and leadership where character, initiative, and vision are paramount. In addition to a liberal range of general electives, students may emphasize during their first two years Accounting, Salesmanship, or Secretarial Studies, and in their junior and senior years may major in one of the following: General Business, Banking and Finance, Advertising and Selling, Markets and Marketing, Marketing Agricultural Products, Secretarial Training, Economics and Sociology, Political Science, or Commercial Education.

The School of Engineering.

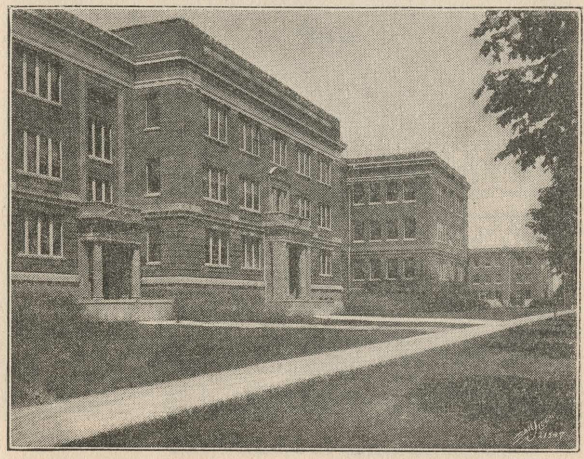
The most important part of an engineer's training is his mastery of fundamental principles. Superior scholarship and natural adaptability are essential to his success. The engineering graduate is therefore in no sense over-specialized. The modern engineering curriculum insists that the subjects pursued shall develop the man and the citizen as well as the engineer.

Without laboratories, machinery, and the complex and accurate equipment technical to modern engineering problems, there is no adequate possibility of applying and understanding engineering theory. Hence the state has established at O. A. C. the facilities for this important work. In the Engineering Group of buildings, including Apperson Hall, the Mechanic Arts Building and Shops, and the new Engineering Laboratory, designed after careful inspection of the most approved engineering laboratories of eastern universities, is centered the training in Civil Engineering (including an option in Highway Engineering), Electrical Engineering, Industrial Arts, and Mechanical Engineering. In addition to these engineering majors, departments of Hydrau-

lics and Irrigation Engineering and Mechanics and Materials give essential instruction to all engineering students.

The School of Forestry.

Forestry today has a threefold field: the maintenance, conservation, and renewal of timber wealth; the harvesting of the timber crop; and the manufacture of timber products. The rapid disappearance of our timber supply in many parts of the world has created a condition in which the highest type of training is necessary for success as general forester, logging engineer, or lumber manufacturer. Twenty



The Home Economics Building, housing the largest school of Home Economics in the West

percent of the standing timber in the United States is in Oregon, and forestry is Oregon's greatest single industry.

The young man who would meet effectively the challenge of the forestry profession not only must have adequate technical preparation; he must develop personal qualities of honesty, loyalty, initiative, cooperation, and vision.

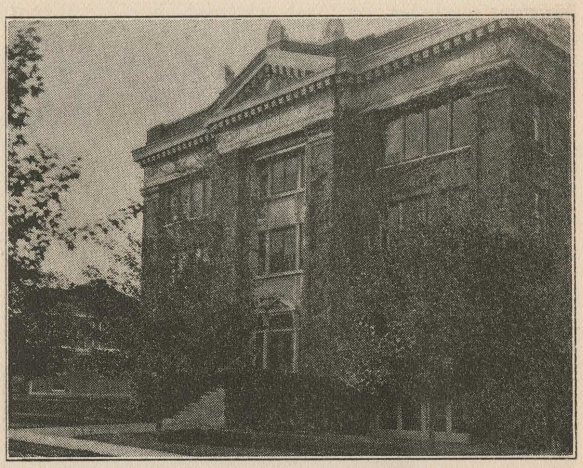
The O. A. C. School of Forestry has its own modern building, excellent equipment, and a competent faculty. Its curricula give standard college training for the forestry profession under conditions uniquely favorable.

The School of Home Economics.

Training in homemaking is fundamental in all the work in Home Economics, but a distinct curriculum, the General Curriculum, provides especially for

those whose main object in attending college is preparation for home life. The true homemaker not only must be trained in the science and the art of the household, but also must have a well-rounded personality, with intelligent interests, trained judgment, and cultivated tastes, enabling her to solve successfully the problems of the modern home, with its complex social and civic relationships.

A second curriculum in the School of Home Economics, known as the Professional Curriculum, prepares for teaching Home Economics or for service



The Mines Building, adjoining the Engineering Group

in such fields as institutional management, social service, and educational extension work in which thorough technical training is essential.

In each curriculum, approximately one-half of a student's work is in arts, sciences, and languages, including some courses which serve as a foundation for technical training and in addition many which the student chooses according to her individual interests or needs.

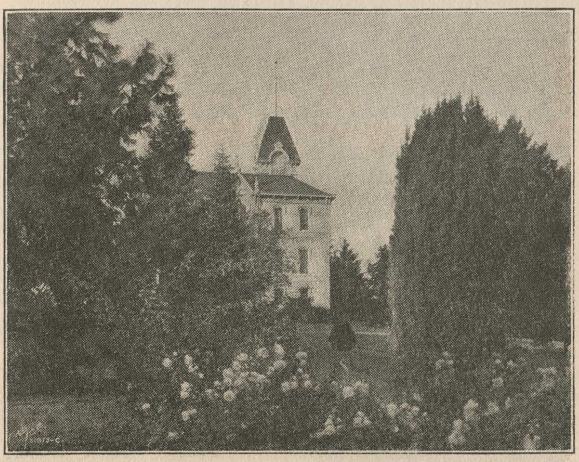
The School has separate departments of Home Economics Education, Household Administration, Household Art, Household Science, and Institutional Management.

The School of Mines.

The graduate mining engineer may serve in such varied fields as those of assayer and chemist, mineral and land surveyor, engineering draftsman and designer, geologist for railroads or mining companies, mineral expert in Government Forest Ser-

vice on Geological or Coast and Geodetic surveys, as well as in actual mining, milling, and smelting operations, and ultimately as expert consulting and examining engineer.

Aptitude for mechanics and a naturally inquisitive, investigative type of mind are important qualifications of the prospective mining engineer. The founation sciences of chemistry, physics, and mathematics; the technical subjects of geology, metallurgy, and mining; and required and elective arts, languages, and sciences, comprise the course of study.



Administration Building, which contains the Workshop Theater, and the offices and studios of the School of Music

The Department of Military Science and Tactics.

The United States War Department has located at O. A. C., "the West Point of the West," an imposing amount of modern military equipment. The College has developed military training to a high efficiency, having received annually for a number of years the honor of "Distinguished Institution." The personnel includes fifteen commissioned and ten non-commissioned Army officers, besides twenty privates. Infantry, Cavalry, Motor Transport, Engineers, and Field Artillery units are maintained. A four-year curriculum leading to the bachelor's degree is intended for men desiring to enter the Army as a profession; the R. O. T. C. in general aims to train men to be commissioned in the Officers' Reserve Corps so that in time of national emergency they may act as leaders of the units of the armies upon which the country's safety will depend.

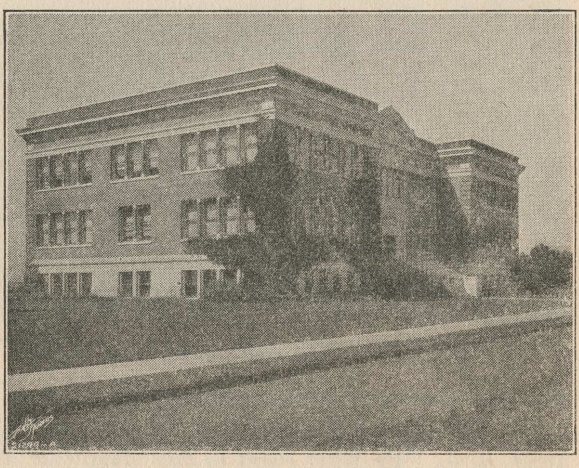
The School of Music.

The School of Music has two aims: to contribute to the educational, artistic, and cultural development of the students of the College, and to develop individual musicians of the highest caliber, whether majoring in Music with the purpose of entering music as a profession or developing musical talent as an avocation for the benefit of its broadening and aesthetic influence.

A faculty of nine artists of recognized accomplishment gives instruction in Voice, Piano, Stringed Instruments, Organ, Band Instruments.

The School of Pharmacy.

Our modern life, with its achievements in medicine and surgery and its constructive programs for health building and disease prevention, has given



The Forestry Building, from across the West Quadrangle

pharmacy a large responsibility. Pharmacy graduates enter such fields of service as those of analytical chemists, prescription dispensers, bacteriologists, drug salesmen, manufacturing pharmacists and chemists, science instructors in schools and colleges, food and drug chemists and inspectors, physicians' assistants, managers of drug stores. Many students select pharmacy as a pre-medical course.

A competent faculty in Pharmacy, trained and experienced in pharmaceutical instruction; the new Pharmacy Building, with its special laboratories, museum, model drug store, window trimming department, and other modern features; standard three-year and four-year curricula; and the general advantages of a great college, with its large student

The living-room of Margaret Snell Hall, one of the three halls of residence for women students

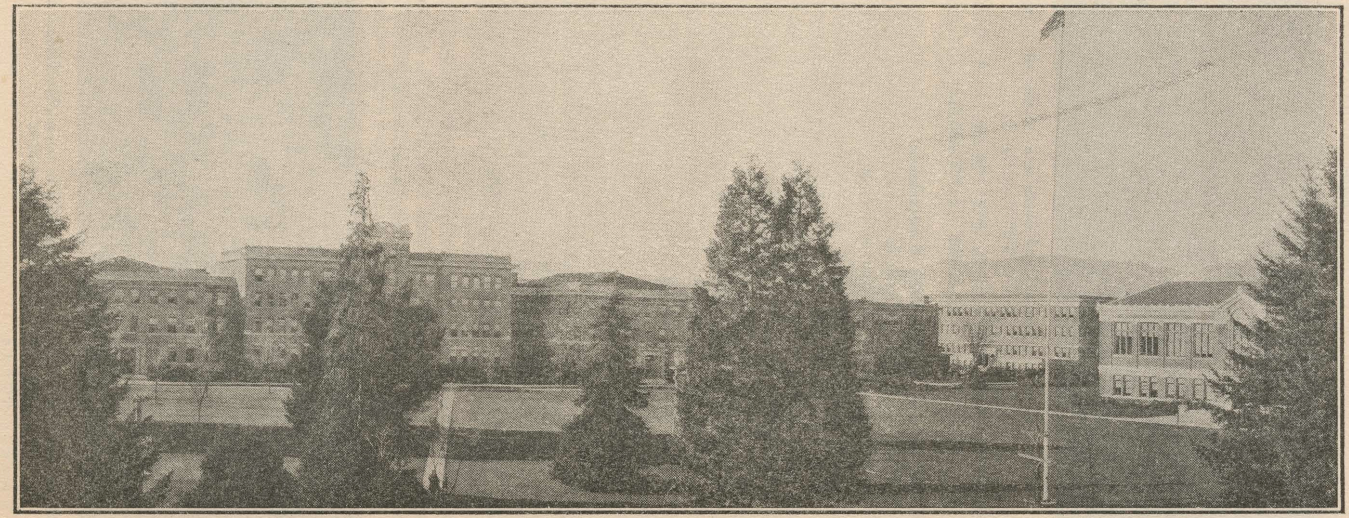
body and broad curriculum, provide at O. A. C. superior facilities for the study of pharmacy.

The School of Vocational Education.

The demand for competent teachers and supervisors of vocational subjects is keen. Smith-Hughes departments offer especially attractive opportunities for qualified teachers. The Oregon State Board for Vocational Education has designated O. A. C. as the seat of training in Oregon for teachers of vocational subjects.

The School of Vocational Education performs a double function in teacher training: to prospective teachers who are taking their degrees in Agriculture, Commerce, Home Economics, or Industrial Arts, the School gives training in psychology and in the aims and technique of teaching vocational subjects; while to other groups of students, including students already trained along some technical line, or those preparing to teach combinations of vocational subjects or to do supervisory work, a curriculum is offered leading to a degree in the School of Vocational Education itself. Some students prepare to teach physical education in connection with their teaching of vocational work.

The new Pharmacy Building, which will be formally opened during the Educational Exposition



East Quadrangle, showing Agriculture Hall, a glimpse of Home Economics, the Dairy Building, Commerce Hall, and the Library

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