OREGON
State System of
Higher Education
BULLETIN

Catalog Issue

Oregon College of Education
1945-46

Monmouth, Oregon
OREGON COLLEGE OF EDUCATION

Monmouth

The map shows location of Oregon College of Education at Mormouth, Eastern Oregon College of Education at La Grande, and Southern Oregon College of Education at Ashland, together with the county seats throughout the state.
Oregon College of Education

CATALOG

1945-46

Monmouth, Oregon
Oregon State System
of Higher Education
BULLETIN

Issued Monthly

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

Term expires

EDGAR W. SMITH, Portland................................. 1946
WILLARD L. MARKS, Albany............................... 1947
R. C. GROEBBECK, Klamath Falls........................ 1948
MAC HOKE, Pendleton...................................... 1949
R. E. KLEINSORGE, Silverton............................ 1950
BEATRICE WALTON SACKETT, Marshfield............... 1951
LEIF S. FINSETH, Dallas.................................. 1952
PHIL METSCHAN, Portland................................ 1953
A. R. WATZEK, Portland.................................. 1954

OFFICERS

WILLARD L. MARKS........................................ President
BEATRICE WALTON SACKETT........................... Vice President

EXECUTIVE COMMITTEE

WILLARD L. MARKS
BEATRICE WALTON SACKETT
EDGAR W. SMITH

FREDERICK M. HUNTER, Chancellor
CHARLES D. BYRNE, Secretary

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; 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 or (at Southern Oregon and Eastern Oregon Colleges of Education) to approved lower-division programs in semiprofessional fields.

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

Executive Officers

Frederick Maurice Hunter, Ed.D., LL.D.------------------------Chancellor
William Jasper Kerr, D.Sc., LL.D.------------------------Chancellor Emeritus

*Harry K. Newburn, Ph.D.
President, University of Oregon
David W. E. Baird, M.D.
Dean, University of Oregon Medical School
Walter Redford, Ph.D.
President, Southern Oregon College of Education

*Appointment effective July 1, 1945. Acting President to July 1: Orlando John Hollis, B.S., J.D.

+ Robert Maaske, Ph.D.,
President, Eastern Oregon College of Education.

+ August Leroy Strand, Ph.D.
President, Oregon State College
Charles Abner Howard, M.A., LL.D.
President, Oregon College of Education

Deans and Directors†

David W. E. Baird, M.D.------------------------Dean and Director of Medicine; Director of Health Services
Herbert Arnold Bock, M.S., C.P.A.------------------------Comptroller
Charles David Byrne, Ed.D.------------------------Director of Information
William Hugh Carlson, M.A.------------------------Director of Libraries
John Francis Cramer, Ed.D.------------------------Dean and Director of General Extension
George Edward Crossen, Ph.D.------------------------Acting Dean and Director of Pharmacy
Paul Millard Dunn, M.S.F.------------------------Dean and Director of Forestry
James Henry Gilbert, Ph.D.------------------------Dean of the College of Liberal Arts;
Frances Archibald Gilfillan, Ph.D.------------------------Dean of the School of Science;
George Walter Gleason, Ch.E.------------------------Acting Dean and Director of Engineering and Industrial Arts
Orlando John Hollis, B.S., J.D.------------------------Dean and Director of Law
Charles Abner Howard, M.A., LL.D.------------------------Director of Elementary Teacher Training
James Ralph Jewell, Ph.D., LL.D.------------------------Dean of Education; Director of High School Teacher Training
Theodore Kratt, Mus.M., Mus.D.------------------------Dean and Director of Music
Olof Larsell, Ph.D., Sc.D.------------------------Dean and Director of Graduate Division
Ellis Fuller Lawrence, M.S., F.A.I.A.------------------------Dean and Director of Architecture and Allied Arts
Ralph Waldo Leighton, Ph.D.------------------------Dean and Director of Physical Education
Ava Bertha Milam, M.A.------------------------Dean and Director of Home Economics
Victor Pierpont Morris, Ph.D.------------------------Dean and Director of Business Administration
Earl Leroy Packard, Ph.D.------------------------Dean and Director of General Research
Alfred Powers, A.B.------------------------Dean and Director of Creative Writing and Publishing
William Alfred Schoenfeld, M.B.A.------------------------Dean and Director of Agriculture
Mahlon Ellwood Smith, Ph.D.------------------------Dean and Director of Lower Division
George Stanley Turnbull, M.A.------------------------Acting Dean and Director of Journalism
Genevieve Griffith Turnipseed, M.A.------------------------Director of Dormitories

†Each dean and director in this list is interinstitutional in function, being the Chancellor's principal adviser in his field.
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 as degree-granting colleges 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 and junior high schools of Oregon and most other states.

The Colleges of Education were authorized by the Oregon State Board of Higher Education to grant the degree of Bachelor of Science in Elementary Education beginning with the academic year 1941-42.

All three colleges offer lower-division work in liberal arts and sciences leading to the Associate in Arts and other certificates. At Eastern Oregon and Southern Oregon Colleges of Education lower-division curricula in semiprofessional fields are offered leading to certificates of Associate in Science.
## 1945-46 Academic Calendar

### Fall Quarter, 1945
- **September 24, Monday**: Registration of entering students
- **September 25, 26, Tuesday and Wednesday**: Freshman Days
- **September 26, Wednesday**: Registration of returning students
- **September 27, Thursday**: Classes begin
- **October 13, Saturday**: Last day for new registration or addition of new courses
- **November 21, Wednesday**: Last day for withdrawal from a course
- **November 22-25, Thursday through Sunday**: Thanksgiving vacation
- **December 14, Friday**: Classes end
- **December 17, 18, Monday and Tuesday**: Final examinations

### Winter Quarter, 1946
- **January 2, Wednesday**: Registration
- **January 3, Thursday**: Classes begin
- **January 19, Saturday**: Last day for new registration or addition of new courses
- **February 23, Saturday**: Last day for withdrawal from a course
- **March 19, Tuesday**: Classes end
- **March 20, 21, Wednesday and Thursday**: Final examinations
Oregon College of Education

### Spring Quarter, 1946
- **March 25, Monday** Registration
- **March 26, Tuesday** Classes begin
- **April 6, Saturday** Last day for new registration or addition of new courses
- **May 18, Saturday** Last day for withdrawal from a course
- **May 30, Thursday** Memorial Day, holiday
- **June 2, Sunday** Baccalaureate
- **June 4, Tuesday** Classes end
- **June 5, 6, Wednesday and Thursday** Final examinations (examinations will end at noon on Thursday)
- **June 6, Thursday** Commencement (afternoon)

### Summer Quarter, 1946
- **June 10, Monday** Registration
- **July 17, Wednesday** First half of summer session ends
- **July 18, Thursday** Registration, second half of summer session begins
- **August 23, Friday** Second half of summer session ends

### 1946

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Faculty*

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


Charles Arner 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.

†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. (1915), 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 1931.

Sophia Elizabeth Barnum, M.S., Assistant Professor of Education; Supervisor of Upper Grade Education.
B.S. (1921), 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 Kreeg Bolt, M.A., Assistant Professor of Education; Supervisor of Teaching.
B.S. (1925), University of Oregon; M.A. (1931), 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.

†Elise Evelyn Buck, M.A., Assistant Professor of English.

* As wartime conditions may result in changes in the instructional staff, the faculty as listed is subject to change.
† On leave of absence 1944-45.
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.  

*PHOEBE 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 DALL, M.A., Assistant Professor of Education; Supervisor of Teaching.  

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.

VANNIE WARD DEWEY, Substitute Supervisor of Teaching.  
Diploma (1917), Kansas State Teachers College. At Oregon College of Education as substitute since 1936.

†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 Washington. At Oregon College of Education since 1931.

PEARL HEATH, M.S., Associate Professor of Art.  
B.A. (1931), San Jose State College; M.S. (1937), University of Oregon. At Oregon College of Education since 1927.

EMMA FRANCES HENKLE, M.A., Associate Professor of Education; Supervisor of Intermediate Grade Education.  

FLORENCE WHITE HUTCHINSON, M.S., Assistant Professor of Music.  
B.M. (1929), MacPhail School of Music; B.S. (1934), University of Southern California; M.S. (1940), University of Idaho. At Oregon College of Education since 1929.

HARVEY EDGAR INLOW, M.A., Professor of History.  
LL.B. (1915), University of Oregon; B.A. (1916), Pacific University; M.A. (1931), Stanford University. At Oregon College of Education since 1937.

JOHN GOTFRIED JENSEN, B.S., Instructor in Education; Principal of Training School; Supervisor of Teaching.  
B.S. (1940), University of Oregon. At Oregon College of Education since 1944.

* On leave of absence 1944-45.
† On leave of absence for military or civilian war service.
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 LAXON, 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 CLEVENSON 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.

HELEN MARY MOORE, M.S., Instructor; Acting Dean of Women and Director of Dormitories.
B.S. (1931), Oregon State College; M.S. (1944), Columbia University. At Oregon College of Education since 1944.

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

EARNEST ARMON READ, M.A., Instructor in Education; Principal of Training School; Supervisor of Teaching.
A.B. (1936), Northwestern State College; M.A. (1942), State University of Iowa. At Oregon College of Education since 1944.

MABEL MARIAN SAMPSON, M.A., Instructor in Education; Supervisor of Teaching.
B.S. (1928), M.A. (1940), University of Minnesota. At Oregon College of Education since 1944.

JOSEPH FREDERICK SANTIE, 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 SCHIEFFSKE, 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 LIBBE SCHWARTZ, M.A., Instructor in Education; Supervisor of Teaching.
B.E. (1919), Mankato State Teachers College; M.A. (1942), State University of Iowa. At Oregon College of Education since 1943.

* On leave of absence 1944-45.
IDA MAE SMITH, M.A., Assistant Professor of Education; Supervisor of Primary Grade Education.

AMOS COLFAX STANBOUGH, M.A., Assistant Professor of Mathematics.
A.B. (1932), 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. WOLFE, 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., Instructor in English; Director of Placement Service and News Bureau; Teacher of Typing.
B.S. (1923), University of Oregon. At Oregon College of Education since 1939.

MARGARET RUTH DENNEY, R.N., Instructor; Director of Student Health Service; Teacher of Health.
B.S. (1920), 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.

MARThA HELEN HILL, B.S., Secretary to the President.
Diploma (1929), Oregon College of Education; B.S. (1932), Oregon State College. At Oregon College of Education since 1945.

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 (1899-1906), University of Wisconsin. At Oregon College of Education since 1921.

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 of absence 1944-45.
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 State Normal School, continuing under that name until 1909. For a period of two years (1909-11) 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, opening in 1911 as the Oregon Normal School. It continued under that name until 1939, when the legislature designated all the state normal schools colleges of education. The presidents of the institution in the early days of its history were: Thomas W. Huley, 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 Rossler, 1902-1909; John Henry Ackerman, 1911-1921; Joseph Samuel Landers, 1921-1932; Julius Alonzo Churchill, 1932-1939; and Charles Albner Howard, 1939 to date.

In many respects the College is very fortunately situated. Monmouth, population approximately 1,000, 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. In its report to the American Association of Teachers Colleges, the Committee on Accrediting includes this statement about the Oregon College of Education: "It has individuality and atmosphere, a capable and alert faculty, and on the whole, gives the impression of a solid, four-year collegiate institution."

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. Addi-
Opportunities for Veterans

EXCELLENT preparation for teaching and supervision in the elementary and junior high schools is available in the Colleges of Education for men and women discharged from the armed services. The financial benefits relating to education in the "G. I. Bill of Rights" and the Rehabilitation Law (Public Law 16 and Public Law 246) are available to eligible veterans who attend these colleges. These benefits cover the cost of fees and supplies and include a substantial allotment for living costs. Recent state legislation adds other benefits for Oregon veterans.

Admission

Veterans who are high-school graduates are admitted with freshman standing. A veteran who is within a few units of high school graduation may, with the approval of his high-school principal, enroll as a special student; a program can be worked out to clear these deficiencies while attending college so that he may go forward toward a college degree. Veterans who have already attended colleges should arrange to have sent to the Registrar full transcripts of all college work completed.

Special Credit Allowed

Credit up to six term hours may be granted for military service; the amount of credit will depend upon the type and length of the service. Courses completed in special training will be evaluated and appropriate college credit allowed.

Accelerated Program

Any student who wishes may, by attending summer sessions, complete the three-year program leading to a teaching certificate in less than three years, or the B.S. degree in elementary education may be earned in three calendar years. Any student planning an accelerated program should write to the institution he wishes to attend for further information.

Veterans Advisers

An adviser has been appointed on each campus to counsel with veterans who plan further education. The adviser may be consulted in person or by letter. He will welcome inquiries from veterans. Those interested in attending Oregon College of Education should write to the Veterans Adviser, Mr. Delmer R. Dewey, Oregon College of Education, Monmouth, Oregon.
tions have been made at different times on the north, south, and west. This early building has suggested the architectural design of the more recent structures 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 30,007 volumes, several thousand pamphlets, and all the principal magazines and Oregon newspapers.
In addition, through unified library administration, all the books, totaling 669,026 volumes, in the libraries of the several state institutions of higher education 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.

**Admission to Freshman 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; 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 mathe-
matics 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 with Advanced Standing

Advanced standing is granted to students transferring with acceptable records from accredited institutions. The amount of credit granted depends upon the nature and quality of the applicant's work, evaluated according to the academic requirements of the Oregon College of Education.

No advanced standing is granted at entrance for unaccredited work. After three years of satisfactory work on the campus a student may receive credit for work taken in unaccredited collegiate institutions, but the courses must be equated to the regular courses offered at 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.
FEES AND DEPOSITS

<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>$8.50</td>
<td>$25.50</td>
</tr>
<tr>
<td>Building fee</td>
<td>$5.00</td>
<td>$18.00</td>
</tr>
<tr>
<td>Total for Oregon residents</td>
<td>$15.00</td>
<td>$57.00</td>
</tr>
<tr>
<td>Additional fee for nonresidents</td>
<td>$10.00</td>
<td>$30.00</td>
</tr>
<tr>
<td>Total for nonresidents</td>
<td>$25.00</td>
<td>$87.00</td>
</tr>
</tbody>
</table>

Notes: 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 $3.00 payable each term.

Regulations Governing Nonresident Fee. The Oregon State Board of Higher Education has 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).

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 Fees. A fee of $4.50 is charged students receiving the diploma. A fee of $6.50 is charged students receiving the bachelor’s degree. No person may be recommended for the diploma or the degree until he has paid all fees and charges due the institution, including the diploma fee or the degree fee.

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.

Fee Refunds. Students who withdraw from the Oregon College of Education and who have complied with the regulations governing withdrawals are entitled to certain refunds of fees paid, depending on the time of withdrawal. The refund schedule has been established by the State Board of Higher Education, and is on file in the Business Office. All refunds are subject to the following regulations:

1. Any claim for refund must be made in writing before the close of the term in which the claim originated.
2. Refunds in all cases are calculated from the date of application for refund and not from the date when the student ceased attending classes, except in unusual cases when formal withdrawal has been delayed through causes largely beyond the control of the student.

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 college 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 cohesion 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 usual 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 monthly in advance: double room $10.00 per month; single room $15.00 per month.

Board, payable in advance on the first of each month, $30.00 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 college term only.

Refunds and charges for periods less than a month are calculated at a daily rate based on the monthly rate.

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 Mountho 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>$ 52.00</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>25.00</td>
</tr>
<tr>
<td>Board and room</td>
<td>100.00</td>
<td>215.00</td>
</tr>
<tr>
<td>Incidental</td>
<td>15.00</td>
<td>45.00</td>
</tr>
<tr>
<td>Total</td>
<td>155.50</td>
<td>452.00</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 estimates include the cost of a double room at the residence halls, and are 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 rent textbooks at nominal rates.

**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 21), 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 four 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 incident 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.

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 college 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 1945-46. 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 assistance. They are available also to students who have already been enrolled in institutions of higher education and who have a grade-point average of 2.50. At least 50 per cent of the scholarships are awarded to entering students. Applications should be made by April 1, on official blanks, to the secretary of the State Board of Higher Education or to the registrar of the institution the student desires to enter. Awards will be announced May 1.

**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. War conditions have compelled the abandonment of intercollegiate athletics, but a comprehensive program of intramural sports is sponsored. Among the activities are tennis, golf, badminton, volleyball, boxing, wrestling, table tennis, horseshoes, softball, and archery. 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 to 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 College Band affords opportunity for all students who play band 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 1913, 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.

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.
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.

Three-Year and Four-Year Curricula. Two curricula preparing for elementary teaching are 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. 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. If he wishes to concentrate his practice teaching, however, 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 McMinnville, 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.

A limited number of senior students, selected on a basis of scholarship, interests, and aptitude, may be admitted to special training in kindergarten to meet the growing need for teachers in that field.

### THREE-YEAR CURRICULUM

#### College of Education Diploma

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<td>Introduction to Education (Ed 334)</td>
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<td>Primary Education (Ed 359)</td>
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<td>Educational Tests and Measurements (Ed 418)</td>
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<td>Children's Literature (Eng 398)</td>
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<td>Elementary-School Library (Ed 360)</td>
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FOUR-YEAR CURRICULUM

B. S. Degree in Elementary Education

First Year

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<tr>
<td>English Composition (Eng 111, 112, 113)</td>
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<td>Foundations of Physical Science (Ssc 201, 202, 203)</td>
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<td>Biological Science Survey (Ssc 101, 102, 103)</td>
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<td>Background of Social Science (Ssc 101, 102, 103)</td>
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<td>Orientation (Ssc 111)</td>
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<td>Personal Hygiene (H 130)</td>
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<td>Essentials of Speech (Eng 120)</td>
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<td>Foundations of Mathematics (Math 211)</td>
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<td>Physical Education (PE 111, 112, 113)</td>
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Second Year

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<tbody>
<tr>
<td>World Literature (Eng 107, 108, 109)</td>
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<tr>
<td>Social Science: History of Western Civilization (Hat 201, 202, 203)</td>
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<td>or Principles of Economics (Ec 101, 202, 203) or Sociology (Soc 201, 202, 203)</td>
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<td>General Psychology (Psy 201, 262)</td>
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<td>Introduction to Education (Ed 354)</td>
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<td>Geography (Geo 201, 202, 203)</td>
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<td>Physical Education (PE 211, 212, 213)</td>
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Third Year

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<td>Educational Psychology (Ed 312)</td>
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<td>Primary Education (Ed 308)</td>
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<td>Intermediate and Upper-Grade Education (Ed 359)</td>
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<td>Music (Mus 291, 293, 293)</td>
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<td>Art (A 211, 212, 311)</td>
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<td>Elementary-School Library (Ed 380)</td>
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Fourth Year

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<td>Educational Tests and Measurements (Ed 418)</td>
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<td>Contemporary Problems (Ssc 411)</td>
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<th>Term hours</th>
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Lower-Division Liberal Arts and Sciences

IN ORDER to distribute as widely as possible over the state the benefits of a general or basic higher education, such as the Lower Division offers, freshman and sophomore work in liberal arts and sciences is offered at each of the Colleges of Education to students who do not plan to become elementary-school teachers.

For students who plan to complete work for the bachelor's degree the two lower-division years provide breadth of general education and the foundation for specialization on the upper-division level in some major field of the liberal arts and sciences. Students explore several fields of study with a view to determining special interests and aptitudes. For students who complete no more than the first two years of college or university, the lower-division work aims to afford a balanced cultural program and preparation for intelligent citizenship.

PURPOSE

The primary purpose of the Lower-Division organization in the Oregon State System of Higher Education, as established by the State Board of Higher Education, is as follows:

(1) Basic Education.
   Insuring to all students the elements of a sound general education during their first two years, delaying specialization until the junior and senior years, and then encouraging it to a high degree.

(2) Orientation.
   Providing students with a period of exploratory contact which will enable the institution to assist them to make a wise selection of specialization on the basis of their abilities and aptitudes.

LOWER-DIVISION REQUIREMENTS

The time of the student taking lower-division work is spent in fulfilling the requirements for: (1) a Junior Certificate leading to upper-division standing, or (2) a Lower-Division Certificate, or (3) an Associate in Arts certificate.

The Junior Certificate admits to upper-division standing and the opportunity to pursue a major curriculum at the University or the State College, leading to a degree. The requirements are as follows:

(1) Term Hours: Minimum, 93.
(2) Grade Point Average: Minimum, 2.00.
(3) English Composition: 9 term hours.
(4) Physical and Health Education: 6 term hours unless excused.
(5) Personal Hygiene.
(6) Group requirements: A prescribed amount of work selected from three "groups" representing comprehensive fields of knowledge. The three groups are: Language and Literature, Science, Social Science. The group requirements are as follows: at least 9 approved term hours in each of the three groups and at least 9 additional approved term hours in courses numbered 200-210 in any one of the same three groups.
Year-sequences applicable in meeting group requirements are as follows:

**LANGUAGE AND LITERATURE GROUP**
- Eng 101, 102, 103: English Literature, 3 hours each term.
- Eng 107, 108, 109: World Literature, 3 hours each term.
- Eng 201, 202, 203: Shakespeare, 3 hours each term.

**SCIENCE GROUP**
- Sc 101, 102, 103: Biological Science Survey, 3 hours each term.
- Mth 101, 102, 103: Elementary Analysis, 4 hours each term.
- Sc 201, 202, 203: Foundations of Physical Science, 3 hours each term.
- *Psy 201, 202, 203: General Psychology, 3 hours each term.
- *Psy 204, 205, 206: General Psychology Laboratory, 1 hour each term.
- Sc 204, 205, 206: General Physics, 4 hours each term.
- Ch 207, 208, 209: Elementary General Chemistry, 4 hours each term.

**SOCIAL SCIENCE GROUP**
- SSc 101, 102, 103: Background of Social Science, 3 hours each term.
- Ec 201, 202, 203: Principles of Economics, 3 hours each term.
- Geo 201, 202, 203: Geography, 3 hours each term.
- Hst 201, 202, 203: History of Western Civilization, 3 hours each term.
- *Psy 201, 202, 203: General Psychology, 3 hours each term.
- Soc 201, 202, 203: Sociology, 3 hours each term.

The **Lower-Division Certificate** recognizes the successful completion of two years of lower-division work. This certificate is granted upon request to students whose desire has been only to round out their general education. It does not require the scholastic average specified for the Junior Certificate, and does not admit to upper-division standing.

The **Associate in Arts** certificate is intended for students whose aim is to round out a general education and is granted on completion of the Lower-Division Curriculum in Liberal Arts and Sciences (see below) including: completion of a minimum of 93 term hours with a grade-point average of 2.00 or higher, the required written English, general hygiene and physical education, and the required year sequences in Language and Literature, Science, and Social Science.

**LOWER-DIVISION CURRICULUM IN LIBERAL ARTS AND SCIENCES**

*Junior Certificate  
Lower-Division Certificate  
Associate in Arts*

**First Year**

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<th>Term hours</th>
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<tr>
<td><strong>English Composition (Eng 111, 112, 113)</strong></td>
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<tr>
<td><strong>Year sequence in another of the three groups</strong></td>
<td>1-4 3-4 3-4</td>
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<td><strong>Physical Education</strong></td>
<td>3 1 1</td>
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<td><strong>Personal Hygiene (H 150)</strong></td>
<td>3 2-6 5-7</td>
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<tr>
<td><strong>Electives</strong></td>
<td>16 16 16</td>
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**Second Year**

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<th>Term hours</th>
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<tr>
<td><strong>Year sequence in one of the groups begun in the first year</strong></td>
<td>3-4 3-4 3-4</td>
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<tr>
<td><strong>Year sequence in a third group</strong></td>
<td>3-4 3-4 3-4</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>3 1 1</td>
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<tr>
<td><strong>Electives</strong></td>
<td>15 15 15</td>
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* Psy 201, 202, 203 and Psy 204, 205, 206 must be taken concurrently to satisfy science group requirement.
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 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 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, linoleum-cutting 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, A 212. Associate 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. Associate Professor Heath.

A 313. Commercial Design. 2 hours.
Commercial design including posters, cartoons, and book jackets. Associate 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. Associate Professor Heath.
A 316. **Clay Modeling.** 2 hours.
Clay modeling applicable to schoolroom use. Includes making of animal forms, bas-relief, and figurines. Associate 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. Associate 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. Associate 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. Associate 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. Associate 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.** 1 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. Introductory Course in Music. 3 hours.
A musical background for the elementary grade teacher; singing varied
types of song literature; acquiring good vocal habits; reading music;
experiencing simple problems in rhythm; listening to music; analyzing its
forms; learning keys, scales, intervals, primary chords, and their application
to the piano keyboard.

Mus 282. Music II. Music Reading and Ear Training. 3 hours.
Acquiring more skill in reading song material, more advanced rhythmic
patterns; major and minor modes; two-, three-, and four-part music;
chording; ear training; dictation.

Mus 283. Music III. Music Education. 3 hours.
The close relationship between music education and other areas in education;
planning a musical environment; directing the experiences of children
in music; studying principles and procedures in teaching music skills.

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 perform-
ance on woodwind, brass, and percussion instruments. Training and re-
hearsal procedures are demonstrated with members of the class as a play-
ing group. A few instruments are provided by the College. Mr. Laxson.

Mus 382. Advanced Sight Reading. 2 hours.
Reading, at sight, music in one, two, three, and four parts; writing melo-
dies 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 instru-
ments 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. Em-
phasis is placed on the results of scientific research and experimentation.
Prerequisite: Psy 201, 202. Associate Professor Milhous, Assistant Pro-
fessor 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 mimic 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. Instructor Denney.

Ed 354. Introduction to Education. 3 hours. Introduction to the field of education, including a historical 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. Associate Professor Henkle, Assistant Professor Dewey.

Ed 358. Primary Education. 4 hours. Principles and procedures of curriculum for primary grades; the young child studied in relation to home, primary school, and other agencies in the community. Designed to acquaint students with modern teaching procedures and materials, and to provide opportunity for application of sound psychological principles to guidance of children’s learning. Class discussion, observation in the training schools, and organization of teaching materials. Prerequisite: Ed 354; Psy 201. Assistant Professor Smith.

Ed 359. Intermediate and Upper-Grade Education. 4 hours. Principles and procedures of curriculum for intermediate and upper grades. Designed to acquaint student with modern teaching procedures and materials and to provide opportunity for application of sound psychological principles to guidance of children’s learning. Class discussion, observation in the training schools, and organization of teaching materials. Prerequisite: Ed 354; Psy 201. Associate Professor Henkle, 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 admin-
istration 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 tech-
nical, 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, Macpherson.

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 environ-
ment are studied from the standpoint of child understanding. Suitable
materials looking toward the development of a teaching kit are prepared.
Assistant Professors Dodds, Stanbrough.

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 man-
agement. Each student is given a carefully selected assignment to afford
maximum opportunity to learn teaching skills under actual classroom con-
ditions. Three terms of work in practice teaching are required, and during
this time the student has opportunity to teach on different grade levels.
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 ele-
mentary 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 Profes-
sor 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 pro-
cedures; 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 find-
ing 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. Associate 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. 3 hours each term.
Crafts applicable to classroom and activity programs of elementary school;
selection and organization of curricular content of industrial arts as an ex-
pressional medium, giving motivation to other elements 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
Professors Santee, 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. Advanced Primary Education. 2 hours.
Planned for experienced teachers or those specializing at the primary
level. Effectiveness of techniques; materials and their evaluation; solving
of problems growing out of actual experience. Provides opportunity for
special individual and group study in chosen areas of the primary school
and construction of actual materials in relation to scientific procedures and
professional goals. Prerequisite: Ed 458; teaching experience or consent
of instructor. Assistant Professor Smith.

Ed 459. Advanced Intermediate-Grade Education. 2 hours.
Planned for experienced teachers or those specializing at the intermediate
level. Effectiveness of techniques; materials and their evaluation; solving
of problems growing out of actual experience. Provides opportunities for
special individual and group study in chosen areas and application of
scientific procedures to organization of new materials. Prerequisite: Ed 459;
teaching experience or consent of instructor. Associate Professor
Henkle, Assistant Professor Barnum.

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.
These 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. Associate 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. Associate Professor Henkle.

Ed 469. Advanced Upper-Grade Education. 2 hours.
Planned for experienced teachers or those specializing at the upper-grade
level. Evaluation of techniques and materials in relation to characteristics
and needs of the adolescent child. Opportunity for individual and group
study in chosen subject matter areas and for solution of problems growing
out of teaching experience. Prerequisite: Ed 339; teaching experience
or consent of instructor. Assistant Professor Barnum.

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. Associate Professor Henkle, Assistant Professor Barnum.

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 sociali-
zation. Assistant Professor Barnum.
Ed 492. Recent Trends in Language Arts. 3 hours.
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. Through readings, class discussions, and demonstrations, students become acquainted with each of the four areas of the language arts: reading, speaking, writing, and listening. Associate Professor Henkle.

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 Professors Forbes, Millious.

Psy 400. **Criticism 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 150: 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.
Postwar 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.

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 ac-
Health and Physical Education

Health

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 Lautenschl. 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
- 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 special play days and field meets. Assistant Professor 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 Lautenbach.

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.
Dances material for the upper grades. National folk dances, character dances, and clogging. Assistant Professor Lautenbach.

PL 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.

Home Arts

LOWER-DIVISION COURSES

HA 201. Clothing Construction and Selection. 3 hours.
Principles of selection and construction applied in planning and constructing garments; beauty, health, and economy in dress; good taste.

HA 202. Foods, Nutrition, and Cookery. 3 hours.
Basic principles of food preparation, menu making, and meal service.

HA 203. Personal and Family Relationships. 3 hours.
Aims to give an understanding of present-day family life and some of its problems.

Science and Mathematics

Science

LOWER-DIVISION COURSES

Sc 101, 102, 103. Biological Science Survey. 3 hours each term.
Place of man in relation to other forms of life, with particular reference to heredity, nervous systems, organic evolution; importance of animal and plant forms as sources of food, shelter, clothing, and medicines, and as sources of disease. Two lectures; 1 two-hour laboratory period.
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. No laboratory work.

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, volcanism, and mountain-making forces. Identification of common rocks. Optional field trips to coast, rivers, or mountains.

Sc 222. **Astronomy.** 3 hours.
Constellations; celestial sphere; optics of telescope; the earth; orbital motion of the earth; moon; eclipses of sun and moon; spectroscope and its use; sun; planets; law of gravitation; meteors and comets; theories of evolution of solar system.

**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 relationships, mathematical principles and relationships, grade placement of content materials, appraisal of texts, workbook and tests, development of problem-solving ability, and proficiency in the fundamental skills of mathematical 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; impor-
tance 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.

UPPER-DIVISION SERVICE COURSE

SSc 411. Contemporary Problems. 3 hours.
A study of modern social, political, and economic problems from the stand-
point of sociology, economics, psychology, biology, genetics, and the interfer-
ence of civilization with the processes of natural selection. Prerequisite:
Scc 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 de-
mand; 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 ex-
change; 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.
Historical and cultural development of the Oregon country. 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.
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54
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Hill, Margaret May, 5, Lebanon
Horne, Bernice L., 1, Salem
Horne, Helen Louise, 2, Triangle Lake
Huck, Lola Louise, 1, Monmouth
Howard, Alfred, 1, Albany
Howe, Myrtle Louise, 1, Brownsville
Hubbard, Myra Myrt, 5, Monmouth
Hudson, Ramona Nadeen, 3, Silverton
Irvin, Dorothy Seymour, 3, Corvallis
Jennings, Irene Mabel, 3, Portland
Jones, Deva Ann, 3, Portland
Johnson, Eleanor Lee, 3, Gresham
Johnson, Lucile Marie, 1, Gresham
Johnson, Pearl Dornis, 5, Portland
Johnson, William, 1, Hillsboro
Johnson, Ruby Genevieve, 3, Newberg
Jones, Dorothy Allen, 3, Monmouth
Jones, Irene Mildred, 3, Monmouth
Jorgenson, Mary, 1, Cervants
Kenoyer, Alice Arold, 2, Salem
Kerr, Evelyn Amy, 1, Portland
Kibbe, Mary Elizabeth, 3, Milwaukie
King, Louis Clara, 1, Corvallis
King, Frances Ruth, 1, Corvallis
King, Jeane Elizabeth, 3, Springfield
Knapke, Gaynelle Shore, 4, Bonsallville
Krause, Jane Acton, 1, Dallas
Lakey, Effie Bell, 5, Drain
Lane, Betty June, 1, Portland
Langley, Mary Jane, 1, Portland
Lardner, Mary June, 1, Gresham
Leavitt, Beatrice Page, 3, Marshfield
Lewis, Mable Allen, 3, Carlton
Lichtenberger, Florence, 5, Hillsboro
Lichtenberger, Mattie, 5, Carlton
Lindsey, Ida Elora, 5, Harlan
Loken, Elizabeth Elaine, 2, St. Helens
Long, Grace Luella, 5, McMinnville
McCall, Louisa, 3, Clatskanie
Lorenzen, Audrey Eta, 5, Dayton
Lough, Celeste Hamilton, 5, Hawthorne, Calif.
Lovik, Genevieve Marie, 3, Salem
Lucas, Mary Pauline, 1, Salem
MacMillan, Parthenia Christine, 3, Portland
Mabey, Lena Marie, 3, Salem
Malott, Alma Courtier, 5, Monmouth
Marr, Marjorie Helen, 3, Forest Grove
Marshall, Viola Florence, 2, Beavercreek
Martin, Nell Stout, 1, Puyallup, Wash.
Mason, Lilian Lee, 4, Monmouth
Masterson, Mabel Alice, 5, Eugene
Matlock, Darby Joe, 3, Spokane, Wash.
Mathers, Elsie Irene, 2, Salem
Mayeux, Ida E., 2, Salem
McCaffrey, Doyle Edgar, 2, Canby
McCain, Bertha Easter, 3, Hillsboro
McCain, Ruby, 3, Bend
McClain, Safie Ruth, 3, Portland
McDade, Georgia Anna, 3, Portland
McDaniel, Nina McDonald, 2, Independence
McGrum, Mary Kautz, 1, Troutdale
McGregor, Nellie May, 3, Molalla
McGregor, Betty, 2, Eugene
Miller, Zoe Myrtle, 1, Portland
Miller, Helen Alice, 1, Corvallis
Miss, Dorothy Belle, 3, Yamhill
Moorehouse, Ellen Louise, 3, Ailsa
Muller, Malena Maxine, 1, Oregon City
Muller, Marcel Muriel, 2, Oregon City
Mulkey, Shirley Jay, 4, Newport
Mull, Olive, 3, Salem
Mundinger, Neva Cooke, 3, Salem
Murphy, Gloria Marie, 3, Monmouth
Nash, Evelyn, 5, Salem
Nash, Kathlyn, 3, Independence
Nelson, Agnes Oweida, 3, Portland
Nelson, Myrtle Edgerton, 3, Corvallis
Newman, Eleanor Dorothy, 3, Portland
Noble, Lily Belle, 1, Monmouth
Noble, V. Ruth, 3, Monmouth
Obershaw, Ernul Kipple, 2, Salem
O'Connor, Vincent James, 4, St. Helens
Owen, Millicent Jean, 1, Milwaukie
Paradis, Claudene Mabel, 2, Corvallis
Park, Carol Ruth, 1, Independence
Park, Jean Miriam, 3, Independence
Parker, Barbara Jean, 1, Condon
Payton, Polly Mabel, 5, Monmouth
Peck, Hester Rojette, 3, Lyons
Petersdorf, Shirley Yvonne, 1, West Bend
Peterson, Edna Amelia, 3, Madras
Peterson, Helen Louise, 1, Cornelius
Phelps, Lezander Quinton, 1, Prineville
Phelps, Vera M., 3, Monmouth
Pitt, Nona Fay, 4, Eugene
Powell, Jassman Johnson, 3, Monmouth
Price, Marilyn M., 3, Monmouth
Radcliffe, Ruth Helen, 2, Klamath Falls
Raney, Anna Mae, 3, Monmouth
Rau, Lilian Irene, 2, Madras
Rawlings, Ruby May, 2, Salem
Reeves, Marjorie Louise, 3, Salem
Rice, Juanita Crouse, 3, Astoria
Rice, Shirley Ethel, 2, Maupin
Rinehart, Betty Jane, 3, Portland
Rives, Juanita, 3, Newberg
Roberts, Beverly Shirley, 5, Yamhills
Robinson, Alice Reiter, 3, Independence
Roper, Thelma Shipman, 4, Siletz
Rooper, Elizabeth, 3, Antelope
Rooper, Marcia Lucile, 3, Antelope
Rosenstock, Laura Mabel, 1, Monmouth
Ross, Dorothy C., 3, Woodstock
Runner, Jim Jeanette, 3, Salem
Russell, Ellen Joaquith, 2, Sherwood
Saferly, Catherine B., 3, Charbonneau, N. Dak.
Saxton, Hope Irene, 3, Reedsport
Schaefer, Myra May, 3, Seacliff
Schmidt, Ruth Lydia, 4, Corvallis
Schule, Margaret Elizabeth, 5, Beaverton
Schule, Olive Bennett, 3, Hillsboro
Scott, Muriel Milne, 5, Yamhill
Shanks, R. Eugenia, 3, Falls City
Sherwood, Evangeline Rose, 2, Jefferson
Sherwood, Faye L., 3, Sweet Home
Shull, Madge Hawley, 3, McMinnville
Simmons, Christine Delph, 3, Salem
Shoates, Mary Patricia, 1, Salem
Smith, Bernice Lorene, 3, Summer Lake
Smith, Margaret Ellen, 3, Portland
Smith, Evelyn Adeline, 5, Gervais
Smith, Laura D., 3, Portland
Smith, Margaret M., 5, Sutherlin
Smith, Marie Agnes, 5, Salem
Smith, Mary Lorraine, 1, Corvallis
Somerson, L. Bessie, 5, Amity
Somerson, Lillian, 5, Monmouth
Sorenson, Lorraine Janet, 1, Lebanon
Stoddin, Irene Marie, 4, Newberg
Stone, Ruth Ann, 1, Monmouth
Sorenson, Hazel Mae, 5, Independence
Spranger, Zetta Joy, 3, Cheshire
Stamey, Laura Irene, 5...Salem
Steffen, Velda Mae, 2...Hillsboro
Stephens, Eva Clarice, 2...Springfield
Stowall, Virginia Annabelle, 3...Marshall
Stringer, Marjorie Playne, 3...Lebanon
Swanson, Marion, 3...Westfir
Swift, Leona May, 3...McMinnville
Taylor, Dorothy Colwell, 2...Portland
Temple, Esther P., 2...Albany
Thompson, Alice E., 3...Portland
Tiedeman, Viola May, 2...Sherwood
Toll, Vera Joyce, 1...Dallas
Toye, Laelia Evelyn, 3...Salem
Trent, Audrey Davis, 3...Salem
Tyler, Helen Louise, 1...Lebanon
Underwood, Dorothy Frances, 3...Oakland
Unner, Jacqueline E., 2...Scappoose
Vesch, Eleanor Mae, 1...Sheridan
Vincent, Marion, 3...Gresham
Vlaestilia, Velma Kopisch, 2...Astoria
Waalen, Harriett Josie, 3...Portland
Waggoner, Lily Irene, 3...Ontario
Walker, Ethel Vivian, 4...Portland
Walker, Theresa, 3...Cottage Grove
Warla, Margaret Ellen, 3...Astoria
Watterson, Joy, 1...Silverton
Weed, Mildred, 3...Vernonia
Weir, May, 3...Portland
Weitzel, Ora Jane, 5...Lebanon
Westercy, Elsie M., 3...Salem
West, Helen Margaret, 3...Monmouth
West, Marion Esther, 2...Monmouth
Wilken, Rosemary Caroline, 1...North Plains
Wilson, Virginia Elizabeth, 3...Salem
Winniford, Kittie Mayes, 3...Roseburg
Wortlyake, Hulda S., 5...Florence
Yeoman, Velma, 3...Independence
Zitter, Selma, 4...Portland

Graduates, 1943-44
Bachelor of Science in Elementary Education

JULY 1943
Gaynelle Shore Knapp, Bonneville
Thelma Shipman Roler, Siletz
Evelyn Vivian Walker, Portland

AUGUST 1943
Frances Ruth King, Corvallis
Valerie O'Connor, St. Helens
Jean Marie Scouluding, Newberg
Virginia Elizabeth Wilson, Salem

DIPLOMA, THREE-YEAR CURRICULUM

JULY 1943
Jennie Mae Gerity, Wamic
Ruby Genevieve Johnson, Newberg
Margery Warita, Astoria

AUGUST 1943
Lola Thompson Anderson, Monmouth
Audine Victoria Bennerger, Hood River
Phyllis Barbara Boyd, Westport
Bertha Chaffee, Dundee
Betty Lenora Chilton, Portland
Dorothy Clevie, Bend
Juanita Florence Cruise, Astoria
Ethel Mae Dann, Molalla
Vivian L. Fritts, Grass Valley
Anna Gurine Hansen, Salem
Maldon Horton, Portland
Glenna Macomber Jones, Monmouth
Alma Center Mullatt, Molalla
Norma Moffit German, Independence
Gloria Murshy, Monmouth
Jean Miriam Pake, Independence
Nonda Faye Pirlle, Eugene
Laura Doris Smith, Portland

DECEMBER 1943
Ruth Inez Dieckhoff, Junction City
Marjorie Helen Marr, Forest Grove
Shirley Jay Mulkey, Newport
Ellen Marion Swanson, Westfir

MARCH 1944
Luna Mae Baker, Salem
Alice Evelyn Burnett, Portland
Betty Jean Falk, Halsey
Alice Mae Ethel Jones, Portland
Irene Made Germanus, Portland
Theodore W. Newell, Portland

Linda Florence Duff, Salem
**SUMMARY OF ENROLLMENT AND GRADUATES 1943-44**

**MAY 1944**

Florence Hannah Adair, Warrenton  
Margaret Emily Andrew, Bend  
Alice May Bailey, Eugene  
Vivian Ethel Birdsell, Sweet Home  
Helen Marie Blau, Wasco  
Edna Madeline Bowman, Independence  
Lois Karlene Bratt, Yamhill  
Emily Anna Coffelt, Sherwood  
Lois Ellen Day, Dallas  
Helen Jeannette Dower, Dayton  
Julia Eudahl, Seijo  
Gloria Louise Gebers, Grants Pass  
Lois Mae Hester, Oregon City  
Roberta Ruth Johnson, Portland  
Evelyn Amy Kong, Portland  
Jeanne Elizabeth King, Springfield  
Lois Kay Loosley, Chiloquin  
Genevieve Marie Lovell, Salem  
Nancy Kathleen McGinnis, Troutdale  
Kathryn Nash, Nashville  
Betty Jane Rinehart, Portland  
Beverly Shirley Robbins, Yachats  
Elizabeth Roeger, Antioch  
Inez Elizabeth Runner, Salem  
Myra May Schweizer, Seaside  
Barbara Jean Smith, Portland  
Evelyn Adele Smith, Seward  
Virginia Annabelle Snowall, Marshfield  
Marjorie Elaine Stringer, Lebanon  
Alice Elaine Thompson, Portland  
Luella Evelyn Toews, Dallas  
Dorothy Frances Underwood, Oakland  
Harriett Joie Waalen, Portland  
Lily Irene Wazener, Ontario  
Helen Margaret West, Monmouth  
Charleen Tensvold Wilbur, Portland

---

**Summary of Enrollment and Graduates 1943-44**

**Enrollment by Terms and Classes 1943-44**

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**Men and Women Students 1943-44**

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**Summary of Diplomas and Degrees 1943-44**

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* Number of different students during the year.
Campus Activities and Scenes

College Choir
Campbell Hall, Containing Classrooms, the Library, and the Auditorium.
Jessica Todd Hall from the south, with a glimpse of Campbell Hall at the left
AFTERNOON TEA

MUSIC ROOM, JESSICA TODD HALL

64
The girls enjoy a fireside in Jessica Todd Hall.

Student Room
63
AN ART CLASS LEARNS FLOWER ARRANGEMENT

STUDENTS IN SPEECH MAKE A RECORDING

68
Pooling information between classes.

The war has accentuated interest in mathematics.
These prewar activities will be resumed when men return.
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