Oregon College of Education

1944-45

Enrollment 1942-43 and 1943-44
Graduates 1942-43 and 1943-44

Monmouth, Oregon
Oregon College of Education

CATALOG

1944-45

Monmouth, Oregon
Oregon State System
of Higher Education
BULLETIN

Issued Monthly

No. 140    February 1944

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Published by
Oregon State Board of
Higher Education
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State Board of Higher Education

Term expires

ROBERT W. RUHL, Medford ...................... 1945
EDGAR W. SMITH, Portland ..................... 1946
WILLARD L. MARKS, Albany .................... 1947
R. C. GROESBECK, Klamath Falls .............. 1948
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Office of the State Board of Higher Education
Eugene, Oregon
THE Oregon State System of Higher Education, as organized in 1932 by the State Board of Higher Education following a Federal survey of higher education in Oregon, includes all the state-supported institutions of higher learning. The several institutions are now elements in an articulated system, parts of an integrated whole. The educational program is so organized as to distribute as widely as possible throughout the state the opportunities for general education and to center on a particular campus specialized, technical, and professional curricula closely related to one another.

The institutions of the State System of Higher Education are the University of Oregon at Eugene, Oregon State College at Corvallis, the Oregon College of Education at Monmouth, the Southern Oregon College of Education at Ashland, and the Eastern Oregon College of Education at La Grande. The University of Oregon Medical School, located on a separate campus in Portland, is administratively autonomous but traditionally and academically an integral part of the University of Oregon.

Each of the five institutions provides the general studies fundamental to a well-rounded education. At the three colleges of education general and professional studies are combined in the teacher-training curriculum. At the Southern Oregon College of Education and the Eastern Oregon College of Education students who do not plan to become elementary-school teachers may devote their time exclusively to lower-division studies in the liberal arts and sciences.

At the University and the State College two years of unspecialized work in liberal arts and sciences are provided on a parallel basis in the Lower Division. Major curricula, both liberal and professional, are grouped on either campus in accordance with the distinctive functions of the respective institutions in the unified State System of Higher Education.
Oregon State System of Higher Education

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ROBER JOHN MAASKE, Ph.D. ............................................................. President, Eastern Oregon College of Education

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GENEVIEVE GRIFFITH TURNIPSEED, M.A. .......................................... Director of Dormitories
ADOLPH ZIEFLE, M.S., Phar.D. .......................................................... Dean and Director of Pharmacy

* Each dean and director in this list is interinstitutional in function, and the chancellor's principal adviser in his field.
† JOHN FRANCIS CRAMER, Ed.D., will become Dean and Director of General Extension on July 1, 1944.
Oregon Colleges of Education

The Oregon College of Education at Monmouth, the Eastern Oregon College of Education at La Grande, and the Southern Oregon College of Education at Ashland are accredited by the American Association of Teachers Colleges and the Northwest Association of Secondary and Higher Schools. Completion of the professional curriculum entitles the graduate to certification to teach in the elementary schools of Oregon and of most other states.

The diploma of the Oregon Colleges of Education meets national standards. With the exception of states that require the completion of more than nine quarters of teachers college work for certification, all states accept without condition all work completed at the Oregon institutions. The states that demand a longer period of training recognize the work done at the Oregon institutions as applicable toward meeting their requirements.

Beginning with the academic year 1941-42 the Oregon Colleges of Education were authorized by the State Board of Higher Education to offer a four-year curriculum in elementary education culminating in the degree of Bachelor of Science in Elementary Education. On December 10, 1942, the Oregon Colleges of Education were accredited as degree-granting colleges by the Northwest Association of Secondary and Higher Schools, and in March 1944 were similarly accredited by the American Association of Teachers Colleges.
1944-45

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Academic Calendar

Fall Quarter, 1944

October 2, Monday..............Registration of entering students
October 3, 4, Tuesday and Wednesday.............. Freshman Days
October 4, Wednesday.............Registration of returning students
October 5, Thursday................Classes begin
October 23, Monday........Last day for new registration or addition of new courses
November 3, Friday..............Last day for withdrawal from a course
November 23-26, Thursday through Sunday .................. Thanksgiving vacation
December 20, Wednesday...........Classes end
December 21, 22, Thursday and Friday............. Final examinations

Winter Quarter, 1945

January 2, Tuesday..............Registration
January 3, Wednesday................Classes begin
January 22, Monday........Last day for new registration or addition of new courses
February 1, Thursday...........Last day for withdrawal from a course
March 13, Tuesday.................Classes end
March 14, 15, Wednesday and Thursday............. Final examinations
Oregon College of Education

Spring Quarter, 1945

March 20, Tuesday..................Registration
March 21, Wednesday................Classes begin
April 9, Monday........Last day for new registra-
April 18, Wednesday........Last day for with-
May 27, Sunday.........................Baccalaureate
May 29, Tuesday.....................Classes end
May 30, Wednesday........Memorial Day, holiday
May 31, June 1, Thursday and Friday........Final
June 1, Friday........Commencement (afternoon)

Summer Quarter, 1945

June 11, Monday.....................Registration
July 18, Wednesday........First half of
July 19, Thursday........Registration, second half of summer session begins
August 24, Friday........Second half of summer session ends

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Campbell Hall, Oregon College of Education, Monmouth. Classrooms, the Library, the Auditorium.
Faculty*

Frederick Maurice Hunter, Ed.D., LL.D., Chancellor, Oregon State System of Higher Education.


Charles Abner Howard, M.A., LL.D., President of Oregon College of Education.
B.S. (1907), Baker University; M.A. (1923), University of Oregon; LL.D. (1933), Oregon State College; LL.D. (1940), University of Portland. At Oregon College of Education since 1939.

Julius Alonzo Churchill, M.A., LL.D., President Emeritus of Oregon College of Education.
B.S. (1883), Ohio Northern University; M.A. (1921), University of Oregon; LL.D. (1939), Oregon State College. At Oregon College of Education since 1932.

Faith Kimball Black, B.A., Assistant Professor; Dean of Women and Director of Dormitories.
B.A. (1927), University of Oregon; Secretarial Certificate (1930), Columbia University. At Oregon College of Education since 1930.

Delmer Ralph Dewey, M.A., Assistant Professor of Social Science; Dean of Men.
B.S. (1916), Kansas State Teachers College; M.A. (1921), Teachers College, Columbia University. At Oregon College of Education since 1928.

Ellis Arnold Stebbins, B.A., Assistant Professor; Registrar and Business Manager.
B.A. (1924), Pacific University. At Oregon College of Education since 1928.

Katharine Arbuthnot, Assistant Professor of Social Science.
At Oregon College of Education since 1913.

Sophia Elizabeth Barnum, M.S., Assistant Professor of Education; Supervisor of Upper Grade Education.
B.S. (1931), Oregon State College; M.S. (1936), University of Oregon. At Oregon College of Education since 1922.

Edward Fletcher Barrows, Ph.D., Associate Professor of Science.
Ph.B. (1923), Brown University; M.A. (1929), Harvard University; Ph.D. (1932), Brown University. At Oregon College of Education since 1932.

Elsie Krieg Bolt, M.A., Assistant Professor of Education; Supervisor of Teaching.
B.S. (1925), University of Oregon; M.A. (1937), Teachers College, Columbia University. At Oregon College of Education since 1926.

Esther Bonnichsen, M.A., Assistant Professor of Education; Supervisor of Teaching.
B.S. (1932), Iowa State Teachers College; M.A. (1937), Teachers College, Columbia University. At Oregon College of Education since 1937.

* As wartime conditions may result in changes in the instructional staff, the faculty as listed is subject to change.
*Eloise Evelyn Buck, M.A., Assistant Professor of English.
  B.A. (1926), University of Oregon; M.A. (1929), Wellesley College. At Oregon
  College of Education since 1932.

Oscar Carl Christensen, M.S., Assistant Professor of Social Science.
  B.S. (1921), Kansas State Teachers College; M.S. (1938), University of Oregon.
  At Oregon College of Education since 1925.

*Joseph Alfred Cox, M.S., Assistant Professor of Physical Education; Coach.
  A.B. (1926), Colorado College; M.S. (1937), Oregon State College. At Oregon
  College of Education 1929-32 and since 1935.

†Phebe Butler Cox, M.A., Assistant Professor of Education; Supervisor of
  Teaching.
  B.S. (1927), Kansas State Teachers College; M.A. (1936), University of Oregon.
  At Oregon College of Education since 1929.

Jane Catherine Dale, M.A., Assistant Professor of Education; Supervisor of
  Teaching.
  B.A. (1938), M.A. (1939), University of Wisconsin. At Oregon College of Educa-
  tion since 1939.

Neva Opal Dallas, M.S., Assistant Professor of Education; Supervisor of
  Teaching.
  B.S. (1927), Oregon State College; M.S. (1937), University of Oregon. At Oregon
  College of Education since 1929.

*Homer Dodds, M.A., Assistant Professor of Science.
  B.S. (1904), Ottawa University; M.A. (1937), Western State College of Colorado.
  At Oregon College of Education since 1921.

Mary Agnes Donaldson, M.A., Assistant Professor of Education; Supervisor
  of Teaching.
  B.S. (1925), University of Oregon; M.A. (1937), University of California at Los
  Angeles. At Oregon College of Education since 1921.

*Lucius Elder Forbes, Ph.D., Associate Professor of Psychology.
  B.S. (1917), University of Montana; M.A. (1929), Ph.D. (1931), University of Wash-
  ington. At Oregon College of Education since 1931.

Dora Agnes Gallagher, M.A., Assistant Professor of Education; Supervisor
  of Teaching.
  B.Ed. (1933), Minnesota State Teachers College; M.A. (1936), Teachers College,
  Columbia University. At Oregon College of Education since 1936.

Pearl Heath, M.S., Assistant Professor of Art.
  B.A. (1931), San Jose State College; M.S. (1937), University of Oregon. At Ore-
  gon College of Education since 1927.

Emma Frances Henkle, M.A., Assistant Professor of Education; Supervisor
  of Intermediate Education.
  B.S. (1931), M.A. (1932), Teachers College, Columbia University. At Oregon Col-
  lege of Education 1922-29 and since 1932.

Florence White Hutchinson, M.S., Assistant Professor of Music.
  B.M. (1929), MacPhail School of Music; B.S. (1934), University of Southern Cal-
  ifornia; M.S. (1940), University of Idaho. At Oregon College of Education since
  1929.

Harvey Edgar Inlow, M.A., Professor of History.
  L.L.B. (1915), University of Oregon; B.A. (1916), Pacific University; M.A. (1933),
  Stanford University. At Oregon College of Education since 1937.

* On leave 1943-44 for military or civilian war service.
† On leave 1943-44.
JOSEPH SAMUEL LANDERS, M.A., Assistant Professor Emeritus of Education.  
B.S. (1888), Valparaiso University; A.B. (1917), M.A. (1918), University of Colorado. At Oregon College of Education since 1921.

RUTH LAUTENBACH, M.A., Assistant Professor of Physical Education.  
B.S. (1930), M.A. (1931), University of Iowa. At Oregon College of Education since 1940.

*CHARLES ROBERT LAXSON, M.A., Instructor in Music.  
B.A., B.M. (1934), Monmouth College (Illinois); M.A. (1943), University of Idaho.  
At Oregon College of Education since 1940.

OMA BELLE EMMONS McBEE, M.S., Assistant Professor of Education; Supervisor of Teaching.  
B.S. (1932), M.S. (1938), University of Oregon. At Oregon College of Education since 1922.

RUTH McCLURE, M.A., Assistant Professor of Education; Supervisor of Teaching.  

IVAN MILHOUS, Ph.D., Associate Professor; Head of Departments of Education and Psychology; Director of Training Schools.  
B.A. (1930), Penn College; M.A. (1931), Haverford College; Ph.D. (1940), State University of Iowa. At Oregon College of Education since 1940.

EDNA MINGUS, M.A., Assistant Professor of English.  
B.A. (1902), State University of Iowa; M.A. (1916), University of Chicago. At Oregon College of Education since 1919.

ERNEST AUSTIN PHELPS, B.S., Instructor in Education; Supervisor of Teaching.  
B.S. (1938), University of Oregon. At Oregon College of Education since 1942.

ELIZABETH RADER, M.A., Assistant Professor of Education; Supervisor of Teaching.  

JOSEPH FREDERICK SANTEE, Ph.D., Associate Professor of Social Science.  
B.S. (1924), Oregon State College; M.S. (1928), University of Oregon; Ph.D. (1938), University of Washington. At Oregon College of Education since 1926.

DORA BROWN SCHEFFSKY, M.A., Assistant Professor of Education; Supervisor of Teaching.  
B.S. (1927), Missouri State Teachers College; M.A. (1936), University of Missouri. At Oregon College of Education since 1930.

ANNA LIBBIE SCHWARTZ, M.A., Instructor in Education; Supervisor of Teaching.  
B.E. (1939), Mankato State Teachers College; M.A. (1942), State University of Iowa. At Oregon College of Education since 1943.

GEORGINA H. SILLIMAN, M.A., Instructor in Education; Supervisor of Teaching.  
B.S. (1933), New Mexico State Teachers College; M.A. (1939), George Peabody College for Teachers. At Oregon College of Education since 1944.

IDA MAE SMITH, M.A., Assistant Professor of Education; Supervisor of Primary Education.  

* On leave 1943-44.
HAROLD MILTON SPRAGUE, M.A., Assistant Professor of Education; Principal of Training School; Supervisor of Teaching.
B.S. (1929), Nebraska State Teachers College; M.A. (1934), Colorado State College of Education. At Oregon College of Education since 1942.

AMOS COLFAX STANBROUGH, M.A., Assistant Professor of Mathematics.
A.B. (1895), Pacific College; M.A. (1933), University of Oregon. At Oregon College of Education since 1924.

*BEULAH STERNO THORNTON, M.A., Assistant Professor of English.
B.A. (1915), M.A. (1938), University of Oregon. At Oregon College of Education since 1926.

HENRIETTA B. WOLFER, M.S., Assistant Professor of Education; Supervisor of Teaching.
B.S. (1925), M.S. (1936), University of Oregon. At Oregon College of Education since 1925.

Cecilia Elizabeth Brennan, B.S., Director of Placement Service and News Bureau; Teacher of Typing.
B.S. (1933), University of Oregon. At Oregon College of Education since 1939.

Margaret Ruth Denney, R.N., Instructor; Director of Student Health Service; Teacher of Health.
R.N. (1937), Multnomah County Hospital; P.H.N. (1941), University of Oregon; B.S. (1941), Oregon State College. At Oregon College of Education 1937-39 and since 1940.

Clifford Albert Fratzke, B.S., M.D., Physician.
B.S. (1929), M.D. (1931), State University of Iowa. At Oregon College of Education since 1941.

Marion Grace Fuller, B.A., B.S., Assistant Librarian.
B.A. (1938), University of Oregon; B.S. (1941), School of Library Service, Columbia University. At Oregon College of Education since 1943.

Dessa Hofstetter, B.A., Assistant Professor; Librarian.
B.A. (1934), University of Oregon; Certificate in Librarianship (1935), University of California. At Oregon College of Education since 1941.

Fay Johnson, Assistant Registrar; Recorder.
At Oregon College of Education since 1927.

Maud Russell Macpherson, Assistant Professor; Librarian Emerita.
Specialized training in School of Library Science (1899-1900), University of Wisconsin. At Oregon College of Education since 1921.

Wanda Louise Messinger, Secretary to the President.
At Oregon College of Education since 1943.

Marie Miller, Secretary, Business Office.
At Oregon College of Education since 1927.

Clarence L. Tomkins, Superintendent of Buildings and Grounds.
At Oregon College of Education since 1935.

* On leave 1943-44.
General Information

History and Location

The Oregon College of Education is an outgrowth of Monmouth University, organized in 1856 and opened in 1861. The name was changed to Christian College and the institution was chartered in 1866. In 1882 it became the Oregon Normal School, continuing under that name until 1939, except for a period of two years (1909-1911) when it was deprived of state support. The institution was maintained by combined faculty and community cooperation until re-established as a state normal school in 1910 by vote of the people. In 1939 the legislature changed the names of all the state normal schools to colleges of education. The presidents of the institution in the early years of its history were: Thomas W. Haley, L. L. Rowland, and A. D. Butler. Following them were: Thomas Franklin Campbell, 1869-1882; Davis Truman Stanley, 1882-1889; Prince Lucien Campbell, 1889-1902; Edwin De Vore Ressler, 1902-1909; John Henry Ackerman, 1911-1921; Joseph Samuel Landers, 1921-1932; Julius Alonzo Churchill, 1932-1939; and Charles Abner Howard, 1939 to date.

In many respects the College is very fortunately situated. Monmouth is located in the Willamette Valley near the state's population center, sixteen miles from the state capital, Salem. Exceptional climatic and scenic advantages afford a healthful and delightful place for study and campus life. A chamber of commerce and a civic club of active, enthusiastic women are serviceable features of the community life. The campus itself is a beautiful and dignified spot entirely in keeping with the spirit of an institution of higher learning.

Facilities

Facilities for instruction include the campus college buildings at Monmouth, with their classrooms, libraries and laboratories, the recreation fields, and all equipment, together with the Training School at Independence.

Campus. Occupying an area of 17 acres, the campus of the Oregon College of Education is divided by Monmouth Avenue. To the north are a number of buildings surrounding the Quadrangle and Cottage Close, attractive garden-like areas. Immediately to the east, across the Pacific Highway, are located the Monmouth Training School and the Administration Building. To the south is the fir grove planted by the pioneer founders of old Christian College, and the Health and Physical Education Building. West of the grove are tennis courts and Butler Athletic Field.

Campbell Hall (1871, 1889, 1898, 1917). Campbell Hall has been named in honor of President T. F. Campbell, who served from 1869 to 1882, and his son, Dr. P. L. Campbell, President from 1889 to 1902. The first section of this building, which is modified Gothic architecture, was constructed in 1871. Additions have been made at different times on the north, south, and west. This early building has suggested the architectural design of the more recent struc-
The Administration Building, Facing Campbell Hall Across the Pacific Highway
turers on the campus. The building contains the library, the main auditorium, classrooms, faculty offices, and student lounge. The auditorium is adequate in size to permit bringing to the campus public attractions of the most desirable type.

**Administration Building.** The Administration Building, completed in September 1936, is a three-story brick structure providing the President's office, general institutional offices, psychological and physical laboratories, and ten classrooms.

The **Health and Physical Education Building**, costing sixty-six thousand dollars, was completed in March 1936. The building is of brick masonry walls with tapestry brick facings. The gymnasium has a floor of standard size and a seating capacity of one thousand. On the lower floor showers are provided. The two handball courts in the annex are standard in size and construction.

**Music Hall (1890),** a remodeled dwelling, affords facilities for the music department.

The **Monmouth Training School (1916)** contains classrooms, recitation rooms, and supplementary rooms equipped for classes in cooking and sewing, the library, and an auditorium.

The **Independence Training School (1926),** located about two miles from Monmouth, is regularly connected with it both by private and by public bus service. It is thoroughly modern, and with its adjoining gymnasium and playground, provides facilities for a complete elementary school.

**Jessica Todd Hall (1912, 1921)** accommodates 126 students. Built at two different periods, the building has several unusual and attractive features resulting from the adjustments necessarily made in the architectural plan. Among these are the arrangement of two dining rooms with the kitchens between, the private dining room for students who serve as waitresses, and the attractive gallery-like reception rooms. The large living room affords unusual accommodations for social life. The dining rooms provide seating for 275 persons, accommodating all students living in the halls of residence. The major space of the hall is devoted to the 103 double and single rooms.

The **Senior Cottage (1917),** a two-story house of red brick and gray shingled walls, which for a number of years was used as a women's residence hall, now provides quarters for the student health service.

**West House (1924),** the men's dormitory, is a stately hall, Colonial in type. Amply proportioned, with pleasant individual student rooms, and a large living room and den, tastefully furnished, this house affords a congenial home for a group of twenty men students.

**Recreation Hall (1914),** the old gymnasium, is a center for student social activities and is also used for folk- and tap-dancing classes.

**Libraries.** The libraries of the Oregon College of Education, which occupy the first floor of the north wing of Campbell Hall, contain approximately 30,000 volumes, several thousand pamphlets, and all the principal magazines and Oregon newspapers.

In addition, through unified library administration, all the books, totaling 644,941 volumes, in the libraries of the several state institutions of higher edu-
The Health and Physical Education Building, completed 1936.
cation are made available, to the fullest extent possible, to the students and faculties of all the institutions. In the same way, the services of the trained staff of specialists in the various divisions of library service in the several institutions are also available to the entire State System of Higher Education. Libraries and museums of all of the institutions are regularly open to the public in general as well as to the students and faculties of the educational system.

Students have unusual advantages for independent investigation on educational, professional, scientific, and current topics, through unrestricted use of the open-shelf system in the Model Library, the reserve book room, and the main reference library.

The Model Library contains the books adopted by the state for use in the public schools, together with valuable supplementary text and reference books. This library offers especial advantages to students who are organizing material for teaching, as there is abundant supplementary matter.

Library fines and charges. The following regulations govern Library fines and charges:

1. A fine of one cent per day is charged on all overdue books loaned on general circulation.
2. All books especially needed for use at the Library are subject to recall at any time and should be returned promptly when requested. Patrons failing to return books promptly when notified to do so are subject to a fine of not more than one dollar for each day of delay.
3. A fine of five cents per hour or fraction thereof is charged on all overdue reserve books.
4. A service charge of 25 cents is levied on all students reported to the Business Office at the close of the term for failure to settle accounts at the Library.
5. Lost books are charged at list price, half of which will be returned on recovery of the lost book.

Admission

In order to be admitted to the Oregon College of Education a student must be of good moral character and must present evidence of acceptable preparation for work at the college level. The development of character is regarded as a primary aim in education and is emphasized at all the state institutions of higher education.

Every person applying for admission to the regular sessions of the College of Education must submit complete records of all school work beyond the eighth grade. These records become the property of the College. For lack of complete records, the College may cancel the student’s registration. All records should be filed with the Registrar at least two weeks before the applicant expects to enter the College. If records are filed later, the student’s registration may be unavoidably delayed. The Registrar will evaluate the records submitted, and will notify the applicant of his entrance standing.

The requirements for admission to first-year or freshman standing conform to the following uniform entrance requirements adopted by all the institutions of higher education in Oregon:

Graduation from a standard high school, which in Oregon involves the completion of 16 units, 8 of which shall be required as follows: 3 units in English; 2 units in social science, comprising the state-adopted courses in United States history-civics and socio-economic problems; 1 unit in health and physical education; and 2 units selected from the fields of natural science and mathematics or of foreign language. Two units in either natural science or mathematics or 1 unit in each of these fields will be acceptable, but a minimum of 2 units in a single language will be required if a foreign language is selected.
Graduates from standard out-of-state high schools shall be required to present substantially the same distribution of units. Applicants who are not residents of Oregon may be required to meet additional requirements demonstrating superior ability.

Evidence of acceptable scholastic preparation may consist of either (1) certificate of preparatory-school record, or (2) statement of standing on College Entrance Board examinations.

Application for admission from students with no preparation beyond high school graduation is made on the official form, Application for Admission to Oregon Higher Institutions, prepared by the State Department of Education. The applicant's scholastic record must be certified by the principal or superintendent of his school. These application forms may be obtained from the high school principal or superintendent or from the Oregon College of Education. This official certificate should be filed with the College of Education Registrar at least two weeks before the applicant expects to enter the College; if applications are submitted later, registration may be unavoidably delayed.

Admission before Graduation from High School. In accordance with a plan for wartime educational acceleration recommended in January 1943 by a committee of high-school administrators and representatives of the colleges and universities of Oregon, following recommendations of the Educational Policies Commission of the National Education Association, selected high-school students may be admitted to the Oregon College of Education before completing the regular four-year high-school course, under the following conditions:

1. Boys who have attended high school for 6 semesters before the beginning of the second semester of the school year 1943-44, and who have completed 12 units of high-school work (exclusive of health and physical education) may be admitted to the College, provided they can satisfy the conditions listed under (2) below.

2. In the selection of high-school boys for admission before graduation, the College will require:
   
   (a) That the applicant rank scholastically within the upper 20 per cent of the boys in his high-school class.

   (b) That he have the recommendation of his high-school principal.

   (c) That the applicant's age on his nearest birthday, when admitted to the College, be 17 years or older.

3. After the beginning of the second semester of the school year 1943-44, the unit requirement for admission before graduation will be gradually increased. The unit requirement between the beginning of the second semester of 1943-44 and the opening of the school year 1944-45 will be 13; between the opening of the school year 1944-45 and January 1, 1945, the requirement will be 14 units. After January 1, 1945, high-school graduation will be required for admission. This provision is correlated with a plan for the acceleration of the regular high-school course for superior students.

Admission with Advanced Standing. Advanced standing is granted to students transferring from accredited institutions. The amount of credit granted depends on the nature and quality of the applicant's previous work, evaluated according to the academic requirements of the Oregon College of Education.
Academic Procedure

THE academic year of the state colleges of education is divided into four terms of approximately twelve weeks each, inclusive of the summer term, which is subdivided into two equal sessions. Students may enter at the beginning of any term but are advised to enter in the fall. It is especially important that first-year or freshman students be present for the opening week. The opening and closing dates for the terms of the current year are given in the academic calendar on pages 8-9.

Definitions applying to academic procedures of the College are as follows:

A COURSE is a subject or an instructional subdivision of a subject offered through a single term.

A YEAR SEQUENCE consists of three closely articulated courses in a subject extending through the three terms of the academic year.

A CURRICULUM is an organized program of study arranged to provide definite cultural or professional preparation.

A TERM HOUR represents three hours of the student's time each week for one term. This time may be assigned to work in classroom or laboratory or to outside preparation. The number of lecture, recitation, laboratory, studio, or other periods per week for any course may be found in the course descriptions in this catalog or in the regular schedule of classes.

Grades and Points. The quality of student work is measured by a system of grades and grade points.

Grades. The grading system consists of four passing grades, A, B, C, D; failure, F; incomplete, INC. Students ordinarily receive one of the four passing grades or failure. When the quality of the work is satisfactory, but the course has not been completed, for reasons acceptable to the instructor, a record of incomplete is made and additional time is granted; this additional time is only to the end of the next subsequent term that the student is registered in the institution. Students are officially withdrawn (W) from a course on filing the proper blanks with the registrar's office not later than the end of the first six weeks of the term.

Exceptional accomplishment is denoted by the grade of A, superior by B, average by C, inferior by D, unsatisfactory by F.

Points. Grade points are computed on the basis of 4 points for each term hour of A grade, 3 for each term hour of B, 2 for each term hour of C, 1 for each term hour of D, and 0 for each term hour of F. Marks of INC. and W are disregarded in the computation of points. The grade-point average (GPA) is the quotient of total points divided by total term hours in which grades (A, B, C, D, and F) are received. A minimum grade-point average of 2.0, or C, is required for admission to student teaching, and for graduation.

Interchangeable Credits. Transfer from one of the state colleges of education to another is wholly feasible without loss of time or credit. Credits earned at any of these colleges, moreover, are accepted at their full value in the School of Education at either the University of Oregon or Oregon State College, and are applicable toward the junior certificate in most other curricula.
Fees and Deposits

FEES and deposits in all the state institutions of higher education are charged according to a uniform plan, varying on different campuses according to differences in conditions or nature of work offered. The institution reserves the right to change the schedule of tuition and fees without notice.

The fees at all three colleges of education are the same. In the fee schedule below are listed the regular fees paid by all students under the usual conditions. These registration fees entitle the student to the use of the College of Education library, to the use of laboratory equipment and materials in connection with courses for which the student is registered, to medical attention and advice at the Student Health Service, to the use of gymnasium equipment (including gymnasium suits and laundry service), and to all other services maintained for the benefit of students. No reduction of fees is made to students who may not desire to use some of these privileges.

In addition, a matriculation fee of $2.00 is collected from a student registering for the first time, and an optional student-body fee of $5.00 per term is paid for student-body membership, making available to the student a subscription to the student newspaper, admission to all athletic and forensic contests, to social functions, and to musical, dramatic, and literary events sponsored by authorized student-body organizations.

<table>
<thead>
<tr>
<th>Fees</th>
<th>Per term</th>
<th>Per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$ 8.50</td>
<td>$ 25.50</td>
</tr>
<tr>
<td>Incidental fee</td>
<td>5.50</td>
<td>16.50</td>
</tr>
<tr>
<td>Building fee</td>
<td>5.00</td>
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<tr>
<td>Total for Oregon residents</td>
<td>$ 19.00</td>
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<tr>
<td>Additional fee for nonresidents</td>
<td>10.00</td>
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<tr>
<td>Total for nonresidents</td>
<td>$ 29.00</td>
<td>$ 87.00</td>
</tr>
</tbody>
</table>

Note: The table does not include the matriculation fee of $2.00 paid by all students registering for the first time, or the optional student body fee of $5.00 payable each term.

Regulations Governing Nonresident Tuition. The Oregon State Board of Higher Education as defined a nonresident student as a person who comes into Oregon from another state for the purpose of attending one of the institutions under the control of the Board.

In order to draw a clear line between resident and nonresident students the Board has ordered that all students in the institutions under its control who have not been domiciled in Oregon for more than one year immediately preceding the day of their first enrollment in the institution shall be termed nonresident students, with the following exceptions:
1. Students whose fathers (or mothers, if the father is not living) are domiciled in the State of Oregon.
3. Students holding bachelor’s or higher degrees from higher educational institutions whose work is acceptable as preparation for graduate work.
4. Students in summer sessions.

Part-Time Student’s Fee. Students registering for six term hours or less pay a fee of $8.50 per term; if they desire the privileges of the Student Health Service or the gymnasium suit service, they also pay the incidental fee of $5.50 (or $4.00 for the Health Service only, $1.50 for gymnasium-suit service only).
Jessica Todd Hall from the south, with a glimpse of Campbell Hall at the left.
Auditing Fee. Students enrolling as auditors pay a fee of $3.00 per course.

Late-Registration Fee. Students registering after the scheduled registration dates of any term pay a late-registration fee of $1.00 for the first day and $1.00 for each additional day until a maximum charge of $5.00 is reached.

Change-of-Program Fee. Students will be charged a fee of 25 cents for any change they may wish to make in their programs after they have been approved by the Registrar's Office.

Graduation Fee. A fee of $4.50 will be charged students receiving the diploma.

Degree Fee. A fee of $6.50 will be charged those receiving the bachelor's degree.

Transcript Fee. One transcript of a student's record will be furnished by the Registrar without cost. Thereafter a fee of $1.00 will be charged for each transcript furnished. No charge is made for transcript for students entering military service.

Living Accommodations

It is recognized that in addition to trained faculties and adequate facilities for instruction, a student in college should have such living accommodations as will not only promote his physical health but also provide him with opportunities for mental, social, and spiritual growth. To this end, living conditions are made as congenial as possible, expenses are kept at a minimum, and a wholesome, democratic atmosphere is fostered.

All freshman women not living with relatives in Monmouth or Independence are required to live in the women's dormitory unless excused by a special committee. Upper-class women may live in the dormitory, but all students reserving rooms in the dormitory must live there until the end of the school year unless substitutes are provided.

Residence Halls. Halls of residence, modern and excellent in all essential respects, are maintained for women. Living conditions within the halls are made as nearly like those of a good modern home as possible. In addition, the method of government, the distribution of responsibility, and the opportunities for sharing in all the privileges and activities of a congenial group are such as to promote social coherence and develop college spirit—that indefinable but truly memorable element in the life of a student in an institution of higher learning.

Jessica Todd Hall is a student residence of unusual attractiveness, unique in both plan and furnishing, that will accommodate 126 girls. Concerning Jessica Todd Hall, Dr. Harry W. Rockwell, with an experience of many years in inspecting teachers colleges for the American Association of Teachers Colleges, said in his report that "Monmouth has the best dormitory I have ever seen in schools of this type" and spoke approvingly of the "very evident effect of such perfect home surroundings on professional development."

West House, remodeled in the fall of 1936 to provide a dormitory for men, accommodates 20 men students in congenial, comfortable surroundings.
The student rooms are provided with steam heat, hot and cold running water, and equipped with individual clothes closets and the ordinary room furnishings, including bed linen, blankets, bedspreads, and towels, all laundered in the dormitory laundry. A dressing-table cover, a shoe bag, and in some instances a study lamp, are the only furnishings that a student needs to provide.

The expenses for each student living in the halls in effect at the time of printing the catalog are as follows:

Room rent, payable in two equal installments, the first at the beginning of the term, and the second in the middle of the term: double room $20.00 per term; single room $30.00 per term.

Board, payable in advance on the first of each month, $27.00 per calendar month. If increased food costs make it impossible to provide meals at this rate, a revision of charges may become necessary.

Students paying board or room charges after the date on which payment is due are assessed a late-payment fee of $1.00 for the first day, and $1.00 for each additional day until a maximum charge of $5.00 is reached. If dormitory charges are not paid within 10 days after the date due, the student’s registration may be canceled.

The charges for room cover the period of the school term only.

A deposit of $2.00 must be paid to the Director of Dormitories at the time of application for a room. If a student, after making the deposit, does not enter the Oregon College of Education, the deposit will be refunded, provided the Director of Dormitories is notified not later than the first day of registration. The deposit, less any charges for breakage, is refunded when the student leaves the dormitory, except that if the student withdraws before the close of the quarter the deposit is forfeited.

**Off-Campus Houses.** Several approved houses in Monmouth offer housekeeping rooms for students under college regulations. In most instances everything except towels is provided. The cost is from $2.00 to $2.50 per week.

**Student Expenses.** Figuring the cost of a year in college, the student usually thinks of the money he will spend from the time he leaves home until he returns at the close of the year. Such an estimate includes, of course, such personal items as clothing, travel, and amusement, items which vary according to the thrift, discrimination, and habits of the individual. The following table gives as nearly as possible the average expenses incurred by a student during an academic year. The incidental item varies greatly with the individual. Cost of clothing is not included. The expenses of the first term are listed separately, since the first term involves expenses not incurred during the second and third terms.

<table>
<thead>
<tr>
<th>Items</th>
<th>First term (13 weeks)</th>
<th>Year (35 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional fees</td>
<td>$ 19.00</td>
<td>$ 57.00</td>
</tr>
<tr>
<td>Student-body fee (optional)</td>
<td>5.00</td>
<td>15.00</td>
</tr>
<tr>
<td>Books and supplies</td>
<td>10.00</td>
<td>20.00</td>
</tr>
<tr>
<td>Board and room</td>
<td>90.00</td>
<td>265.00</td>
</tr>
<tr>
<td>Incidents</td>
<td>15.00</td>
<td>45.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$139.00</strong></td>
<td><strong>$402.00</strong></td>
</tr>
</tbody>
</table>

*Note:* The table does not include the matriculation fee of $2.00 paid by all students on first registration. Board and room charges are based on the cost at the residence halls figured on the rates in effect at the time of publication of this catalog.
Self-Support. Many students earn a large part of their expenses by work in the summers and during the academic year. Only those who are in good health and who can maintain a high scholastic standing can expect to succeed in carrying a full college course and at the same time earn a major part of their expenses.

The work available during the academic year consists of such tasks as housework, janitor work, typewriting, reporting, waiting on table, clerking, gardening, caring for children, odd jobs, etc.

Organized effort is made to assist those desiring to find work. Remunerative employment cannot be guaranteed to all who may desire it, and the new student should have sufficient funds to cover the expenses of at least the first term. The attention of new students who intend to earn all or part of their living is called to the following results of experience:

1. Work of any kind is much more readily obtained after the student has had opportunity to familiarize himself with the local conditions.
2. No student should expect to obtain employment by correspondence. Positions for part-time employment are not listed, as a rule, until about the time the term opens.
3. No student should come expecting to earn money unless he knows how and is willing to work. Only those students who do their work well can succeed in obtaining employment.
4. A student earning his board and room should not expect to carry a full load of term hours.

Student Welfare

Many agencies exist at the Oregon College of Education for promoting student welfare. It is the endeavor of all members of the faculty to help promote and maintain conditions that make for purposeful and effective study and wholesome, alert, and happy living.

Orientation and Guidance. A definite program of orientation to assist students in making a happy adjustment to college life is an important feature of the opening days of the fall quarter. Three days of the first week are devoted particularly to new students and their needs. In addition to the customary registration procedure, events of special interest to those on the campus for the first time are planned: campus tours to acquaint students with the buildings and the facilities of the campus; assemblies, to introduce newcomers to traditions and songs; informal social functions, to provide opportunity for students and faculty to meet; activity nights and other functions to interest students in the many aspects of college life, its responsibilities and possibilities. A series of placement, aptitude, and intelligence tests provides much information of value to counselors who are always available to students seeking help at time of entrance and throughout the year.

The dean of women and the dean of men are ready at all times to assist students with individual problems. The members of the faculty are always available to students for counsel regarding their plans and ambitions.

Assemblies. General assemblies of faculty and students are regarded as important elements in the program of the College. Through assembly singing, student programs, addresses by members of the faculty and visiting educators, music, and other features, these college convocations make definite contribution to the educational life of the institution.

Book Exchange. A book exchange is maintained through which students have opportunity to purchase textbooks at reduced prices.
THE TRAINING SCHOOL OF OREGON COLLEGE OF EDUCATION ON THE CAMPUS AT MONMOUTH.
Student Health Service

Through the Student Health Service the College does all within its power to safeguard the health of its students. The Health Service accomplishes its ends through health education, complete medical examinations for the detection of remediable defects, constant vigilance against incipient disease, medical treatment of acute diseases, and the maintenance of hygienic student living conditions.

The health services at the institutions in the Oregon State System of Higher Education are maintained upon a self-supporting basis and do not provide any profit. Any student, having paid the incidental fee of $5.50 per term (see page 23), is entitled to general medical attention and advice at the Student Health Service during office hours. If his condition requires hospitalization for general medical attention, he is entitled to free care not to exceed a total of fifteen days hospitalization during the academic year, if he has been in attendance for three terms; ten days if he has been in attendance for two terms; and five days if he has been in attendance for only one term. For longer periods an additional charge is made. In no case will the Health Service pay a private hospital bill for a student. When a special nurse is necessary, the expense must be met by the student. All expenses of or connected with surgical operations, or highly specialized service, must be borne by the student. A student who is ill may, on request, be attended at his rooming place by health-service physicians. For such a call at a student's place of residence an additional fee of $1.00 is charged, payable at the business office upon receipt of a statement from the Student Health Service. Calls after health-service hours should be telephoned to the Student Health Service.

The Oregon College of Education health service maintains a dispensary on the campus for the protection and promotion of health for the students. The service is in charge of a physician and is supervised by a registered nurse. The Student Health Service is not available to members of the faculty.

Vaccination. Under ruling of the State Board of Higher Education, students are required, as a condition of entrance to any of the institutions in the State System, to satisfy the institutional physician of immunity to smallpox (by evidence of having had the disease or of successful vaccination). Exception is made, however, for students who decline vaccination because of religious convictions. Such students may be admitted, but only on the condition that they, or (in case of minor or dependent students) their parents or guardians, agree in writing to assume all expenses incidental to their care or quarantine, should they fall ill with smallpox while students at the institution.

Loan Funds

As an aid to students in financing a part of their residence study a number of loan funds have been established. Some of these are available to students at any of the institutions in the Oregon State System of Higher Education. Other loan funds are available only to students on certain campuses. Many special loan funds have been established applicable only to a particular institution. At all the institutions the loan funds are administered by officers of the institution according to whatever provisions may have been specified by the respective donors of funds.
Oregon College of Education Training School at Independence.
The loan funds established for the use of students of the College of Education have benefited many earnest and capable students who could not have completed their teacher training without this source of financial aid. The funds are being gradually increased by the generous thought and effort of each class at graduation and of individual friends. The money is kept in constant circulation under the direction of the student-loan-fund custodian.

The Ackerman Memorial Loan Fund, named in memory of the late J. H. Ackerman, former President of the College of Education, has been built up through the contributions of graduating classes, individual contributions from members of the Alumni Association, and from the faculty.

The Federation of Women's Clubs Educational Fund provides loans to women students who are well recommended.

Masonic Educational Funds. The Grand Lodge of the State of Oregon has assigned $2,000 to a fund which may be used by needy sons and daughters of Master Masons. Loans from this fund are made at the discretion of the Trustees of the Grand Lodge, upon the recommendation of the president of the institution and the approval of the master and wardens of the lodge located in the same place as the institution. Loans to any one student may not exceed $300 in a school year, subject to repayment in full or in installments at the borrowing student's earliest convenience.

The Knights Templar have a national fund available for the aid of students in the junior and senior years. The student applying need not necessarily have Masonic affiliations as a prerequisite. Loans from this fund are obtained in the manner above described.

Eastern Star Educational Fund. Loans are available to students who are members or daughters of members of the Order of the Eastern Star. Loans are made in amounts of not more than $300 in an academic year. Notes are for one year, renewable at the pleasure of the Worthy Matron, and draw 4 per cent interest. Loans are made upon honor, no security being asked, and will be made by the Trustees of the Grand Lodge on the recommendation of the president of the institution which the student is attending and the approval of the Worthy Matron and Worthy Patron of the chapter of the Order of the Eastern Star located in the same place as the institution of learning.

Rachel Phillips Loan Fund. The Oregon College of Education was made beneficiary of one-third of the estate of Mrs. Rachel Phillips, of Oregon City. The amount of the bequest was made available for use as a student loan fund by the Board of Regents.

Ben Selling Loan Fund. Many worthy students have been assisted through the Ben Selling Loan Fund.

The J. S. Landers Loan Fund is an emergency fund to meet immediate needs of students. Loans are made in small amounts and are for a short time only.

Red Cross Loan Fund. Loans are made to students for remedial purposes through the Health Department.

The Julia McCulloch Smith Loan Fund was given to the Oregon College of Education by Mr. John E. Smith, of Ames, Iowa, in memory of
his wife, Julia McCulloch Smith, a graduate of the Oregon College of Education. The fund is loaned to worthy women students.

Honors, Awards, and Scholarships

As incentive to unusual achievement in scholarship and activities generally, or in special fields of endeavor, certain honors and prizes have been provided as awards to students.

The Julia McCulloch Smith Award is given each year to the outstanding senior woman.

Bernard Daly Educational Fund. Under terms of the will of the late Dr. Bernard Daly, of Lakeview, Oregon, worthy self-supporting young men and women of Lake County, Oregon, may receive a part or all of their necessary college expenses. The terms of the will provide that the income from this fund be used to pay the college expenses of at least fifteen students each year. The fund is administered by a board of trustees who select candidates annually from a list of applicants recommended by the county judge and county school superintendent, following qualifying examinations given in Lake County.

State Scholarships. A limited number of tuition and fee scholarships are available to students in the State System of Higher Education for the year 1944-45. For the colleges of education these scholarships carry values of $25.50 a year toward the payment of tuition, fees, and laboratory charges totaling $59.00. Recipients of scholarships are not relieved from the payment of the health service fee, the building fee, and special fees.

The scholarships are available to graduates of Oregon high schools who rank in the upper third of their graduating class, and who need financial assist-
Activities and Organizations

VARIOUS activities and organizations of alumni and of students add their incentive and direction to the program and ideals of the College of Education. They not only assist in developing the individual student for further service as a teacher, but also strengthen and enrich the life and spirit of the institution.

To the extent that students in training as teachers become familiar with a wide scope of wholesome activities that make for a richer and happier life, they are unconsciously qualifying themselves for leadership and direction of parallel activities that belong in the elementary schools. Spontaneity, skill, and adaptability to people and conditions usually result from such activities, aside from the direct mastery of the art of accomplishment undertaken.

Associated Women Students. The Associated Women Students includes in its membership all women students enrolled in the College and is a valuable asset to the institution and to the membership. The wholesome influence that the organization exerts aids the College in fostering a student atmosphere that is conducive to the development of high ethical and moral ideals and a spirit of cooperation and loyalty among women students.

Associated Men Students. The Associated Men Students includes in its membership all men students enrolled in the College. It promotes college and extracurricular activities of interest to men and attempts to achieve one hundred per cent participation of men students in these activities.

Athletics, Sports, and Recreation. Directly supporting and closely related to instruction in physical education, athletic organizations are maintained both for men and for women students. The Oregon College of Education competes in intercollegiate athletics with the colleges of the Pacific Northwest. In addition to intercollegiate athletics, a comprehensive program of intramural sports is sponsored. The athletic organizations listed below supplement the organized sports.

The Order of the "O" includes all men who have been awarded the official "O" in athletic sports.

The Women's Order of the "O," membership in which is determined by a point system, is pledged to cultivate and uphold high standards of sportsmanship.

The Women's Athletic Association sponsors participation by women students in extracurricular recreational activities.

Fortunately situated in the midst of the Willamette Valley, sixty-five miles southwest from Portland, the state's metropolis, and near Salem, the state capital, Monmouth affords convenient motor transportation to both these centers. Modern highways lead also to the Pacific beaches, and mountain resorts in the Cascades, which are readily accessible for holiday excursions. On the campus the dense fir grove planted by the pioneer founders of old Christian College, the
Memorial Tennis Courts and Butler Athletic Field, all afford attractions for the student seeking recreation. The Willamette and the Luckiamute rivers are within walking distance of the campus, and neighboring mountain forests invite the more ambitious groups to week-end hikes and picnics.

**Forensics and Dramatics.** Through organizations and informally, forensic and dramatic activities are fostered in the College not only for the benefits which such activities bring to those participating but also for their intellectual and cultural value to the campus generally. The ability to organize and express ideas before a group of people is of peculiar importance to the teacher.

The Crimson "O" Players sponsor campus dramatic productions during the year.

**Music.** Through various means, effort is made on the campus to stress the cultural benefits of music as an extracurricular activity. Musical organizations are recognized not only as of great value to the student participating but as essential agencies for developing musical appreciation throughout the institution.

The Orchestra and Band afford opportunity for all students who play musical instruments to obtain instruction and practice. A limited number of the more unusual instruments can be rented.

An *a cappella* choir for both men and women and a women's chorus are open to those students who qualify as members.

**Social Activities.** Through various social activities and organizations, particularly through living groups, students enjoy association with fellow students and personal contact with members of the faculty. The contacts thus afforded constitute one of the most pleasant features of campus life. All students have opportunity to belong to some type of social organization.

Because the real aim of education is character building, and because an integral part of every teacher's work is to provide leadership for impressionable boys and girls, the College of Education fosters, in every way possible, an atmosphere conducive to high social and ethical ideals in the prospective teachers whom it trains. A close personal contact between students and instructors, resulting in mutual confidence and inspiration, is sought. All students are encouraged to participate in student activities and to have a part in establishing and maintaining the spirit of the College.

**Professional and Scholarship Fraternities.** Professional societies are maintained by students for the purpose of fostering high professional standards in scholarship. Election to membership is on the basis of special fitness or attainment in the respective departments or professional fields.

Theta Delta Phi, national honorary fraternity for men, and Sigma Epsilon Pi, honorary for women, are the two scholarship fraternities at the Oregon College of Education. Membership in each is open to any student meeting the stipulated scholastic requirements.

Phi Beta Sigma, the national honorary fraternity with the professional viewpoint, aims to develop scholarship, service, and professional attitudes. Chapters of this fraternity have been organized at a number of teachers colleges and normal schools.

Staff and Key is an organization composed of fifteen senior and ten junior women elected by the members on the basis of scholarship, leadership, loyalty,
friendliness, and cooperation. The club was organized for the purpose of cooperating with the faculty and students in keeping alive traditions of the campus, in upholding high scholastic and social standards, and in creating friendly relations through constructive measures.

The Camp Fire Group of the Oregon College of Education, which was organized in 1915, has been an active campus organization. It is affiliated with the National Camp Fire organization and has for its purpose the furthering of Camp Fire ideals and the training of girl students in group leadership.

Collecto-Coeds is a women's organization of limited membership. The organization promotes interest in athletics and student activities.

La Danza is a selected group of women who find pleasure in the dance as a medium for creative expression.

Inter-Varsity Christian Fellowship and Campus Christian Youth Movement are two active interdenominational organizations which provide ample opportunity for students to enjoy various kinds of religious activities. Membership in these groups is open to all students.

**Publications.** The **Lamron** is the weekly newspaper written, edited, and managed by students with the aid of a faculty adviser. It is designed to keep students and faculty in touch with the activities of the campus and the institution.

The **Grove** is the annual publication of the Associated Students which features a review in pictures and words of the year's activities.
Placement

AT ALL the state colleges of education provision has been made through the placement bureaus to assist students who prepare for teaching at the respective colleges to obtain teaching positions in Oregon schools. Close relation with the schools and school officers of the state is maintained so as to insure the placing of graduates in the positions for which they are best suited. The current year’s graduates receive the placement service without cost; graduates of former years may receive the service of the Placement Bureau for a small annual fee.

Alumni Association

THE graduates of the respective colleges of education maintain a permanent alumni organization. The association maintains contact between the institution and its graduates and among the graduates themselves. Each college is interested to continue to serve its graduates in their various fields of endeavor, and they in turn are usually alert to opportunities to upbuild the work of their Alma Mater.

One of the very positive assets of the Oregon College of Education is its loyal and active Alumni Association. The College endeavors to keep a record of its graduates, with the purpose of rendering a continuing service to them wherever possible. Members of the alumni, on their part, desire to be constantly informed as to the nature of the work and the aims and needs of the College.
AN ART CLASS LEARNS FLOWER ARRANGEMENT.

STUDENTS IN SPEECH MAKE A RECORDING.
Curricula and Courses

Elementary Teacher Training

ELEMENTARY teacher training is characterized in the Federal Survey of Public Higher Education in Oregon as "undoubtedly the most important single factor influencing the future of the State." By action of the State Board of Higher Education March 7, 1932, all elementary teacher training in the State System of Higher Education was placed in charge of a director of elementary teacher training responsible to the Board through the Chancellor for the work of the three colleges of education, including the Eastern Oregon College of Education at La Grande, the Oregon College of Education at Monmouth, and the Southern Oregon College of Education at Ashland. The Board provided that the director shall serve also as President of the Oregon College of Education at Monmouth.

Combined Professional and Academic Curricula. At all the three Oregon colleges of education a twofold educational objective is sought:

1. To provide a broad general education for the prospective teacher as an individual and citizen.

2. To aid in the development of a well-defined philosophy of education and to provide training for effective teaching at the elementary and junior high school levels in line with such philosophy.

The three colleges realize that their obligation to the citizens of Oregon is not discharged solely through the performance of the duty of developing teaching skill in those who go out to teach. Back of the professional training must be an acquired culture that insures an enlargement of the life and integration of personality that will become effective in its influence upon the pupils to be taught.

Two Curricula Now Offered. Two curricula are now authorized at the Oregon colleges of education:

1. The three-year curriculum, on the completion of which the graduate receives a diploma and becomes eligible for certification to teach in the elementary and junior high schools of Oregon.

2. The four-year curriculum leading to the degree of Bachelor of Science in Elementary Education (B.S. in Elementary Education). Those who earn the degree also become eligible for certification to teach in the elementary and junior-high schools of Oregon.

Beginning with January 1, 1941, candidates for certification to teach in the elementary and junior high schools of Oregon must have completed three full years of training to teach in these fields. All certificates are issued by the State Superintendent of Public Instruction.

In 1941 authorization was granted the colleges of education to offer the full four years of work, beginning in 1941-42, and to grant the degree of Bachelor of Science in Elementary Education to those completing the four-year curriculum. Students who have already been graduated from the colleges of education, as well as those who may choose first to complete the three-year course will find it possible to return to the colleges of education for further study and to obtain the bachelor's degree without duplication of work.
Requirements for the Diploma. For the diploma granted on completion of the Three-Year Curriculum, the following requirements must be met:

1. Term Hours: Minimum 144.
2. Grade Point Average (GPA): 2.0 (C) or higher, on all college work.
3. Residence Study: Minimum 48 quarter hours.
4. Correspondence Study: Maximum, 18 term hours.

Requirements for the B.S. Degree. For the degree of Bachelor of Science in Elementary Education, the following requirements must be met:

1. Term Hours: Minimum, 192, including at least 45 in upper division
2. Hours in Education: Minimum, 36, including at least 24 in upper division.
3. Hours in Science or Social Science: Minimum, 36.
4. Grade Point Average (GPA): Minimum, 2.0 (C) on all college work.
5. Residence: Minimum, 48 term hours. The final quarter (16) must be completed in residence.
6. Correspondence Study: Maximum, 24 term hours.
7. Major: All students completing the requirements of this degree will automatically complete a major in the field of elementary education.
8. Minor: Each student is required to choose and complete one teaching minor of 18 term hours from the fields listed below, except that in English, science, and social science a minor shall consist of 12 term hours in addition to the required courses in the degree curriculum:

   Art
   English
   Health and Physical Education
   Mathematics
   Music
   Science
   Social Science

The course work in these minor fields will strengthen the student in specialized fields and at the same time provide a broad foundation in content and background courses so necessary for successful teaching in the elementary and junior high schools.

Practice Teaching. An important factor in the efficiency of an institution for the training of teachers, such as a college of education, is the program for practice teaching. Adequate practice-teaching facilities provide the prospective teacher with the following opportunities: first, to do intensive teaching over a long period of time in order that teaching skill may be developed; second, to do intensive teaching in a comprehensive field of elementary-school subject-matter, thus gaining preparation to teach all of the grades of a rural school; third, to become familiar through the practice school with modern educational equipment; fourth, to practice under close supervision in order that the desired
teaching skills may be developed with as little waste of time and energy as possible; fifth, to teach groups of children approximating in numbers average schoolroom groups; and sixth, to see demonstrated by experts the teaching procedures that the prospective teacher hopes to master. In the Oregon colleges of education the practice teaching is so organized as to make these opportunities available insofar as possible to every student.

To be eligible to enroll for practice teaching in the training school a student must have earned a grade average of C or better on all previous work. In order to be graduated a student must earn a grade of C or better in each of the three required terms of practice teaching. Standardized tests are given before admission to practice teaching to determine the student's proficiency in the essential subjects taught in the elementary grades. Students found to have deficiencies are required to clear them through remedial courses provided for that purpose.

Students spend three hours each day in the training school during the three quarters of their senior year. The program is arranged so that the student may have practice at each of the three levels, primary, intermediate, and upper grades. However, if he wishes to concentrate his practice teaching he may be permitted to do two quarters at the level of his choice.

In order that this program of practice teaching may be carried on efficiently, two modern elementary schools are maintained, one on the campus at Monmouth, and the other at Independence. For the convenience of students doing practice teaching at Independence, the school bus makes regular daily trips to and from this school.

Each year a limited number of senior students is selected on a basis of scholarship, interests, and aptitude for special training in kindergarten work to meet the growing need for teachers in that field.

THREE-YEAR CURRICULUM
College of Education Diploma

<table>
<thead>
<tr>
<th>First Year</th>
<th>Term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
</tr>
<tr>
<td>English Composition (Eng 111, 112, 113)</td>
<td>3</td>
</tr>
<tr>
<td>Foundations of Human Behavior (Sc 101, 102, 103)</td>
<td>3</td>
</tr>
<tr>
<td>Foundations of Physical Science (Sc 201)</td>
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<tr>
<td>Geography (Geo 201, 202)</td>
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<tr>
<td>Orientation (SSc 111)</td>
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<tr>
<td>Personal Hygiene (H 150)</td>
<td>2</td>
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<tr>
<td>Essentials of Speech (Eng 120)</td>
<td></td>
</tr>
<tr>
<td>Background of Social Science (SSc 101, 102, 103)</td>
<td>3</td>
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<tr>
<td>Foundations of Mathematics (Mth 211)</td>
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<tr>
<td>Physical Education (PE 111, 112, 113)</td>
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<tr>
<td><strong>Total</strong></td>
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<table>
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<tr>
<td>World Literature (Eng 107, 108, 109)</td>
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<td>General Psychology (Psy 201, 202)</td>
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<td>Primary Education (Ed 358)</td>
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<tr>
<td>Intermediate and Upper-Grade Education (Ed 359)</td>
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<td>Music I: Fundamentals of Music (Mus 281), Sight Reading (Mus 282), Music Education (Mus 283)</td>
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<tr>
<td>Art Structure I, II, III (A 211, 212, 311)</td>
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<tr>
<td>Teaching of Physical Education (Ed 344, 345)</td>
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### CURRICULA IN ELEMENTARY TEACHER TRAINING

#### Third Year

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<th>Course</th>
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<tbody>
<tr>
<td>Practice Teaching (Ed 415)</td>
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<tr>
<td>Educational Tests and Measurements (Ed 418)</td>
<td>3 3 3</td>
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<tr>
<td>Children's Literature (Eng 388)</td>
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<tr>
<td>Applied Mental Hygiene (Ed 460)</td>
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<tr>
<td>School Organization (Ed 476)</td>
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<td>History of Oregon (Hst 377)</td>
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<td>Elementary-School Library (Ed 380)</td>
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<tr>
<td>Health Education (Ed 351)</td>
<td>3</td>
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<td>American History and Government (Hst 378)</td>
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<td>Electives</td>
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</table>

#### FOUR-YEAR CURRICULUM

**B. S. Degree in Elementary Education**

#### First Year

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<td>English Composition (Eng 111, 112, 113)</td>
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<tr>
<td>Foundations of Physical Science (Sc 201, 202, 203)</td>
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<tr>
<td>Foundations of Human Behavior (Sc 101, 102, 103)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Background of Social Science (SSc 101, 102, 103)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Orientation (SSc 111)</td>
<td>1</td>
</tr>
<tr>
<td>Personal Hygiene (H 150)</td>
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<tr>
<td>Essentials of Speech (Eng 120)</td>
<td>1</td>
</tr>
<tr>
<td>Foundations of Mathematics (Mth 211)</td>
<td>1 1</td>
</tr>
<tr>
<td>Physical Education (PE 111, 112, 113)</td>
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#### Second Year

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</thead>
<tbody>
<tr>
<td>World Literature (Eng 107, 108, 109)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Social Science: History of Western Civilization (Hst 201, 202, 203) or Principles of Economics (Ec 201, 202, 203) or Sociology (Soc 201, 202, 203)</td>
<td>3 3 3</td>
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<tr>
<td>General Psychology (Psy 201, 202)</td>
<td>3 3 3</td>
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<tr>
<td>Introduction to Education (Ed 354)</td>
<td>3</td>
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<tr>
<td>Geography (Geo 201, 202, 203)</td>
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<tr>
<td>Physical Education (PE 211, 212, 213)</td>
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<tr>
<td>Electives</td>
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#### Third Year

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<tbody>
<tr>
<td>Educational Psychology (Ed 312)</td>
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<tr>
<td>Primary Education (Ed 358)</td>
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<tr>
<td>Intermediate and Upper-Grade Education (Ed 359)</td>
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<tr>
<td>Music (Mus 281, 282, 283)</td>
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<tr>
<td>Art (A 211, 212, 213)</td>
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<tr>
<td>Teaching of Physical Education (Ed 344, 345)</td>
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<tr>
<td>Health Education (Ed 351)</td>
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<td>Elementary-School Library (Ed 380)</td>
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<tr>
<td>American History and Government (Hst 378, 379)</td>
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</tr>
<tr>
<td>History of Oregon (Hst 377)</td>
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#### Fourth Year

<table>
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<tr>
<td>Practice Teaching (Ed 415)</td>
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<tr>
<td>Educational Tests and Measurements (Ed 418)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Children's Literature (Eng 388)</td>
<td>3</td>
</tr>
<tr>
<td>School Organization (Ed 476)</td>
<td>3</td>
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<tr>
<td>Contemporary Problems (SSc 411)</td>
<td>3 3</td>
</tr>
<tr>
<td>Applied Mental Hygiene (Ed 460)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Electives</td>
<td>5 5 8</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>16 16 16</strong></td>
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</tbody>
</table>
A Typical Students' Room in Jessica Todd Hall.

The girls enjoy a fireside in Jessica Todd Hall.
Description of Courses

The Arts

Art

LOWER-DIVISION COURSES

A 211. Art Structure I. 3 hours.
The elements of design, color, and representation as they are related to the needs of the student. Creative work is stressed, the student receiving actual experience in different media.

A 212. Art Structure II. 2 hours.
Principles of design, structural and decorative; application through various media; foundation material for design in school work. Prerequisite: A 211.

A 217. Lettering. 1 hour.
Lettering, including a study of historic styles such as Roman, Gothic, Old English, as well as the modern decorative, manuscript, and poster types.

A 218. Crafts. 2 hours.
Application of design to wood carving, metal tapping, metal etching, wood burning, toys, leather tooling, basketry, weaving, and soap carving.

A 219. Pottery. 2 hours.
Ceramic design, clays, engobes, glazes, the processes used in ceramic production, and the firing of different types of ware. (Laboratory fee of $2.50 for all material and the cost of firing.)

A 220. The Print. 2 hours.
Problems in silk screen printing, monotypes, linoleum-blocking in one or more colors, stencil, and batik.

UPPER-DIVISION SERVICE COURSES

A 311. Art Structure III. 3 hours.
Various approaches to the problem of creative expression in art and the flexible course of study. Lectures and discussions deal with problems of the art curriculum in the elementary grades, and the relationship between the study of art and the life interest of the child. Prerequisite: A 211, 212. Assistant Professor Heath.

A 312. The Puppet Show. 2 hours.
Construction of puppet theaters, construction and costuming of puppets, and the actual production of a puppet play. Materials used are easily obtainable in any community. Assistant Professor Heath.

A 313. Commercial Design. 2 hours.
Commercial design including posters, cartoons, and book jackets. Assistant Professor Heath.

A 315. Stage Costume and Design. 2 hours.
Designing of costumes and stage sets for amateur productions. Making of headdresses, masks, properties, small stage models, decorating material. Actual application to specific plays. Assistant Professor Heath.
A 316. Clay Modeling. 2 hours.
Clay modeling applicable to schoolroom use. Includes making of animal forms, bas-relief, and figurines. Assistant Professor Heath.

A 317. Head and Figure Construction. 2 hours.
Several different approaches to the problem of head and figure drawing. Experience is given in relating and creatively expressing, through a series of problems, figure drawing, design, and color. Assistant Professor Heath.

A 351. Outdoor Sketching. 2 hours.
Composition in light, shade, and color, various media. Classes are held out of doors with study of trees, landscape, and other subjects of interest to the class. Assistant Professor Heath.

A 352. Art in Environment. 2 hours.
Study and class participation in fruit and flower arrangement, classroom decoration; analysis of color, texture, and line applied to clothing; discussion of home and civic improvements related to daily life. Assistant Professor Heath.

A 353. History and Appreciation of Design. 2 hours.
Illustrated talks dealing with the relationship between design and ceramics, textiles, architecture, sculpture, painting, caricature, prints, furniture, dress, and photography. Assistant Professor Heath.

Music

LOWER-DIVISION COURSES

Mus 111, 112, 113. Elementary Harmony. 2 hours each term.
Intervals, triads, inversion of triads, chord progression; harmonization of melodies and basses; the dominant seventh chord and its inversions; keyboard work; melodic and harmonic dictation throughout.

Mus 127. Music Appreciation. 3 hours.
Understanding and appreciation of music by means of listening experience dealing with descriptive music, from the simple to the more complex forms, to enable the student as a layman to enjoy music.

Mus 190. Individual Instruction. ½ to 1 hour per term.
Individual instruction in voice, piano, band, and orchestral instruments.

Mus 191. Class Lessons in Voice. 1 hour.
The essentials of singing, including posture, breathing, elimination of tension, resonance, distinct and natural pronunciation, phrasing, style, and interpretation.

Mus 192, 193, 194. Class Lessons in Piano. 1 hour each term.
Elementary piano course, including presentation of song material as a background; rhythm; notation; keyboard; tone thinking; tone production; review of teaching material; transposition.

Mus 232. History of Music. 3 hours.
Evolution of music from primitive man; development of church music; development of instruments; a study of the masters of music including twentieth-century music and musicians.
Mus 281. Music I. Fundamentals of Music. 3 hours.
Elementary rhythmic development and a study of notation, scales, and primary triads, enabling the student to do sight reading of simple unison songs.

Mus 282. Sight Reading. 3 hours.
Reading at sight, songs of more complicated rhythm and melody in the major and minor modes; ear training; part singing; voice training. Prerequisite: Mus 281.

Mus 283. Music Education. 3 hours.
Principles of music education and their application to music teaching in the elementary grades, special attention being given to the voice of the child, to his music interests, and to the school situation. Prerequisite: Mus 281, 282, or equivalent.

Mus 290. Musical Activity. 1 hour each term.
Participation in organized choir, orchestra, or band. Open to students who pass the necessary tests of ability. Each activity meets three periods per week.

Upper-Division Service Courses

Mus 335. Elementary Band Technique. 2 hours.
A course designed to give training in elementary band routine and in methods of organizing beginning band. The work includes actual performance on woodwind, brass, and percussion instruments. Training and rehearsal procedures are demonstrated with members of the class as a playing group. A few instruments will be provided by the school. Mr. Laxson.

Mus 382. Advanced Sight Reading. 2 hours.
Reading, at sight, music in one, two, three, and four parts; writing melodies from dictation. Prerequisite: Mus 281, 282. Assistant Professor Hutchinson.

Mus 432. Elementary School Orchestra. 1 hour.
Organization and training of school orchestras; a brief study of the instruments and of orchestra material; transposing and score writing. Mr. Laxson.

Mus 433. Choral Conducting. 1 hour.
The organization and direction of choruses and the selection of material for choruses in the elementary grades. Assistant Professor Hutchinson.

Education and Psychology

Education

Upper-Division Courses

Ed 312. Educational Psychology. 3 hours.
Latest contributions to educational psychology from experimental education and psychology, with special attention to the psychology of learning. Emphasis is placed on the results of scientific research and experimentation. Prerequisite: Psy 201, 202. Associate Professor Milhous, Assistant Professor Dewey.

Ed 317. Elementary Statistics. 3 hours.
Basic statistical procedures necessary for the interpretation of the pupil scores and the prediction of probable future performance; the reliability of
measures and of test programs is given particular attention. Class exercises are based on actual scores taken in current city and county testing programs. Associate Professor Forbes.

Ed 344. Teaching of Physical Education in Primary Grades. 1 hour.
Theory and practice of physical education for the first three grades; story plays, dramatic dances, rhythmic work, singing games. Assistant Professor Lautenbach.

Ed 345. Teaching of Physical Education in the Intermediate and Upper Grades. 1 hour.
Material for school use; theory and practice of physical education for intermediate and upper grades; opportunity for practice in the technique of instruction; the content of mimetic exercises; games; methods of posture training. Assistant Professor Lautenbach.

Ed 350. Elementary School Curriculum. 3 hours.
Study of present trends in elementary school curriculum development. A brief historical survey is made and the basic principles underlying modern curriculum organization are studied. Current views of the functions and objectives of the elementary school, their implications for curriculum development and educational practices, and problems in scope and sequence are considered. Cooperative experience in curriculum building is included. Associate Professor Milhous.

Ed 351. Health Education. 2 hours.
The fundamental principles of health education with emphasis on the protection and promotion of the health of school children; instruction and guidance in the knowledge and the way of healthful living; the development of a health-service program. Prerequisite: Sc 101, 102, 103; H 150. Miss Denney.

Ed 354. Introduction to Education. 3 hours.
Introduction to the field of education, including a survey of the American public-school system; the importance of public education to the life of the republic; the relation of the school to other social agencies; the relationship of education to other professions; the opportunities for service in the principal fields of educational work; current issues in American education; and the desirability of having a working philosophy of education. Assistant Professors Henkle, Dewey.

Ed 358. Primary Education. 4 hours.
A study of the small child throughout his whole experience, with particular reference to the contributions of the progressive nursery-school, kindergarten, and primary-grade environments. Observation of children in the primary grades, and, as facilities permit, in the kindergarten; the use of observational records; discussion and readings. Assistant Professor Smith.

Ed 359. Intermediate and Upper-Grade Education. 4 hours.
The subject matter of the middle- and upper-grade curriculum; training and experience in organizing subject matter for teaching in lesson and unit planning; modern methods of directing and guiding children's learning; knowledge of teaching procedures; application of psychological knowledge and principles to teaching and learning. This course is concerned with the principles and procedures in teaching the skills: reading, speaking, writing, spelling, and the fundamentals of arithmetic. Prerequisite: Ed 354; Psy 201, 202. Assistant Professors Barnum, Henkle.

Ed 360. Upper-Grade Education. 3 hours.
The principles underlying the teaching of the subjects in the upper grades; technique of presentation, followed by demonstration of such principles and
technique by teachers in the practice schools; characteristics of the adolescent pupil with particular stress on their importance in subject-matter organization and management; sources of interesting and valuable supplementary material. Assistant Professor Barnum.

Ed 361. Preprimary Education. 3 hours.
An evaluation of the preprimary period in terms of the opportunities it affords to build up good attitudes toward school life, to help the child to adjust himself to the group, to build up good habits of work, and to develop a readiness for subjects in the first-grade curriculum, such as reading, numbers, and language. Assistant Professor Smith.

Ed 362. Story Telling. 2 hours.
Materials, techniques, and principles underlying the presentation of poetry and stories for very young children, with actual practice under supervision in their presentation. Assistant Professor Smith.

Ed 372. School Administration. 3 hours.
Problems of the principal in connection with the organization and administration of the elementary school; finance, transportation, important school legislation, buildings, and equipment. Associate Professor Milhous.

Ed 373. Administration of Village and Consolidated Schools. 3 hours.
Problems of administration that a principal meets in the adaptation of the state course of study to the needs of his particular school; promotions, school records, time allotments, pupil accounting. Associate Professor Milhous.

Ed 380. Elementary-School Library. 2 hours.
Organization, administration, and development of the elementary-school library, including instruction in simple methods of handling essential technical, mechanical, and business processes; the care and repair of books; evaluation of reference materials useful for both teacher and children; stimulation of wider use of books for study and recreation; utilization of the library resources of Oregon, and service of the school library to the community. Assistant Professors Hofstetter, Maepherson.

Ed 408. Teaching of Elementary School Science. 3 hours.
A study of the principles and philosophy of the teaching of science in the elementary school. Units on biological and physical aspects of the environment are studied from the standpoint of child understanding. Suitable materials looking toward the development of a teaching kit are prepared. Assistant Professor Dodds.

Ed 415. Practice Teaching. 5 hours each term.
At the beginning of the year the student is assigned a representative load of practice teaching affording him opportunity to make actual adjustment to schoolroom situations; to make actual application of the principles laid down in his theory courses; to be directly responsible for the progress of children; to develop skill in the technique of teaching and schoolroom management. Practice teaching is required throughout the entire year, during which the student has opportunity to teach in all the grades from the first through the eighth. Prerequisite: third-year standing; Ed 354, 358, 359. Training school staff.

Ed 418. Educational Tests and Measurements. 3 hours.
Presentation of standardized tests in the various subjects taught in the elementary schools and in group intelligence tests, the uses and limitations of such tests, the general principles of classroom test making, and practice
in administering, scoring, and interpreting various tests given in the elementary school. Associate Professors Forbes, Milhous.

Ed 441. Creative Education. 2 hours.
Environment, materials, and activities for the young child that tend to stimulate creative work. Consideration will be given to the feasibility of a creative program in crowded public-school situations. Assistant Professor Smith.

Ed 442. Social Sciences in the Primary Grades. 2 hours.
Specific units in the social studies in the primary grades. Discussions on the function of the social sciences; development of techniques and procedures; location and use of source materials. Assistant Professor Smith.

Ed 445. Teaching of Art. 2 hours.
For students of special ability and interest in the teaching of art. Study of child interests and capabilities at different age levels with the view of finding and planning suitable materials and methods of presentation. Actual experience in the teaching of art. Prerequisite: Art 211, 212, 311, and the first two terms of Ed 415. Assistant Professor Heath.

Ed 446. Teaching of Music. 3 hours.
Planning a musical environment for children; ways of using creative expression in all grades through singing, playing instruments, and rhythmic activities; use of phonograph and radio in enrichment of children's musical experience. Assistant Professor Hutchinson.

Ed 448, 449. Industrial Arts for Elementary Schools. Two terms, 3 hours each term.
Instruction in the crafts applicable to the classroom and activity programs of the elementary school; selection and organization of the curricular content of industrial arts as an expression medium, giving motivation to other units of the curriculum and serving as an integrating agency.

Ed 454. History of Education. 2 hours.
Historical development of the general theory of education; adaptation of the aims of education to the state of society in the significant eras of world history; national educational systems; fundamental principles of education that differentiate the American public-school systems from other systems; current educational problems in the light of experiences of the past. Associate Professor Santee, Assistant Professor Henkle.

Ed 455. Comparative Education. 3 hours.
The chief features of the school systems of other countries; particular features of organization, administration, theories, methods, objectives; constant comparisons between foreign and American systems. Associate Professor Santee.

Ed 458. Primary Education. 2 hours.
Application of general educational and psychological principles to actual problems in primary teaching growing out of the student's experience. Emphasis is given to primary reading and to the use of scientific procedures to develop professional goals in reading. Prerequisite: Ed 358. Assistant Professor Smith.

Ed 459. Intermediate and Upper-Grade Education. 2 hours.
Application of general educational and psychological principles to actual problems in intermediate and upper-grade teaching growing out of the student's experience. Emphasis will be given to the content subjects: his-
tory, geography, science, health, etc. Prerequisite: Ed 359. Assistant
Professors Barnum, Henkle.

Ed 460. Applied Mental Hygiene. 3 hours.
Application of mental hygiene principles, stressing their use and limitations
in education. An opportunity will be offered for the use of case-study
technique. Associate Professors Forbes, Milhous.

Ed 461. Child Development. 3 hours.
Consideration of the child as an individual and as a member of social
groups. Included is a study of the kinds of home and school environment
essential to the best intellectual, physical, and emotional development of
the child. Assistant Professor Smith.

Ed 462. Study of the Unusual Child. 2 hours.
Those types of children who do not adjust readily to the usual school,
home, and social environment. Emphasis is placed on the emotionally un-
balanced, the mentally retarded, and the inefficient children. Assistant Pro-
fessor Smith.

Ed 465. Diagnostic and Remedial Instruction in Reading and Literature.
2 hours.
Opportunities for experienced teachers to consider the typical causes of
difficulty in the reading program and to evaluate procedures to be used in
remedial classes, by means of lectures, demonstrations, readings, and case
studies. Assistant Professor Henkle.

Ed 466. Diagnostic and Remedial Instruction in the Skills. 2 hours.
Opportunity to study the diagnostic and remedial treatment of difficulties
in arithmetic, written and spoken language, spelling, and handwriting. Con-
sideration is given to the prevention of errors, standardized and informal
tests, the psychology of drill, practice exercises, and the provision of
individual differences. Assistant Professor Henkle.

Ed 476. School Organization. 3 hours.
Unifying educational principles with reference to problems of school pro-
cedure, routine activities, and rural community relationships. Special at-
tention given to management problems and community relationships that
are pertinent to the smaller schools of Oregon. Professor Inlow.

Ed 477. The Supervision of Teaching. 3 hours.
For supervisors and prospective supervisors. Includes such topics as the
importance of the trained supervisor; the purposes of supervision; what
constitutes good supervision; the means of measuring the results of teach-
ing; teacher rating; problems of the supervisory officer as a coordinator;
the problem of the initiative of the teacher; the value of the group con-
ference; the value of the individual conference. Prerequisite: teaching
experience. Assistant Professors Barnum, Henkle.

Ed 479. Recent Trends in Language Arts. 3 hours.
This course is designed to provide guidance and assistance to in-service
teachers and other qualified students in making a survey and in organizing
materials related to this field and in developing procedures and techniques
of evaluation in terms of the integrated program. Assistant Professor
Henkle.

Ed 483. General Intelligence Testing. 3 hours.
Administration, scoring, and interpretation of the Revised Stanford-Binet
Intelligence Scales. Prerequisite: Ed 312, 418. Associate Professor
Forbes.
Ed 484. Junior High School. 3 hours.
Development of the junior high school, its purposes and objectives. The general organization of the school; courses of study; present practices in leading representative junior high schools; the direction of classroom activities; provision for individual differences; pupil guidance, and socialization. Assistant Professor Barnum.

Ed 493. Observation of Teaching. 1 to 3 hours.
Opportunity for experienced teachers to observe modern trends in education as demonstrated in the training schools and to discuss educational practices and theories. Staff.

Ed 495. Principles of Education. 3 hours.
The course seeks a re-evaluation and relation of education goals and practices in terms of the results of the student's experience. Consideration is given the effectiveness of techniques, revisions, and amplifications of curricular practices, and the results of schooling. An analytical and critical approach is maintained to formulate an integrated philosophy of education. Associate Professor Santee.

Ed 499. Criticisms of Current Educational Theory. 2 hours.
Analysis and evaluation of educational procedures in terms of current educational philosophies. Major topics considered are the curriculum; the activity program; the value of vicarious experiences; education in terms of the cultural heritage; the integrating unit; the educational value of the social sciences. Associate Professor Milhous.

Psychology

LOWER-DIVISION COURSES

Psy 201, 202, 203. General Psychology. 3 hours each term.
The science of psychology, the nature of man, processes of learning, and common modes of resulting individual and social behavior. Special attention is given to the evolving social adjustments of the individual, development of an objective attitude toward himself and others, emotional conditioning, and the mechanisms of adjustment necessitated by society. Prerequisite: Sc 101, 102, 103.

Psy 204, 205, 206. General Psychology Laboratory. 1 hour each term.
Laboratory experimental methods coordinated with Psychology 201, 202, 203, which should be taken concurrently.

Psy 215. Applied Psychology. 3 hours.
The general nature of the organism and the effects of environmental influences on responses; the nature and causes of individual differences; advertising and salesmanship in relation to attention, interest, and feeling; selection and control of employees; evidence and testimony; the voter; politician, and political strategy; helps in medical practice and mental hygiene. Prerequisite: Psy 201, 202.

UPPER-DIVISION SERVICE COURSES

Psy 411. Genetic Psychology. 3 hours.
The growth of behavior during the prenatal period, infancy, and early childhood. Facts and theories pertaining to the development of locomotion, perception, emotion, intelligence, language, and social behavior in the young child. Prerequisite: Psy 201, 202. Associate Professor Forbes.
Psy 412. Adolescent Psychology. 3 hours.
Processes through which the normal human being reaches maturity, acquires effective use of his bodily equipment and learning capacity, and makes satisfactory personal and social adjustments. The capacities of the child to the period of preadolescence are reviewed briefly; emphasis is placed on the physical, mental, and moral changes of adolescence. Prerequisite: Psy 201, 202. Associate Professor Forbes.

Psy 490. Criticisms of Current Psychologies. 2 hours.
Essential theories of the different schools of psychological thought analyzed in relation to progressive and creative teaching; educational implications of the differing concepts of fundamental human behavior given special consideration. Prerequisite: Ed 312. Associate Professor Milhous.

English

LOWER-DIVISION COURSES

Eng 101, 102, 103. English Literature. 3 hours each term.
Representative English literature from the Anglo-Saxon period to the present. The three terms constitute a sequence but may be taken separately.

Eng 107, 108, 109. World Literature. 3 hours each term.
A sequence to acquaint the student with outstanding works of ancient, medieval, and modern literature that have had a permanent and wide appeal outside their own country. Masterpieces from the Oriental, Greek, Roman, Italian, French, Spanish, German, Scandinavian, and Russian literatures are studied, with the major emphasis on the British and American.

Eng 111, 112, 113. English Composition. 3 hours each term.
A year sequence to enable the student to learn to use the English language effectively and to develop greater facility in composition, with emphasis on immediate and future needs of individual students in functional English. Special attention is given to order and arrangement of ideas and subject matter, with much practice—both oral and written—on various methods of presentation.

Eng 120. Essentials of Speech. 3 hours.
Designed to give the student opportunity to develop poise and confidence in speech and to organize and present material effectively.

Eng 150. Journalism for Teachers. 3 hours.
Fundamentals of reporting and writing various types of news stories and simple features; study of school publications; the newspaper as an avenue of public information. Regular class and lecture hours supplemented by laboratory periods in connection with the college newspaper. Prerequisite: Eng 111 or equivalent.

Eng 155, 156. Typing for Teachers. 2 hours each term.
Typing as a tool needed by teachers. First term: typing fundamentals; moderate speed with maximum accuracy; correct forms. Second term: use of typewriter by the teacher. Material from college training schools provides laboratory problems for typing. Student learns use of hectograph, mimeograph, and typewriter in reproducing many kinds of materials. First term may not be taken for credit by any student who has had one year of successful typing in high school. First term may be taken separately. Prerequisite for Eng 156: Eng 155 or one year of high-school typing or consent of instructor.
Eng 163, 164, 165. American Literature. 3 hours each term.
Representative American literature from its beginning to the present. The three terms constitute a sequence but may be taken separately.

Eng 201, 202, 203. Shakespeare. 3 hours each term.
The important comedies, historical plays, and tragedies. The three terms constitute a sequence but may be taken separately.

Eng 218. Creative Writing. 3 hours.
Opportunity and encouragement for those who wish to express themselves through literary mediums. Models of essays, short stories, and poetry are studied, and original work is done in each of these branches of writing. Prerequisite: demonstrated skill in writing; Eng 111, 112.

Eng 241. Oral Interpretation. 2 hours.
Interpretation of modern prose, poetry, and one-act plays; correction of artificiality, affectation, and self-consciousness. Programs for public presentation are studied and prepared.

Eng 247. An Introduction to Drama. 3 hours.
Selected plays representing nearly every type important in England and America, together with certain foreign types that have exerted considerable influence on the drama in English.

Eng 271. Contemporary Literature. 3 hours.
Post-war poetry, prose, and drama, with emphasis on the development of new literary forms, new concepts, attitudes, and movements. Recent European influences. Lectures, with reading assignments illustrating the points of emphasis in class discussion.

**Upper-Division Service Courses**

Eng 311. Advanced English Composition. 3 hours.
Given in the fourth year to estimate and develop the student's ability in composition, and in criticism and correction of themes. Twenty-five original compositions are required, with regular practice in the revision of class papers. The aim is mastery of sentence structure, the mechanics of writing, clarity and precision, and skill in achieving effectiveness through selection and organization of material as well as through choice of words. Some attention is given to the use of journalistic methods for seeking direct and explicit expression. Prerequisite: Eng 111, 112; Ed 415. Assistant Professor Mingus.

Eng 344. Play Production. 3 hours.
Studies and applications of the fundamental principles underlying dramatic art. Opportunities are given students to participate in acting and directing. Assistant Professor Thornton.

Eng 366. The Development of the English Novel. 3 hours.
The English novel from the beginning under Richardson and Fielding to its development under Hardy, Meredith, and Stevenson. Assistant Professor Buck.

Eng 388. Children's Literature. 3 hours.
Investigations in the field of children's interests in reading, and in grade placement of types and pieces of literature. Opportunity is given for acquaintance with, and appreciation of, the great body of literature belonging to the elementary-school program. Assistant Professor Mingus.
Health and Physical Education

Health

LOWER-DIVISION COURSES

H 150. Personal Hygiene. 2 hours.
Basic scientific knowledge for healthful living; relation of the health of individuals to family and community welfare and to national vitality and progress; fundamental factors involved in intelligent health behavior.

UPPER-DIVISION SERVICE COURSES

H 311. Human Physiology. 3 hours.
The structure, function, and hygiene of the human organs concerned with digestion, circulation, respiration, metabolism, excretion, nervous and muscular activity, and reproduction. Miss Denney.

H 325. Nutrition. 3 hours.
Essentials of an adequate diet; the food needs of persons of different ages; the nutritive values of the common food materials; emphasis on the diet of school children. Miss Denney.

H 358. First Aid. 2 hours.
First aid for emergency treatment of injuries, with emphasis on the use of knowledge as applied in everyday life and in school situations. Red Cross certificates are given. Assistant Professor Lautenbach, Miss Denney.

Physical Education

LOWER-DIVISION COURSES

PE 111, 112, 113. Physical Education. 1 hour each term.
The physical education program aims to provide participation in sports and physical activities in promotion of sound health, development of correct physical carriage and bodily posture, and the resulting social values. During the first year a student completes one term in each of three different sports. Elementary instruction in the skills, techniques, and rules is given to develop skill in a sport in which a student can compete in the intramural program. The following sports and activities are offered:

Activities for Men
Football
Touch Football
Soccer-Speedball
Basketball
Softball
Wrestling
Handball
Track
Volleyball
Baseball
Boxing
Tumbling and Apparatus

Activities for Women
Basketball
Volleyball
Softball
Soccer-Speedball
Track
Modern Rhythms and Dance
Tumbling and Apparatus

Activities for Men and Women
Volleyball
Recreational Games
Golf
Tennis
Dancing
Swimming
Corrective Physical Education
Tap Dancing
Folk Dancing
Badminton
Archery
Fencing

PE 211, 212, 213. Physical Education. 1 hour each term.
Second-year students may choose additional sports from the list given under PE 111, 112, 113. Students who have completed one term in each
of three different sports may choose a second term in one of the activities listed under PE 111, 112, 113.

**UPPER-DIVISION SERVICE COURSES**

**PE 334. Playground Organization and Supervision.** 1 hour.
Planned to familiarize the teacher with the methods of conducting playground activities of the school. The growth and advancement of the playground movement; the construction of the playground; selection and placement of playground equipment; organization and supervision of play periods, and of special play days and field meets. Assistant Professors Cox, Lautenbach.

**PE 335. Festivals, Pageants, and Special Programs.** 1 hour.
A study of the production of festivals and pageants; practice in writing original pageants and programs for special days such as Thanksgiving, Christmas, Washington's birthday, etc. Assistant Professor Lautenbach.

**PE 336. Community Recreation.** 1 hour.
Study and preparation of material suitable for social gatherings and clubs in community centers. Assistant Professor Lautenbach.

**PE 341, 342, 343. Teaching and Officiating Girls' Sports.** 1 hour each term.
Rules, fundamentals, and team play, as well as methods of instruction, for the various sports for girls. Assistant Professor Lautenbach.

**PE 370. Principles of Physical Education.** 2 hours.
The scientific basis and background of physical education, its aims, objectives, and standards; the place of physical education in the general educational program, the present trend in physical education, and practical problems of the public-school teacher. Assistant Professor Cox.

**Physical Education for Women**

**UPPER-DIVISION SERVICE COURSES**

**PE 339. Camp-Fire Leadership.** 1 hour.
Organization and direction of Camp-Fire group. Opportunity for practice as assistant guardians is afforded. First-aid technique. Assistant Professor Barnum.

**PE 380. Elementary Folk Dancing.** 1 hour.
Fundamental folk-dance steps and group dances suitable for primary and intermediate grades. Assistant Professor Lautenbach.

**PE 381. Advanced Folk Dancing.** 1 hour.
Dance material for the upper grades. National folk dances, character dances, and clogging. Assistant Professor Lautenbach.

**PE 382. The Modern Dance.** 1 hour.
Fundamental dance rhythms and the composition and development of the dances. Assistant Professor Lautenbach.

**Physical Education for Men**

**UPPER-DIVISION SERVICE COURSES**

**PE 340. Boy-Scout Leadership.** 1 hour.
Organization and direction of Boy-Scout groups. Experience as assistant troop leaders. Woodcraft, campcraft, and first aid. Assistant Professor Cox.
PE 346. Coaching of Basketball. 2 hours.
Demonstration and discussion of the fundamentals, the individual skills, and methods of instruction. Assistant Professor Cox.

PE 347. Coaching of Football. 2 hours.
Demonstration and discussion of the fundamentals, team play, and rules; touch football; the developing and conducting of a sports program. Assistant Professor Cox.

PE 348. Coaching of Baseball. 2 hours.
Discussion and demonstration of the fundamentals of play in each position, the rules, and team play. Assistant Professor Cox.

PE 349. Coaching of Track and Field. 2 hours.
Track and field events; the organization and administration of a track and field program. Assistant Professor Cox.

PE 350. Teaching of Major Sports for Boys. 1 hour.
The seasonal sport of each term is covered with the theory of fundamentals, styles of play, and individual adaptations as to positions, with lectures and discussions covering all phases of the game. Assistant Professor Cox.

PE 459. Athletic Training and Conditioning. 1 hour.
Study and practice in massage, bandaging, treatment of sprains, bruises, strains, and wounds; study of the importance of diet and of conditioning of athletes. Assistant Professor Cox.

Science and Mathematics

Science

LOWER-DIVISION COURSES

Sc 101, 102, 103. Foundations of Human Behavior. 3 hours each term.
The place of man in relation to other forms of life, with particular reference to genetics, neurology, human heredity, organic evolution; the importance of animal and plant forms to men through food, shelter, clothing, ornaments, disease, medicines, and dyes; analysis of the biological aspects of war and immigration; the frontiers of medicine and physiology, and increasing the food resources.

Sc 201, 202, 203. Foundations of Physical Science. 3 hours each term.
A general introductory course in the field of the physical sciences embracing cosmical relations, principles of physics and chemistry, geologic processes, and man's reaction to them. Specific attention is given to the development and application of the scientific method. Prerequisite: Sc 101, 102, 103.

Sc 204, 205, 206. General Physics. 4 hours each term.
A year sequence including a study of matter and physical phenomena; the fundamental laws and theories of the subject; and the common applications in everyday life and in the industries.

Sc 207, 208, 209. Elementary General Chemistry. 4 hours each term.
A year sequence aiming to give a broad survey of chemical phenomena and chemical substances; the fundamental laws and theories of chemistry; and the more important applications in everyday life and in the industries.
Sc 212. Geology. 3 hours.
Development of understanding and appreciation of the surface features of
the earth and the agencies and processes that formed and changed them:
work of streams, subsurface water, wind, glaciers, marine forces, volcan-
ism, and mountain-making forces. Identification of common rocks. Op-
tional field trips to coast, rivers, or mountains.

UPPER-DIVISION SERVICE COURSES

Sc 311. Nature Study. 2 hours.
To acquaint teachers with the more observable natural phenomena, modes
of observation, and approved principles and technique of instruction. Field
trips are conducted for the study of local flora, fauna, and geological and
celestial features. Assistant Professor Dodds.

Sc 312. Ornithology. 2 hours.
Field work in recognition of birds and study of their habits; lectures on
other phases of bird life, such as food habits, migration, and structural
adaptations. Most of the course consists of field trips held early in the
morning. Assistant Professor Dodds.

Mathematics

LOWER-DIVISION COURSES

Mth 101, 102, 103. Elementary Analysis. 4 hours each term.
Plane trigonometry, college algebra, and analytical geometry.

Mth 211. Foundations of Mathematics. 3 hours.
Treatment of historical aspects of mathematics, social uses and relation-
ships, mathematical principles and relationships, grade placement of con-
tent materials, appraisal of texts, workbook and tests, development of
problem-solving ability, and proficiency in the fundamental skills of math-
ematical processes.

Social Science

General Social Science

LOWER-DIVISION COURSES

SSc 101, 102, 103. Background of Social Science. 3 hours each term.
A factual and interpretive study of man, his culture, and his institutions.
A brief survey of contemporary political, economic, and social situations
and problems, with their relationship to historical periods. A year sequence
furnishing the background for all social sciences and laying a basis for
understanding contemporary socio-economic problems. Challenges the ana-
lytical and critical faculties of students in preparation for more detailed
studies, such as courses in economics, political science, and sociology.

SSc 111. Orientation. 1 hour.
A course in effective adjustments to college and social needs. Effective
means and methods of study; use of the library; time budgeting; import-
ance and spacing of reviews; the amount and type of recreation suitable;
social adjustments for happy and effective living; means and methods of
modifying personality deficiencies.
SSc 411. **Contemporary Problems.** 3 hours.
A study of modern social, political, and economic problems from the standpoint of sociology, economics, psychology, biology, genetics, and the interference of civilization with the processes of natural selection. Prerequisite: Sce 101, 102, 103; SSc 101, 102, 103; Psy 201, 202. Associate Professor Santee.

**Economics**

**LOWER-DIVISION COURSES**

Ec 201, 202, 203. **Principles of Economics.** 3 hours each term.
Social phenomena due to the wealth-getting and wealth-using activities of man; all other phases of man's life insofar as they affect his social activity in this respect; wealth; capital and income; driving forces of economic life; the industries of production; money; the interaction of supply and demand; the interpretation of the meaning of the law of supply and demand; consumption.

**UPPER-DIVISION SERVICE COURSE**

Ec 314. **Money and Banking.** 3 hours.
The nature and function of a monetary unit; the regulation of government paper currency; credit and credit instruments; domestic and foreign exchange; types of business organizations; marketing of securities; stock exchanges; the different types of banks and their functions; a brief history of banking in the United States with special attention to the Federal Reserve System. Assistant Professor Christensen.

**Geography**

**LOWER-DIVISION COURSES**

Geo 201, 202, 203. **Geography.** 3 hours each term.
A study of the field of geography with emphasis on human activities, interests, and welfare. Scientific investigation of geographic environment and its influence; major geographic features of the continent; geographical distribution and development of the principal agricultural and mineral resources of the world; racial and historical influences upon territorial expansion and national integrity; political problem areas of Europe, Africa, and Asia; geographic problems involved in international harmony.

**UPPER-DIVISION SERVICE COURSES**

Geo 326. **Geography of Europe.** 3 hours.
The geographic backgrounds of European civilization; present-day regional and political adjustments to environmental conditions; geographical aspects of European colonial expansion; analysis of the geographic individualities of the major countries, and the relations between human life and natural environment. Assistant Professor Arbuthnot.

Geo 329. **Geography of North America.** 3 hours.
A course providing a basic understanding of economic and social activities in the major human-use regions of the home continent; description, analysis, and interpretation of the present occupancy pattern of the major regions of the United States; brief survey of Canada, Mexico, and the Caribbean regions. Assistant Professor Arbuthnot.
Geo 330. **Geography of South America.** 3 hours.  
A course dealing with the economic and social development of the countries of South America; raw materials; potential markets; inter-American relations. Assistant Professor Arbuthnot.

Geo 331. **Geography of Asia.** 3 hours.  
A study of the economic and social development of the countries of Asia; the economic bases of human life; problems of population pressure; trends in economic and political exploitation; and the geographic backgrounds of oriental and occidental interrelations. Assistant Professor Arbuthnot.

**History**

**LOWER-DIVISION COURSES**

Hst 201, 202, 203. **History of Western Civilization.** 3 hours each term.  
The development of western civilization from early beginnings to the present time; political, social, and cultural factors; present conditions and problems. The three terms constitute a sequence but may be taken separately.

**UPPER-DIVISION SERVICE COURSES**

Hst 377. **History of Oregon.** 2 hours.  
The historical and cultural development of Oregon in relation to the nation and the world at large. A sincere attempt is made to present a vivid picture of an American state. Professor Inlow.

Hst 378, 379. **American History and Government.** 3 hours each term.  
A study of the development of the American nation, with emphasis on its political and social concepts based on the student's interests and experiences. Attention is given to the factual and causal elements entering into the historical growth of the country, to the form and function of its government, and to the adaptations that have been made to changing social and economic conditions. Hst 378 covers the period since the Civil War; Hst 379 through the Civil War. Associate Professor Santee, Assistant Professor Christensen.

**Sociology**

**LOWER-DIVISION COURSES**

Soc 201, 202, 203. **Sociology.** 3 hours each term.  
Analysis of social organization and culture; human nature; social changes and movements as affected by culture; biological and physical environmental factors; a survey of the various social problems as well as the methods of investigation.
Enrollment 1942-43

SPRING, SUMMER, FALL, 1942 AND WINTER, 1943

1—First Year
2—Second Year
3—Third Year
4—Fourth Year
5—Special Students

Adair, Florence Hannah, 2, ... WARRENTO
Addison, Betty, 3, ... Independence
Addikson, Dorothea Bellknap, 3, ... Nyssa
Albin, William Edison, 2, ... Monroe
Albright, Dorothy Marie, 3, ... Independence
Alexander, Roseanna, 3, ... Independence
Amiri, Betty Clee, 3, ... Canton
Anderson, Esther, 3, ... Newport
Anderson, Irma Grace, 3, ... Blakock
Anderson, Lola Thompson, 3, ... Albany
Andreasen, Mary J., 3, ... Junction City
Andrew, Margaret Emily, 2, ... Bend
Balchis, Maxine Fay, 1, ... Portland
Bander, Flora Lynette, 4, ... Gladstone
Barker, Lona Mae, 2, ... Salem
Barhart, E. Lucile, 3, ... Independence
Bartlett, Bonnie M., 3, ... Sherwood
Bay, Frances Harriet, 3, ... Portland
Beaugard, Adeline Victoria, 3, ... Seaside
Beckley, Nalene Louise, 3, ... Monmouth
Bechtel, Eleanor Fay, 3, ... Salem
Bennett, Jessie Barbara, 4, ... Portland
Bennett, Dorothy Rae, 3, ... Myrtle Point
Bennett, Jennie May, 3, ... Eugene
Bennett, Opal Ruth, 2, ... Monmouth
Berndt, Florence Ernestine, 4, ... Salem
Berthold, Ruth Faye, 3, ... Corvallis
Bier, Marjorie Ruth, 1, ... Portland
Birdsell, Vivian Ethel, 2, ... Sweet Home
Birdsell, Willard Elsworth, 2, ... Sweet Home
Bjork, Doris Teresa, 1, ... Astoria
Blaine, Mary Lucile, 3, ... Molalla
Black, John, 5, ... Independence
Blanchard, Helen A., 3, ... Wauna
Blau, Helen M., 2, ... Vasco
Blosser, Beryl Velma, 3, ... Newport
Bone, Gladys May, 2, ... Madras
Bone, Mildred Ell, 1, ... Salem
Bovington, Ann Elizabeth, 2, ... Oakland
Bower, Martha Minnie, 5, ... Garibaldi
Bowerly, G. June, 1, ... Mohawk
Bowerly, Lois Marilyn, 3, ... Mohawk
Bowman, Edna Madeline, 2, ... Monmouth
Boyd, Arline May, 2, ... Molalla
Boykin, Phyllis Barbara, 3, ... Westport
Bracken, Dolores, J., 5, ... Monmouth
Brand, Lois Earlene, 2, ... Vancalla
Brans, Kenneth Lowell, 1, ... Monmouth
Brashe, Ruby Pearl, 3, ... Newberg
Bristill, Arlene May, 2, ... Eddyville
Bruce, Rita Elaine, 1, ... Mohawk
Buell, Raymond D., 1, ... Lookingglass
Bulker, Ruth Mae, 3, ... Dallas
Burnett, Alice Evelyn, 3, ... Portland
Burns, Mary Alice, 3, ... Portland
Byers, Kenneth Grant, 1, ... Independence
Byres, Esther Marguerite, 3, ... Spooner, Wisconsin

Cahill, Nana Mae, 1, ... Astoria
Campbell, Helen Benedict, 3, ... Albany
Campbell, Jean Morrison, 2, ... Monmouth
Cannon, Olive M., 5, ... Toledo
Carey, Mary Louise, 1, ... Independence
Carpenter, Elsie, 5, ... Salem
Carson, Eva Dorthea, 3, ... Yachats
Caton, Nancy Laurine, 3, ... Milwaukie
Cellers, Virginia, 3, ... Yoncalla
Chadwick, Eva Cook, 3, ... Nyssa
Chaffee, Bertha Louise, 3, ... Dundee
Chance, Irma, 2, ... Vernonina
Chapman, Gilda Mae, 1, ... Junction City
Chase, Halse R., 3, ... Buckley, Wash.
Cherry, Grace Joan, 3, ... Eugene
Christianson, Carrie, 5, ... Eugene
Ciggett, Sylvia Jane, 4, ... Salem
Clefield, Grace E., 3, ... Dallas
Clanton, Betty Lenora, 3, ... Portland
Clark, Betty Belle, 2, ... Portland
Clark, Nola Louisa, 4, ... Salem
Clauson, Pearl Evelyn, 3, ... Mulino
Clemo, Faunie Lenore, 3, ... Elkton
Coffman, Charles Calvin, 1, ... Kings Valley
Cole, Harriet Fay, 5, ... Denton
Coleman, Pearl S., 5, ... American Falls, Idaho
Colette, Sister Mary, 5, ... Beaverton
Colfelt, Emily Anna, 2, ... Sherwood
Conley, Virginia Lydia, 3, ... Yoncalla
Corner, Esther Ellen, 3, ... Corvallis
Cooper, Floy LaVerne, 4, ... McMinville
Cooper, Mary Mae, 1, ... Veneta
Courson, Mildred R., 1, ... Monmouth
Coyne, Dorothy Ellen, 3, ... Lebanon
Cramer, Mrs. Meri Foster, 2, ... Indianapolis, Indiana
Crippen, Dale Norman, 1, ... Monmouth
Crook, Robert Elaine, 1, ... Monmouth
Cuthbert, Effie Caroline, 3, ... Portland
Crouse, Juanita Florence, 3, ... Astoria
Cypher, Eugenie Alice, 3, ... North Plains
Daly, Henrietta, 3, ... Hillsboro
Dann, Ethel Elva, 2, ... Molalla
Daughtrey, Virginia, 3, ... Portland
Davis, Lillian S., 3, ... Portland
Day, Lois Ellen, 2, ... Hillsboro
De Armond, Betty Jeanne, 4, ... Bend
DeLapp, Emma Loken, 3, ... Salem
DeVos, Martha May, 3, ... Independence
Dexter, Rolbert R., 4, ... Chatskamie
Dieckoff, Ruth Inez, 3, ... Junction City
Dill, Cecil, 1, ... Falls City
Dorner, Shirley Shearer, 2, ... Portland
Doty, Mildred, 3, ... Corvallis
Dower, Helen Jeanette, 3, ... Dayton
Downing, Maxine June, 3, ... Mill City
Doyle, Edith Cordelia, 5, ... Bandon
Draup, Doris Irene, 3, ... Lebanon
Duff, Melville George, 1, ... Scotts Mills
Duff, Mildred Florence, 2, ... Scotts Mills
Duncan, Lyle, 1, 3, ... Boise, Idaho
Dunsmoor, Archie Clinton, 2, ... Portland
Edwards, Frances Rose, 2, ... Eddyville
Ehrlich, Ruth E., 3, ... Albany
Ellenburg, Larch Adair, 3, ... Harrisburg
Elliott, Betty Lou, 1, ... Monmouth
Elliott, Doris Irene, 3, ... Corvallis
Elliott, Norma Maxine, 5, ... Bridgeport
Ely, Muriel Bernice, 2  Monmouth
Embree, Cleo Mary, 1  Ontario
Emmons, Jutly Eli Jefferson  Parkdale
Emney, Hazel A., 1  Parkdale
Emney, Maxine Sylvia, 3  Parkdale
Erickson, Mary Mag, 3  Monmouth
Ericksen, L. Carmen, 2  Seattle, Wash.
Evans, Clara Alma, 2  Oregon City
Evans, Ruth Marcela, 3  Troutdale
Everson, Muriel Adele, 3  Portland
Eykelbosch, Connie, 3  Portland

Fadenrech, Helen, 3  Munic, North Dakota
Fadenrech, Laura, 5  Hillsboro, Kansas
Falk, Betty Jean, 2  Halsey
Fall, Ellen Elaine, 2  Fulton, South Dakota
Farris, Loretta H., 3  Philomath
Fay, Arlene Frances, 1  Toledo
Fennmore, Mary Margarettie, 3  Hillsboro
Fensler, Leona Pearl, 3  Beaverton
Finden, Leila Mildred, 2  West Salem
Fisher, Janice Joy, 1  Oregon City
Fieschman, E. Marie, 3  Monmouth
Flood, Anna Henrikke, 4  Westport
Forrest, M. Wardine, 3  Lyons
Forsberg, Hilda Marie, 3  Muneta
Porter, Mavis Marcelle, 3  Beaverton
Forster, Deirdre Marion, 3  Mulino
Fox, Clay Ellis, 1  Rickreall
French, Ramona B., 3  Salem
Frick, Lanora Ruth, 3  Monmouth
Fritts, Vivian Lucile, 3  Grass Valley

Gamble, Mary Virginia, 3  Eugene
Gannon, Irene Maye, 1  Boring
Garnier, Leonard Deamor, 3  Canby
Garretson, Virginia A., 3  Bridgeport, Conn.
Gayette, Gladys M., 4  Monmouth
Geber, Gloria Louise, 3  Grants Pass
Gentle, Carolene Mae, 1  Monmouth
Gerity, Jennie Mae, 3  Wamic
Gertruda, Grace Margaret, 3  Seattle, Wash.
Giulietti, Evelyn Lou, 1  Toledo
Goebel, Mary Elizabeth, 3  Salem
Golden, Edith Louise, 4  Eugene
Goldworthy, Ruby Alice, 1  Eugene
Goodwin, Arlene May, 3  Seattle, Wash.
Goodwin, Dorothy Doane, 4  Springfield
Gorby, Leola Adeline, 1  Monmouth
Goude, Eugene, 3  Mapleton
Graham, Leonora D., 3  Portland
Graham, Lila Mae, 5  Glen
Green, Mary Ethel, 3  Corvallis
Greer, Bonnie Jean, 3  Portland
Greig, Don Carl, 2  Amity
Griggs, Katherine Virginia Hirtzel, 3  Monmouth
Griswold, Edna Joy, 3  Newport

Habel, Bonny Marie, 1  Glen Cullen
Hagan, Vivian Lee, 2  Salem
Haggblom, Anna Mae, 3  Cascade Locks
Hall, Evelyn Beth, 3  Scio
Hall, Lucile, 3  Salem
Hall, Clara Mae, 3  Monmouth
Hamack, Mary Lorraine, 3  Salem
Hampton, Lillian Pack, 2  Salem
Handschin, Wenona Loretta Kate, 2  Portland
Hansen, Anna G., 3  Salem
Hanson, Doris Emma, 5  Eureka, California
Harden, Genevieve Leone, 3  Portland
Hart, Roberta Darlene, 1  Portland
Hastings, Barbara Yvonne, 1  Monmouth
Haveman, Bernice Velenthom, 1  Dundee
Hawes, Muriel Iveda, 3  Portland
Hayden, Lillian Mae, 3  Milwaukee
Haywood, Ruby Gill, O.  Brownsville
Hays, Adah Laraway, 5  Hood River
Heath, Lois Mae, 2  West Linn
Heath, Pearl B., 5  Monmouth

Heidrich, Marjorie Ellen, 5  Dallas
Helt, Neva Ilene, 2  Ontario
Hemrick, Ellen Louise, 3  Portland
Henderson, Wilbert Jefferson, 1  Empire
Hendrickson, Carrie Jewel, 3  Dallas
Hensley, Ruby Harris, 5  Monmouth
Herigstad, Myrtle, 5  Glendive
Hicks, Laura Morris, 3  Clatskanie
Hinds, Ruth K., 5  Marshfield
Holbrook, Ruth, 3  Cresweal
Holm, Natalie Sue, 3  Milwaukee
Holt, Charles Harold, 4  Dallas
Holweger, Gene Fred, 2  Portland
Horner, Helen Louise, 3  Triangle Lake
Horton, Maldon, 3  Portland
Houghtaling, Elsie, 3  Hubbard
Houk, L. Lucile, 2  Monmouth
Howard, Frances, 5  Fort Collins, Colo.
Howard, Violet Jeanne, 3  Coquille
Howe, Betty Rose, 2  Lebanon
Hubbard, Marion T., 2  Culver
Hudson, Florence Jeanette, 3  Portland
Hufford, D. Evelyn, 3  Foster
Hughes, Reva Joc, 3  Foster
Hunt, Harriet Way, 3  Gaston
Hyman, Leonard Quinton, 1  Los Angeles, Calif.

Ickes, Evelyn, 3  Portland
Ickes, Leona Pearl, 3  Salem
Ingalls, Donald, 3  Homer, Alaska
Inouye, Tomiko, 1  Salem
Irving, Frances Harriet, 4  Monmouth
Irving, Melvin Clark, 2  Independence
Jackson, Ernestine Moore, 5  Monmouth
Jackson, Irma Jane, 5  Monmouth
Janssen, Earlene Thelma, 2  Newberg
January, Mildred Benjamin, 2  Marshallfield
Jennings, Elane Marie, 2  Portland
Jennings, Irene Mabel, 2  Portland
Jensen, Blenda Leonora, 2  Canby
Jensen, Mrs. Helen Baker, 3  Alsea
Jensvold, Charleen Karen, 2  Portland
Johnson, Connie Ellen, 3  Independence
Johnson, Doris Ann, 1  Portland
Johnson, Dorothy Myrtle, 3  Salem
Johnson, Earl Leroy, 1  Monmouth
Johnson, Eleanor Lucile, 1  Gresham
Johnson, Roberta Ruth, 2  Hillsboro
Johnson, Ruby Genevieve, 3  Newberg
Johnson, Virginia Jane, 3  Gladstone
Johnson, Winona Elizabeth, 3  Yamhill
Johnston, Rosetta, 3  Salem
Johnston, Thelma Naomi, 3  Monmouth
Johnston, Maxine Hirtzel, 3  Rainier
Jones, Dorothy Ellen, 2  Salem
Jones, Grace Webster, 3  Aurora
Jones, Jessie Mae, 3  Independence
Jones, Margaret Wills, 3  Portland
Jones, Blanche Payne, 3  Rainier

Kay, Lillian Adine, 3  Portland
Keeler, Bessie U., 1  Junction City
Kennedy, Jack W., 4  Salem
Kent, Erma Louise, 3  Vernon
Kent, Evelyn Amy, 2  Portland
Kernes, Loren William, 1  Salem
Kibbile, Max, 5  Milwaukee
King, Frances Ruth, 3  Corvallis
King, Jean Elizabeth, 2  Springfield
Kipple, Ernest Belle, 1  Salem
Kirk, Jim, 1  Eugene
Knapp, Gaynelle S., 4  Monmouth
Krueger, Mary Louella, 3  Portland
Krueger, Shirley Moeck, 3  Bend
Lamoreux, Warren Samuel, 1  Lake Grove
Lansdowne, Paul Leroy, 1  Boring
<table>
<thead>
<tr>
<th>Name</th>
<th>City/Location</th>
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<tbody>
<tr>
<td>Larkin, Betty May, 2</td>
<td>Culver</td>
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<td>Lawler, Marjorie Edna, 2</td>
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<td>Leeper, Ida Carson, 5</td>
<td>Harlan</td>
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<td>Lehrman, Bernice, 3</td>
<td>Brooks</td>
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<td>Albany</td>
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<td>Leo, M. Dolly, 5</td>
<td>Sidney, Montana</td>
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<td>Lewis, Eilie M., 3</td>
<td>Portland</td>
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<td>Lierman, Esther Marie, 4</td>
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<td>Lindquist, Ellen M., 3</td>
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<td>Lindstrom, Katherine Griffith, 3</td>
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<td>Loehr, Mrs. Stella W., 5</td>
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<td>Loken, Elizabeth Elaine, 1</td>
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<td>Loomis, Barbara Ellen, 3</td>
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<td>Loosley, Maxine, 3</td>
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<td>Loron, Alice Lenora, 3</td>
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<td>Lovett, Kathryn Mildred, 3</td>
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<td>Lowry, Katherine May, 3</td>
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<td>Lueders, Edna Marie, 3</td>
<td>McMinniville</td>
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<td>Lumijarvi, Mae R., 2</td>
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<td>Lundberg, R. Donald, 3</td>
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<td>Mabley, Christel Inez, 3</td>
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<td>MacMillan, Jean D., 5</td>
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<td>MacMillan, Parthenia Christene, 2</td>
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<td>Macneab, Pete J., 2</td>
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<td>Madden, Nancy Ruth, 3</td>
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<tr>
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<td>Wendling</td>
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<td>Mayor, Belva June, 3</td>
<td>Portland</td>
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<tr>
<td>McCauley, Cleone, 3</td>
<td>Mommouth</td>
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<td>Niemi, Helen Slater, 3</td>
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<td>Nowak, Frances Theresa, 5</td>
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<td>O'Meara, Alman Jean Watkins, 3</td>
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<td>Rodgers, Lucy, 3</td>
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<td>Rolfe, Thelma Shipman, 4</td>
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<td>Antelope</td>
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Rooper, Marcia Luella, 2 Antelope
Roe, German Aaron, 2 Portland
Ross, Dorothy G., 3 Hubbard
Roth, Ruth Kathryn, 3 Albany
Rousewell, Leach M., 3 Monmouth
Ruef, Barbara Anne, 3 Independence
Rumbaugh, Hope Evelyn, 3 Parkdale
Runer, Inez Jeanette, 3 Salem
Russell, Cuma, 5 Bandon
Russell, Lola Ireatha, 3 Independence
Salon, Katherine Ann, 3 Astoria
Sanford, Mary Juanita, 3 Monmouth
Schach, Vernie E., 3 Mondovi, Wisconsin
Schlappi, Herbert Wayne, 3 Tillamook
Schlappi, V’Ona Jeanette, 3 Taft
Schmitt, Altonia Vemita, 3 Silverton
Schmidt, Ruth Lydia, 3 Corvallis
Schnier, Bonnie, 5 Independence
Scholl, Barbara Louise, 1 Monmouth
Scholl, Gertrude, 3 Monmouth
Schwab, Eleanor Barbara, 3 Mt. Angel
Schwegler, Lois Elaine, 3 Seaside
Schwegler, Myra May, 2 Seaside
Sears, Charles Thomas, 2 Gates
Sears, Mary Lou, 3 Gates
Seely, Shirley Ann, 3 Woodburn
Sharp, Helen Margaret, 3 Gaston
Shelley, Betty Lou, 3 Redmond
Shull, Madge Hawley, 2 Monmouth
Slum, Lyle Marvin, 1 Hood River
Stiestrem, Ethel, 5 Hauser
Simmons, Jere, 3 Salem
Sinclair, Mercedes, 3 Eugene
Soto, Vivian Virginia, 3 Dayton
Skaling, Mary Patricia, 2 Salem
Smolder, Beryl, 5 Weston, Wyoming
Smit, Margaret Ellen, 2 Rex
Smith, Barbara Jean, 2 Portland
Smith, Evelyn Adele, 2 Gervais
Smith, Fannie, 3 Blaine
Smith, Laura Doris, 3 Portland
Smith, Ray Milton, 3 Independence
Snelaker, Florence G., 4 Lebanon
Spaulding, Jean Marie, 4 Newberg
Speerstra, Ellen Ruth, 3 Falls City
Spencer, Dorothy E., 3 Portland
Stagg, Bina Lusk, 3 Salem
Stanley, Jeannine, Portland
Stasek, Kathrynne E., 3 Tillamook
Steffen, Velda Mae, 1 Hillsboro
Stephens, Edith Leonora, 5 Astoria
Stephens, Eva Clarise, 1 Springfield
Stephens, Pearl C., 3 Corbett
Stephens, Mary Leola, 3 Portland
Stewart, Margaret C., 3 Salem
Stone, Helen Tyler, 4 Portland
Stovall, Virginia Annabelle, 2 Marshfield
Stringer, Marjorie Elayne, 2 Lebanon
Stroia, Annette Marie, 3 Monroe
Stroven, Margaret Nichol, 3 Beaverton
Swanson, Ellen Marion, 2 Westfir
Swasaki, Frank Albin, 1 Sweet Home
Syverson, Clara, 3 Independence
Syverson, Magnus, 4 Independence
Syverson, Olga, 4 Independence

Thayer, Lila Lee, 1 Scio
Thiessen, Alfred Dwight, 2 Dallas
Thomas, Ella S., 2 Amity
Thompson, Alice E., 2 Sheridan
Thompson, John E., 3 Rufus
Thompson, Marjorie Winona, 3 Marquam
Thompson, Muriel B., 3 Newberg
Tiedeman, Grace, 2 Sherwood
Toews, Luella Evelyn, 2 Dallas
Tomkins, Gloria Duane, 1 Monmouth
Torrey, Lois Linda, 3 Wauna
Toystenson, Alma Johanna, 3 Silverton
Treacy, Evelyn Jane, 2 Portland
Truchot, Hortense Theresa, 3 Oswego
Tucker, Elsie J., 4 Stanfield
Tuincliff, Eunice Mae, 3 Philomath
Tyrell, Alberta Dean, 3 Coquille
Underwood, Dorothy Frances, 2 Oakland
Urey, M. Lucille, 3 Eugene

Van Schoonhoven, J. Ruth, 3 Ocean Park, Wash.
Vaughn, Anna Verle, 2 Philomath
Vaughn, Nancy B., 1 Philomath
Vincent, Olive Mae, 3 Swisshome
Waalen, Harriett Josee, 2 Portland
Wage, Evelyn Charlotte, 3 Jewell
Waggoner, Lily Irene, 2 Ontario
Wahlstrom, Helen Jane, 4 Portland
Wahlstrom, Margery Jane, 1 Springfield
Walker, Ethel Vivian, 4 Portland
Warria, Marjory Ellen, 3 Astoria
Warner, Mildred Alice, 3 North Bend
Weedreyer, Evelyn Harriet, 3 Cottage Grove
Weitzel, Ona Jewell, 5 Lebanon
Welton, Marjorie Jean, 1 Salem
Westensee, Effie Martha, 3 Salem
Wetherell, Alvia S., 3 Roseburg
Wheeler, Margaret Jean, 1 Dallas
White, Stanley Rayburn, 1 Detroit
Whitehead, Luella M., 3 Oregon City
Whitfield, Harriette Mae, 3 McMinnville
Wiest, Helen Margaret, 2 Monmouth
Wiest, Marion Esther, 1 Monmouth
Wiest, William Allen, 3 Monmouth
Wievesiek, Janet R., 1 West Linn
Wilbur, Charles Rex, 2 Portland
Will, Ruth Helen, 3 North Plains
Williams, Gladys Genevieve, 3 Toledo
Willis, Myrle, 3 Philomath
Wilson, Thos. H., 3 Lowell
Wimmer, Katherine Patterson, 1 Portland
Winegar, George Elmer, 1 Monmouth
Winters, Charlotte F., 3 Monmouth
Winters, Wayne, 3 Monmouth
Wise, Marjorie Jane, 5 Canton
Wolfe, Dorothy Dunsworth, 3 Portland
Wright, Nessie E., 3 McMinnville

Yocum, Velma, 3 Independence
Youum, Ralph Edmund, 1 Salem
Young, Mary L., 5 Maes
Young, Wayne Burns, 4 Marshfield
Youngmayer, Dena, 5 Marshfield

Zahler, Alma Marie, 3 Hillsboro
Zitzer, Selma, 4 Portland
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<tr>
<td>1—First Year</td>
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- Adair, Florence Hannah, 3—Warrenton
- Albright, Dorothy Marie, 3—Independence
- Alexander, Roseanna, 3—Independence
- Alford, Mary Angeline, 3—Gila Bend, Arizona
- Anderson, Lola Thompson, 3—Monmouth
- Andrew, Margaret Emily, 3—Bend
- Auer, Betty Jean, 1—Dallas

- Bailey, Alice May, 3—Eugene
- Baird, Maude Rhoselpha, 5—Newport
- Balster, Geraldine J., 3—Hood River
- Bandar, Flora Lynette, 3—Portland
- Barker, Lona Mae, 3—Salem
- Beautregard, Adeline Victoria, 3—Hood River
- Beebe, Elizabeth Margarette, 1—Eugene
- Beginich, Anne Jane, 3—Houlton
- Bennett, Opal Ruth, 3—Monmouth
- Benson, Beatrice Ruth, 1—Harbor
- Bestul, Lillian Mae, 2—Grants Pass
- Bier, Marjorie Ruth, 2—Portland
- Birdsell, Vivian Ethel, 3—Sweet Home
- Bjork, Doris Teresa, 2—Astoria
- Blau, Helen Marie, 3—Wasco
- Blundell, Bertha Claire, 5—Riddle
- Bone, Gladys May, 3—Madrass
- Bowery, Lois Marilyn, 3—Mohawk
- Bowersox, Bernice Helen, 1—Salem
- Bowman, Edna Marion, 3—Monmouth
- Bowman, Janet Merle, 2—Salem
- Boyd, Phyllis Barbara, 3—Westport
- Brandon, Helen Gray, 4—Portland
- Brack, Lois Carlene, 3—Yoncalla
- Brashane, Kenneth Lowell, 1—Monmouth
- Broughton, Agnes, 5—Salem
- Brown, Gladys S., 5—Cervais
- Bruce, Rita Elaine, 2—Mohawk
- Burnett, Alice Evelyn, 3—Portland
- Burrow, Susie Hopkins, 3—Oakland
- Byers, Kenneth Grant, 1—Independence

- Cahill, Nana Mae, 2—Astoria
- Canutt, Donna Bell, 1—Portland
- Carey, Mary Louise, 1—Independence
- Carlson, Velma Wright, 5—Eugene
- Carothers, Ethel Hobart, 2—Enterprise
- Caton, Nancy Laurine, 3—Milwaukie
- Chaffee, Bertha, 3—Dundee
- Chapman, Gilda Mae, 2—Junction City
- Cherry, Grace Joan, 4—Salem
- Claggert, Sylvia Jane, 4—Salem
- Clanchef, Grace Eleanor, 4—Dallas
- Clanton, Betty Lenora, 3—Portland
- Clark, Betty Belle, 3—Portland
- Clarke, Thelma King, 5—Houston, Missouri
- Coats, Lois Irene, 1—Wasco
- Coffman, Charles Calvin, 1—Summit
- Colfelt, Emily Anna, 3—Sherwood
- Commons, Hazel May, 5—Oregon City
- Cooper, Addie Loraine, 3—Minnervilla
- Counts, Eva, 5—Springfield
- Cowan, Mrs. James Houston, 5—Monmouth
- Covely, Dorothy Ellen, 3—Bend
- Crippen, Norman Dale, 1—Forest Grove
- Crowe, Mabel Bertsch, 5—Springfield
- Crumb, Camille Louise, 5—Gresham

- Dalby, Henrietta Jean, 3—Oregon City
- Dann, Ethel Mae, 3—Mohalla
- Datus, Anna Berniece, 5—Ansley, Nebraska
- Day, Lois Ellen, 3—Dallas
- Day, Opal Donna, 1—Hubbard
- DeArmond, Imoelane, 2—Independence
- Dewald, Jeanette, 5—Cour d’Alene, Idaho
- Diblee, Lillie Dell, 2—Eugene
- Dieckhoff, Dorothy Mabel, 1—Junction City
- Dieckhoff, Ruth Inez, 3—Junction City
- Digby, Lula Marie, 2—Dallas
- Dil, Cecil Leonard, 1—Falls City
- Dimick, Mary Yoder, 5—Foster
- Dodson, Nellie Nelson, 5—McMinville
- Dower, Helen, 3—Dayton
- Duff, Mildred Florence, 3—Salem
- Dunagan, Grace, 5—Portland
- Dunsmoor, Archie Clinton, 3—Portland

- Edwards, Frances R., 2—Eddyville
- Ehrlich, Ruth E., 3—Albany
- Elliott, Doris Irene, 3—Corvallis
- Ellis, Eleanor Ruth, 3—Canby
- Elstner, Theo Marjorie, 5—Las Vegas, Nevada
- Ely, Muriel Bernice, 2—Portland
- Embree, Cleo Mary, 1—Ontario
- Engdahl, Julia, 3—Marshfield
- Enneking, Frances, 3—Mist
- Ericson, Carmen, 3—Rickreall
- Evans, William Pugh, 5—Salem

- Falk, Betty Jean, 3—Halsey
- Farris, Ellen Elaine, 2—McMinneville
- Finkel, Lois Lenora, 5—Freewater
- Fisher, Janice, 1—Oregon City
- Fleischman, Edith Marie, 3—Monmouth
- Flood, Anna Henrikke, 4—Westport
- Fox, Clay Ellis, 3—Rickreall
- Fox, Mildred Cary, 1—Eugene
- Frederickson, Verl E., 5—Hedder
- Friesen, Carolyn Pauline, 1—Dallas
- Frutts, Vivian Lucile, 3—Grande Valley
- Furrow, Luetta Mae, 1—Eugene

- Gaede, Wilma Chase, 2—Gresham
- Garmire, Leonard D., 3—Canby
- Gavette, Gladys M., 4—Tillamook
- Gehers, Gloria Louise, 3—Grants Pass
- Gentle, Caroline Mae, 3—Monmouth
- Gentile, Frances Virginia, 1—Long Creek
- Getting, Mabel E., 3—Eugene
- Gilson, Mildred W., 3—Eugene
- Goldsworthy, Ruby Alice, 2—Eugene
- Gorman, Norma Moffitt, 3—Independence
- Goodwin, Arlene May, 3—Seattle, Washington
- Graham, Lila Mae, 3—Goshen
- Granberg, Ida, 5—Portland
- Green, Blanch Pauline, 1—Portland
- Griffiths, Ruth Bailey, 5—Buxton
- Groves, Ruth Marie, 1—Monmouth
- Guyer, Maguerite Jessie, 8—Gaston

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Hagan, Vivian Lee, 3 Salem
Haggblom, Anna Seitz, 4 Cascade Locks
Haggen, Lila Hulga, 1 Astoria
Hall, Evelyn Beth, 2 Scio
Hall, Margaret Gentile, 5 Monmouth
Haller, Genevieve Hogan, 3 Medford
Hampton, Lillian B., 3 Salem
Hansen, Anna Gurtine, 3 Salem
Harold, Shirley Elizabeth, 3 Creswell
Hart, Darlene Roberta, 2 Portland
Haveman, Bernice Veilenholt, 2 Dundee
Hayes, Adah Laraway, 3 Hood River
Heater, Lois Mae, 3 Oregon City
Helt, Neva Ilene, 3 Ontario
Henrich, Mary Elizabeth, 2 Boring
Henry, Bette Belle, 1 Independence
Hern, Ruby Maxine, 4 Leona
Henton, Beatrice Meisinger, 3 Dallas
Henton, Betty Jean, 1 Dallas
Hilliker, Inez Caroline, 1 Salem
Hill, Marjorie May, 2 Lebanon
Holt, Charles Harold, 3 Dallas
Horner, Bernice E., 5 Salem
Horner, Helen Louise, 3 Triangle Lake
Houk, Lola Lucille, 5 Monmouth
Howard, Ordie Marie, 1 Albany
Housing, Myrtle Brownsville
Hubbard, Avis Myra, 5 Monmouth
Hubbard, Marion Terence, 2 Redmond
Huddleston, Ramona Nadine, 2 Silverton
Hyman, Leonard, 1 New York City
Irvin, Dorothy Seymour, 3 Corvallis
Jennings, Irene Mabel, 3 Portland
Jensvold, Charleen Karen, 3 Portland
Johnson, Doris Ann, 3 Portland
Johnson, Eleanor Lucile, 3 Gresham
Johnson, Lucile Marie, 2 Gresham
Johnson, Pearl Downes, 5 Portland
Johnston, Roberta Ruth, 3 Hillsboro
Johnson, Ruby Genevieve, 3 Newberg
Johnson, Virginia Jane, 3 Gladstone
Jones, Dorothy Ellen, 3 Salem
Jones, Glenn Macomber, 3 Monmouth
Jorgensen, Mary, 5 Gervais
Kay, Lillian Adine, 1 Portland
Kenoyer, Alice Arwilda, 1 Salem
Kent, Evelyn Amelie, 1 Portland
Kibbee, Mary Elizabeth, 2 Milwaukee
Kincheloe, Lois Clara, 1 Beaverton
King, Frances Ruth, 4 Cervallis
King, Jean E., 1 Hillsboro
Knapp, Gaynelle Shore, 4 Bonneville
Kreasan, Jane Acton, 1 Dallas
Lakey, Bessie Bell, 5 Drain
Lane, Betty June, 1 Portland
Lant, Mary Jo, 2 Corvallis
Larkin, Betty May, 3 Culver
Larsen, Norma L., 3 Grants Pass
Larson, Norma Kimble, 4 Portland
Lauberback, Mary Jane, 1 Gresham
Lehrman, Bernice, 3 Brooks
Levage, Beatrice Pogue, 3 Marshallfield
Lewis, Edward Allen, 3 Harlan
Lichtenberger, Florence, 5 Hillsboro
Lichtenberger, Mattie, 5 Carlton
Lindley, Ida Eldora, 5 Harlan
Loken, Elizabeth Elaine, 1 St. Helens
Long, Grace Luella, 5 McMinnville
Loesley, Lois Ray, 3 Chiloquin
Loepis, Maxine Zelma, 3 Chiloquin
Loren, Alice Lenora, 3 Silverton
Lorimor, Audrie Ettta, 5 Dayton
Lough, Celeste Hamilton, 5 Hawthorne, California
Lovick, Genevieve Marie, 3 Salem
Lucas, May Folsom, 3 Salem
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Macpherson, Helen Carolyn, 3 Portland
Mahood, Leona Marie, 3 Salem
Mallett, Alma Courter, 3 Monmouth
Mallett, Lin Ernest, 3 Gresham
Marr, Marjorie Helen, 3 Forest Grove
Martin, Neil Stultz, 5 Payhay, Washington
Mason, Lillian Armstrong, 3 Monmouth
Marshall, Virgie Florence, 1 Beaver Creek
Masterson, Mabel Alice, 5 Eugene
Mathias, Maria Rooper, 3 Salem
Matlock, Darlynn Joe, 1 Spokane, Washington
Mathies, Elise Irene, 2 Salem
Mayhew, Opal E., 5 Albany
McClammer, Sallie Ruth, 2 Portland
McAninch, Doyle Edgar, 2 Sandy
McCauley, Bertrin Easter, 1 Hillsboro
McCann, Ruby, 3 Bend
McClellan, Barbara Evelyn, 3 Neotsu
McClure, Gertrude Angila Ann Lake
McDermid, Margaret, 3 Wasco
McGinnis, Kathleen Nancy, 3 Troutdale
McGregor, Mildred May, 1 Molalla
McGuire, Betty Mae, 1 Lincoln
McKay, Hazel Juana, 3 Toledo
Miller, Betty Mae, 2 Monmouth
Miller, Zelma Myrtle, 3 Milwaukie
Milne, Helen Alice, 1 Cornelius
Mixer, Dorothy Bell, 3 Yamhill
Montgomery, Evelyn Grace, 1 Tangent
Moorehouse, Ellen Louise, 2 Alsea
Morelli, Ida Mary, 3 Yamhill
Mosher, Stephen Robert, 4 Monmouth
Mueller, Marcel Muriel, 2 Oregon City
Mueller, Melba Maxine, 3 Oregon City
Mulkey, Shirley Jay, 4 Newport
Mull, Oliva, 1 Portland
Mundinger, Neva Cooley, 3 Salem
Murphy, Gloria Marie, 3 Monmouth
Nance, Wilmur Ray, 4 Portland
Nash, Evelyn, 5 Salem
Nash, Kathryne, 3 Nashville
Neet, Albert M., 3 Fall Creek
Nelsen, Agnes Obedia, 2 Portland
Nelson, Betty Jane, 1 Monmouth
Nelson, Lyda Evelyn, 3 Portland
Nelson, Myrte Edgerton, 3 Corvallis
Newman, Eleanor Dorothy, 2 Booth
Noble, Lila Belle, 3 Springfield
Noble, Violet Ruth, 2 Monmouth
Obershaw, Ermyl Kipple, 2 Salem
O'Connor, Valerie Jane, 4 St. Helens
Olsen, Millicent Jean, 1 Milwaukee
Olsen, Miles George, 3 Independence
Paradiss, Claudia Mabel, 2 Corvallis
Park, Carol Ruth, 1 Independence
Park, Jean Miriam, 3 Independence
Parker, Barbara Jean, 1 Condor
Payton, Polly Mabel, 5 Monmouth
Peoples, Robert Franklin, 1 Amity
Percy, Hester Rosetta, 2 Lyons
Pesheck, Jean Ellen, 3 Albany
Petersen, Alma Dorothy, 3 Cornelius
Petersen, Edna Amelia, 1 Madras
Petersen, Helen Louise, 1 Cornelius
Petersen, Shirley Frances, 3 Wending
Phipps, Charles Auer, 3 Otis
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Graduates 1942

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION

MARCH 1942
Willard Clayton Newton.............Cottage Grove

MAY 1942
Mary Elizabeth Goebel..............Salem
Ivan William Ickes.................Rickreall

JULY 1942
Edith Louise Golden................Eugene

AUGUST 1942
Nancy Elva Boone....................Salem
Helen Jane Wahlstrom..............Portland

DECEMBER 1942
Betty Jeanne DeArmond..............Bend

DIPLOMA, THREE-YEAR CURRICULUM

MARCH 1942
Lorraine Jacoba Kenison............Monmouth

MAY 1942
Elizabeth Jane Addison..........Independence
Constance Ellen Johnson..........Independence
Dorothy Myrtle Johnson..........Salem

JULY 1942
Mary Magarette Watermore........Hillsboro
Margaret Wardine Forrest.........Lyons

Donald Ingalls.....................Homer, Alaska
Constance Ellen Johnson..........Independence
Dorothy Myrtle Johnson..........Salem

Wilmur Ray Lance................Vancouver, Wash.
Alma Jean Watkins O'Meara........Rock Creek

Laura Marie Petersen..............Bend
Barbara Ida Peterson.............Portland

Florence Vail Rice.................Springfield
Jean McLarty Ritner..............Sheridan

Barbara Anne Ruef.................Independence

Ruth Lydia Schmidt.................Corvallis
Dorothy Esther Spencer...........Portland

Evelyn Harriet Weeldryver........Cottage Grove

Mercedes Sinclair..................Eugene

NaDene Louise Beckley.............Monmouth
Virginia Cellera Conley..........Yoncalla

Muriel I. Hawes....................Portland
Evelyn Ickes.......................Rickreall
Dorothy Larkin......................Monroe

Lola I. Russell....................Independence
Jere Simmons......................Salem
GRADUATES 1943

AUGUST 1942

Irma Grace Anderson. Blalock
Ruth Fae Berthold. Corvallis
Mabel Isabel DeVos. Independence
Murriel Adele Everts. Portland
Estrid Leon Marion Jostad. McMinerville
Ruby Maxine Hensley. Leona
Natalie Sue Holm. Milwaukee
Jamie Genevieve McClain. Eugene
William John Moorman. Portland
Mary Louise Steward. Portland
Ennice Mae Turner. Philomath
Martha Lucile Urey. Eugene
Harryette Mae Whitfield. McMinnville
Alma Marie Zahler. Hillsboro

DECEMBER 1942

Frances Harriet Bay. Portland
Mary Lorraine Hammack. Salem
Barbara Ellen Loomis. Toledo
Ruth Bernice McFarlane. Salem
Arthur Wayne Winters. Oregon City
Marcelle Enid Nelson. Salem
Hope Evelyn Rumbaugh. Parkdale
Mary Lou Sears. Gates
Evelyn Jane Treacy. Portland

Graduates 1943

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION

MARCH 1943

Bessie Anne Reichert. Multnomah

MAY 1943

Sylvia Jane Claggett. Salem
Dorothy Doane Goodwin. Springfield
Wilmur Ray Nance. Portland
Margaret Wills Jones. Portland
Stephen Robert Mosher. Eugene

JULY 1943

Gaynelle Shore Knapp. Bonneville
Esthel Vivian Walker. Portland
Thelma Shipman Roler. Siletz

AUGUST 1943

Frances Ruth King. Corvallis
Valeria O'Connor. St. Helens
Jean Marie Spaulding. Newberg
Virginia Elizabeth Wilson. Salem

DIPLOMA, THREE-YEAR CURRICULUM

MARCH 1943

Dorothy Rae Bennett. Myrtle Point
Connie Eykelbosch. Portland
Jessie Mae Jones. Independence
Velma Yeoman. Independence
Erma Louise Kent. Vernonia
Marguerite Delores Moe. Monmouth
Eva Jeanette Neely. Portland

MAY 1943

Dorothy Marie Albright. Independence
Roseanna Alexander. Independence
Lois Marilyn Bowerly. Molalla
Nancy Laurine Caton. Milwaukee
Grace Joan Cherry. Salem
Grace Eleanor Clanfield. Dallas
Ruth E. Ehrlich. Albany
Doris Irene Elliott. Corvallis
Leonard Deamer Garmire. Canby
Arlene May Goodwin. Seattle, Wash.
Evelyn Beth Hall. Scio
Charles Harold Holt. Dallas
Virginia Jane Johnson. Gladstone
Lillian Adine Kay. Portland
Norma L. Larsen. Grants Pass
Bernice Lehrman. Brooks
Maxine Loosley. Chiloquin
Alice Lenora Loron. Silverton
Helen Carolyn Macpherson. Portland
Ernest Linford Mallett. Gresham
Barbara Evelyn McClellan. Neotsu
Margaret McDermid. Wasco
Hazel Juanita McKay. Toledo
Ida Mary Morelli. Yamhill
Jane Evelyn Nelson. Portland
Miles George Olson. Independence
Jean Ellen Pesheck. Albany
Alma Dorothy Petersen. Cornelius
Charles Auer Phelps. Portland
Otis Almeda Jane Polehn. Astoria
Hazel Aline Reddick. Portland
Leona Reimers. Yamhill
Marjorie Audrey Rieck. Portland
Herbert Wayne Schlappi. Tillamook
Shirley Ann Seely. Woodburn
Helen Margaret Sharp. Gaston
Betty Lou Shelley. Redmond
Vivian Virginia Sion. Salem
Jeanne Olivia Stanton. Portland
Kathrynne Emily Stasek. Tillamook
Caroline Margaret Stewart. Yakima, Wash.
Lois Lina Torrey. Wauna
Olive Mae Vincent. Swisshome
Dorothy D. Wolfe. Portland
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<tr>
<td>Ellen Marion Swanson</td>
<td>Westfir</td>
</tr>
</tbody>
</table>
# Summary of Enrollment and Graduates 1942-43 and 1943-44

## Enrollment by Terms and Classes 1942-43

<table>
<thead>
<tr>
<th></th>
<th>Spring 1942</th>
<th>Summer 1942</th>
<th>Fall 1942</th>
<th>Winter 1943</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>88</td>
<td>13</td>
<td>59</td>
<td>54</td>
<td>299</td>
</tr>
<tr>
<td>Second Year</td>
<td>100</td>
<td>32</td>
<td>85</td>
<td>67</td>
<td>284</td>
</tr>
<tr>
<td>Third Year</td>
<td>111</td>
<td>115</td>
<td>72</td>
<td>79</td>
<td>377</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>9</td>
<td>36</td>
<td>9</td>
<td>7</td>
<td>61</td>
</tr>
<tr>
<td>Special Students</td>
<td>4</td>
<td>58</td>
<td>6</td>
<td>2</td>
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<tr>
<td><strong>Totals</strong></td>
<td>307</td>
<td>254</td>
<td>231</td>
<td>208</td>
<td>556*</td>
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</table>

## Enrollment by Terms and Classes 1943-44

<table>
<thead>
<tr>
<th></th>
<th>Spring 1943</th>
<th>Summer 1943</th>
<th>Fall 1943</th>
<th>Winter 1944</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>First Year</td>
<td>41</td>
<td>3</td>
<td>46</td>
<td>41</td>
<td>131</td>
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<tr>
<td>Second Year</td>
<td>60</td>
<td>26</td>
<td>42</td>
<td>35</td>
<td>163</td>
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<tr>
<td>Third Year</td>
<td>82</td>
<td>74</td>
<td>56</td>
<td>58</td>
<td>270</td>
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<tr>
<td>Fourth Year</td>
<td>7</td>
<td>20</td>
<td>3</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>Special Students</td>
<td>1</td>
<td>63</td>
<td>0</td>
<td>1</td>
<td>65</td>
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<tr>
<td><strong>Total by Terms</strong></td>
<td>191</td>
<td>186</td>
<td>147</td>
<td>136</td>
<td>379*</td>
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</table>

## Men and Women Students 1942-43, 1943-44

<table>
<thead>
<tr>
<th></th>
<th>1942-43 Men</th>
<th>1942-43 Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>25</td>
<td>63</td>
<td>88</td>
</tr>
<tr>
<td>Second Year</td>
<td>14</td>
<td>87</td>
<td>101</td>
</tr>
<tr>
<td>Third Year</td>
<td>22</td>
<td>240</td>
<td>262</td>
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<tr>
<td>Fourth Year</td>
<td>9</td>
<td>29</td>
<td>38</td>
</tr>
<tr>
<td>Special Students</td>
<td>3</td>
<td>64</td>
<td>67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>73</td>
<td>483</td>
<td>556</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>1943-44 Men</th>
<th>1943-44 Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>11</td>
<td>56</td>
<td>67</td>
</tr>
<tr>
<td>Second Year</td>
<td>4</td>
<td>45</td>
<td>49</td>
</tr>
<tr>
<td>Third Year</td>
<td>10</td>
<td>160</td>
<td>170</td>
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<tr>
<td>Fourth Year</td>
<td>2</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>Special Students</td>
<td>0</td>
<td>64</td>
<td>64</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>27</td>
<td>352</td>
<td>379*</td>
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* Number of different students enrolled during the year.

## Summary of Diplomas and Degrees 1942

### Diplomas Three-Year Course

<table>
<thead>
<tr>
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<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>March 1942</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>May 1942</td>
<td>6</td>
<td>58</td>
<td>64</td>
</tr>
<tr>
<td>July 1942</td>
<td>3</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>August 1942</td>
<td>1</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>December 1942</td>
<td>1</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>9</td>
<td>91</td>
<td>100</td>
</tr>
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</table>

### Degrees B.S. in Elementary Education

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 1942</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>May 1942</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>July 1942</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>August 1942</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>December 1942</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5</td>
<td>7</td>
<td>12</td>
</tr>
</tbody>
</table>

## Summary of Diplomas and Degrees 1943

### Diplomas Three-Year Curriculum

<table>
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<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 1943</td>
<td>0</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>May 1943</td>
<td>6</td>
<td>38</td>
<td>44</td>
</tr>
<tr>
<td>July 1943</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>August 1943</td>
<td>0</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>December 1943</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6</td>
<td>69</td>
<td>75</td>
</tr>
</tbody>
</table>

### Degrees B.S. in Elementary Education

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 1943</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>May 1943</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>July 1943</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>August 1943</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>December 1943</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2</td>
<td>11</td>
<td>13</td>
</tr>
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