

O R E G O N
State System of
Higher Education
B U L L E T I N



Catalog Issue

Oregon College of Education
1946-47

Monmouth, Oregon



OREGON COLLEGE OF EDUCATION

Monmouth

The map shows location of Oregon College of Education and the county seats throughout the state. The college is fifteen miles from Salem; sixty from Portland; sixty from the beaches.

Oregon College of Education
CATALOG
1946-47



Monmouth, Oregon

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

Issued Monthly

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Higher Education

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State Board of Higher Education

	Term expires
WILLARD L. MARKS, Albany.....	1947
R. C. GROESBECK, Klamath Falls.....	1948
HERMAN OLIVER, John Day.....	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
EDGAR W. SMITH, Portland.....	1955

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

Oregon State System of Higher Education

THE Oregon State System of Higher Education, as organized in 1932 by the State Board of Higher Education following a Federal survey of higher education in Oregon, includes all the state-supported institutions of higher learning. The several institutions 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 and the University of Oregon Dental School are located in Portland.

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	AUGUST LEROY STRAND, Ph.D. President, Oregon State College
DAVID W. E. BAIRD, M.D. Dean, University of Oregon Medical School	CHARLES ABNER HOWARD, M.A., LL.D. President, Oregon College of Education
ELMO NALL STEVENSON, Ed.D. President, Southern Oregon College of Education	ROBEN JOHN MAASKE, Ph.D. President, Eastern Oregon College of Education

Deans and Directors*

DAVID W. E. BAIRD, M.D.....	Dean and Director of Medicine; Director of Health Services
HERBERT ARNOLD BORK, 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.....	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; Director of Arts and Letters and Social Science
FRANCOIS ARCHIBALD GILFILLAN, Ph.D.....	Dean of the School of Science; Director of Science
GEORGE WALTER GLEESON, Ch.E.....	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.

† Resigned, January 1946.

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 of most other states.

The Colleges of Education were authorized by the 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 of education 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.

1946-47

September 1946

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29	30

October 1946

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November 1946

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December 1946

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January 1947

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February 1947

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Academic Calendar

Fall Quarter, 1946

September 23, *Monday*.....Registration
of entering students

September 24, 25, *Tuesday and Wednesday*
.....Freshman days

September 25, *Wednesday*.....Registration
of returning students

September 26, *Thursday*.....Classes begin

October 12, *Saturday*.....Last day for new reg-
istration or addition of a new course

November 9, *Saturday*.....Last day for with-
drawal from a course

November 28-December 1, *Thursday*
through Sunday.....Thanksgiving vacation

December 16, *Monday*.....Classes end

December 17, 18, *Tuesday and Wednes-*
day.....Final examinations

Winter Quarter, 1947

January 2, *Thursday*.....Registration

January 3, *Friday*.....Classes begin

January 18, *Saturday*.....Last day for new reg-
istration or addition of a new course

February 15, *Saturday*.....Last day for with-
drawal from a course

March 18, *Tuesday*.....Classes end

March 19, 20, *Wednesday and Thursday*.....
.....Final examinations

Oregon College of Education

1947

Spring Quarter, 1947

- March 24, *Monday*.....Registration
March 25, *Tuesday*.....Classes begin
April 5, *Saturday*.....Last day for new registration or addition of a new course
May 10, *Saturday*.....Last day for withdrawal from a course
May 30, *Friday*.....Memorial Day, holiday
June 1, *Sunday*.....Baccalaureate
June 3, *Tuesday*.....Classes end
June 4, 5, *Wednesday and Thursday*.....Final examinations (examinations will end at noon on Thursday)
June 5, *Thursday*.....Commencement (afternoon)

Summer Quarter, 1947

- June 11, *Wednesday*.....Registration
July 4, *Friday*.....Holiday
July 17, *Thursday*.....First half summer session ends
July 21, *Monday*.....Registration, second half summer session begins
August 22, *Friday*.....Summer session ends

March 1947

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April 1947

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May 1947

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June 1947

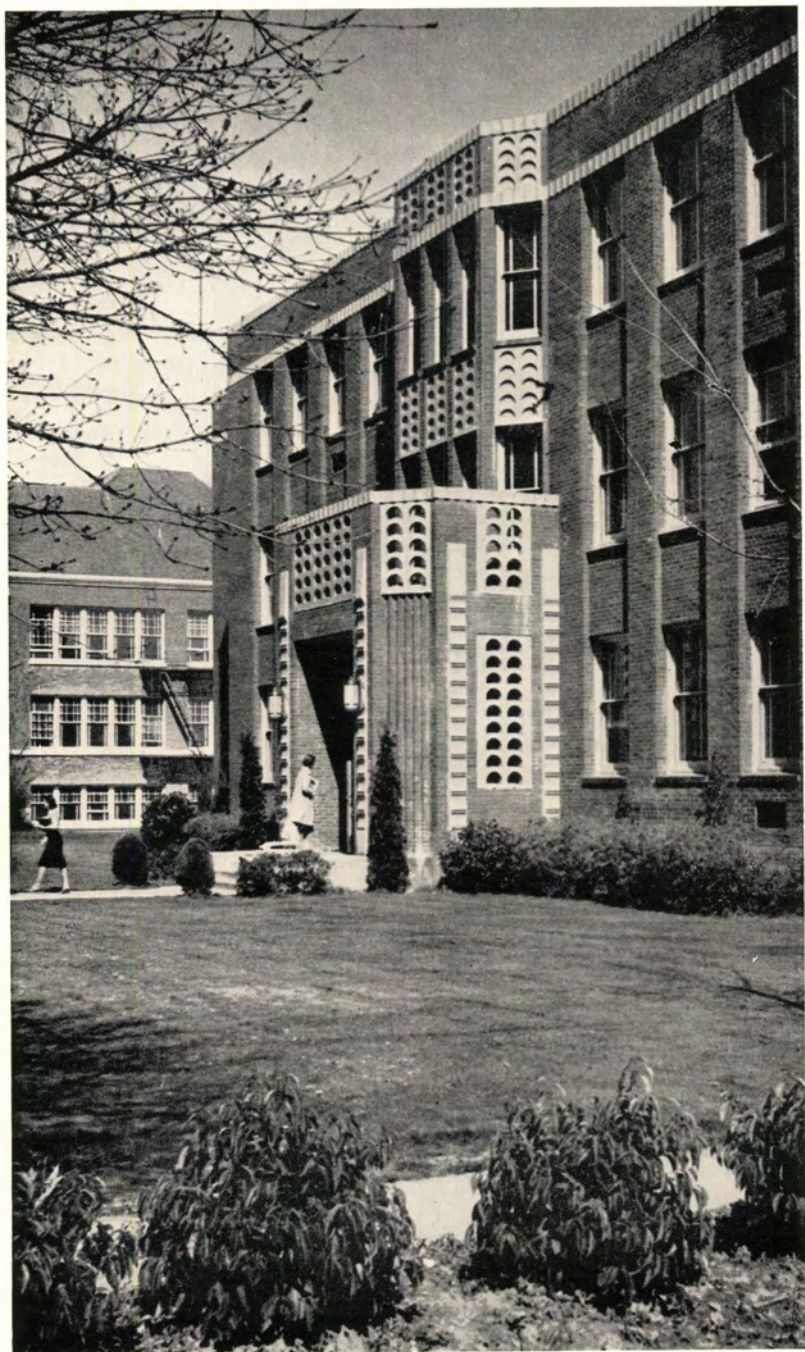
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July 1947

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August 1947

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24	25	26	27	28	29	30
31



ADMINISTRATION BUILDING, FACING CAMPBELL HALL

Faculty*

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

WILLIAM JASPER KERR, D.Sc., LL.D., Chancellor Emeritus, Oregon State System of Higher Education.

CHARLES ABNER HOWARD, M.A., LL.D., Director of Elementary Teacher Training, Oregon State System of Higher Education.

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

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

*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., Associate Professor of Social Science; Dean of Men.

B.S. (1916), Kansas State Teachers College; M.A. (1921), Teachers College, Columbia University. At Oregon College of Education since 1928.

ELLIS ARNOLD STEBBINS, B.A., Assistant Professor; Registrar and Business Manager.

B.A. (1924), Pacific University. At Oregon College of Education since 1928.

KATHARINE ARBUTHNOT, Assistant Professor of Social Science.

At Oregon College of Education since 1913.

SOPHIA ELIZABETH BARNUM, M.S., Assistant Professor of Education; Supervisor of Upper Grade Education.

B.S. (1931), Oregon State College; M.S. (1936), University of Oregon. At Oregon College of Education since 1922.

EDWARD FLETCHER BARROWS, Ph.D., Associate Professor of Science.

Ph.B. (1923), Brown University; M.A. (1929), Harvard University; Ph.D. (1932), Brown University. At Oregon College of Education since 1932.

ELSIE KRIEG BOLT, M.A., Assistant Professor of Education; Supervisor of Teaching.

B.S. (1925), University of Oregon; M.A. (1937), Teachers College, Columbia University. At Oregon College of Education since 1926.

ESTHER BONNICHSEN, M.A., Assistant Professor of Education; Supervisor of Teaching.

B.S. (1932), Iowa State Teachers College; M.A. (1937), Teachers College, Columbia University. At Oregon College of Education since 1937.

*ELOISE EVELYN BUCK, M.A., Assistant Professor of English.

B.A. (1926), University of Oregon; M.A. (1929), Wellesley College. At Oregon College of Education since 1932.

* On leave of absence 1945-46.

OSCAR CARL CHRISTENSEN, M.S., Associate Professor of Social Science.

B.S. (1921), Kansas State Teachers College; M.S. (1938), University of Oregon. At Oregon College of Education since 1925.

*JOSEPH ALFRED COX, M.S., Assistant Professor of Physical Education; Coach.

A.B. (1926), Colorado College; M.S. (1937), Oregon State College. At Oregon College of Education 1929-32 and since 1935.

JANE CATHERINE DALE, M.A., Assistant Professor of Education; Supervisor of Teaching.

B.A. (1938), M.A. (1939), University of Wisconsin. At Oregon College of Education since 1939.

*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.

B.S. (1931), M.A. (1932), Teachers College, Columbia University. At Oregon College of Education 1922-29 and since 1932.

FLORENCE WHITE HUTCHINSON, M.S., Associate 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. (1933), Stanford University. At Oregon College of Education since 1937.

HELEN BUTLER JONES, B.A., Instructor in Education; Supervisor of Teaching.

B.A. (1932), Santa Barbara State College. At Oregon College of Education since 1945.

JOSEPH SAMUEL LANDERS, M.A., Assistant Professor Emeritus of Education.

B.S. (1888), Valparaiso University; A.B. (1917), M.A. (1918), University of Colorado. At Oregon College of Education since 1921.

RUTH LAUTENBACH, M.A., Assistant Professor of Physical Education.

B.S. (1930), M.A. (1931), University of Iowa. At Oregon College of Education since 1940.

*CHARLES ROBERT LAXSON, M.A., Instructor in Music.

B.A., B.M. (1934), Monmouth College (Illinois); M.A. (1943), University of Idaho. At Oregon College of Education since 1940.

ADOLPHE DEWEY MCANEAR, M.A., Assistant Professor of Education; Principal of Training School; Supervisor of Teaching.

A.B. (1929), College of the Ozarks; M.A. (1941), University of Missouri. At Oregon College of Education since 1945.

* On leave of absence 1945-46.

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.

A.B. (1927), M.A. (1936), Colorado College of Education. At Oregon College of Education since 1929.

IVAN CLENDENON 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., Associate 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.

VIRGINIA MARIE O'REILLY, M.S., Instructor in Education; Supervisor of Teaching.

B.S. (1942), M.S. (1944), Kansas State Teachers College. At Oregon College of Education since 1945.

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

B.A. (1938), M.A. (1939), Colorado State College of Education. At Oregon College of Education since 1940.

EARNEST ARMON READ, M.A., Assistant Professor of 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.

STELLA MAY ROBBINS, M.A., Instructor in Education; Supervisor of Teaching.

A.B. (1923), Park College; B.S. (1934), M.A. (1937), Columbia University. At Oregon College of Education since 1945.

JOSEPH FREDERICK SANTEE, Ph.D., Associate Professor of Social Science.

B.S. (1924), Oregon State College; M.S. (1928), University of Oregon; Ph.D. (1938), University of Washington. At Oregon College of Education since 1926.

RUTH MARTHA SCHERFENBERG, M.A., Instructor in Education; Supervisor of Teaching.

B.E. (1934), St. Cloud Teachers College; M.A. (1940), University of Minnesota. At Oregon College of Education since 1945.

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

B.S. (1936), M.A. (1938), Teachers College, Columbia University. At Oregon College of Education 1918-24 and since 1927.

AMOS COLFAX STANBROUGH, M.A., Assistant Professor of Mathematics.

A.B. (1895), Pacific College; M.A. (1933), University of Oregon. At Oregon College of Education since 1924.

*BEULAH STEBNO THORNTON, M.A., Assistant Professor of English.

B.A. (1915), M.A. (1938), University of Oregon. At Oregon College of Education since 1926.

* On leave of absence 1945-46.

HERBERT JAMES VENT, M.S., Instructor in Education; Supervisor of Teaching.
B.S. (1941), M.S. (1942), University of Oregon. At Oregon College of Education since 1945.

HENRIETTA B. WOLFER, M.S., Assistant Professor of Education; Supervisor of Teaching.

B.S. (1925), M.S. (1936), University of Oregon. At Oregon College of Education since 1925.

*CECILIA ELIZABETH BRENNAN, B.S., Instructor in English; Director of Placement Service and News Bureau; Teacher of Typing.

B.S. (1933), University of Oregon. At Oregon College of Education since 1939.

MARGARET RUTH DENNEY, R.N., Instructor; Director of Student Health Service; Teacher of Health.

R.N. (1937), Multnomah County Hospital; P.H.N. (1941), University of Oregon; B.S. (1941), Oregon State College. At Oregon College of Education 1937-39 and since 1940.

CLIFFORD ALBERT FRATZKE, B.S., M.D., Physician.

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

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 (1899-1900), 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 1945-46.

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 reestablished 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. Haley, L. L. Rowland, and A. D. Butler. Following them were: Thomas Franklin Campbell, 1869-1882; Davis Truman Stanley, 1882-1889; Prince Lucien Campbell, 1889-1902; Edwin De Vore Ressler, 1902-1909; John Henry Ackerman, 1911-1921; Joseph Samuel Landers, 1921-1932; Julius Alonzo Churchill, 1932-1939; and Charles Abner Howard, 1939 to date.

In many respects the College is very fortunately situated. Monmouth, 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 20 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

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. Two-year courses of study are offered in liberal arts. Veterans may also obtain the first two years work in most professional fields preparatory to transferring to the University of Oregon or Oregon State College to finish requirements for a degree. The financial benefits relating to education in the "G. I. Bill of Rights" and the Rehabilitation Law (Public Law 346 and Public Law 16) are available to eligible veterans who attend Oregon College of Education. These benefits cover the cost of fees and supplies and include a substantial allotment for subsistence (\$65.00 a month if single, \$90.00 if married, under P.L. 346, \$105.00 if single, \$115.00 if married, \$10.00 a month for first dependent child, \$7.00 a month for each additional child, under P.L. 16). Oregon law provides \$35.00 a month for a full-time student for a period not to exceed thirty-six months. The veteran can receive benefits from only one law at any one time.

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

Eighteen term hours or more of credit may be granted for military service. Credit will be allowed on the basis of length of service, rank, or courses completed in service schools. Credit allowed the veteran will be applied to physical education, free electives, or specific course credit when the subject matter of the service course is appropriate.

Accelerated Program

Any student who wishes may, by attending summer sessions, complete the three-year program leading to a teaching certificate in a little more than two calendar years, and 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.

building, which is modified Gothic architecture, was constructed in 1871. Additions have been made at different times on the north, south, and west. This early building has suggested the architectural design of the more recent 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 accommodate 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 30,335 volumes, several thousand pamphlets, the principal magazines and Oregon newspapers.

In addition, through unified library administration, all the books, totaling 674,070 volumes, in the libraries of the several state institutions of higher edu-

cation are made available, to the fullest extent possible, to the students and faculties of all the institutions. In the same way, the services of the trained staff of specialists in the various divisions of library service in the several institutions are also available to the entire State System of Higher Education. Libraries and museums of all of the institutions are regularly open to the public in general as well as to the students and faculties of the educational system.

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

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

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

(1) A fine of one cent per day is charged on all overdue books loaned on general circulation.

(2) All books especially needed for use at the Library are subject to recall at any time and should be returned promptly when requested. Patrons failing to return books promptly when notified to do so are subject to a fine of not more than one dollar for each day of delay.

(3) A fine of 5 cents per hour or fraction thereof is charged on all overdue reserved 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 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 and socio-economic problems; 1 unit in health and physical education; and 2 units selected from the fields of natural science and mathematics or of foreign language. Two units in either natural science or mathematics or 1 unit in each of these fields will be acceptable, but a minimum of 2 units in a single language will be required if a foreign language is selected.

Graduates from standard out-of-state high schools shall be required to present substantially the same distribution of units. Applicants who are not residents of Oregon may be required to meet additional requirements demonstrating superior ability.

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

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

Admission with Advanced Standing

Advanced standing is granted to students transferring with acceptable records from accredited institutions. The amount of credit granted depends on 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 terms 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 approximately 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 State Board of Higher Education 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 the 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.

Items	Per term	Per year
Tuition	\$ 8.50	\$ 25.50
Incidental fee	10.50	31.50
Building fee	5.00	15.00
Total for Oregon residents	\$24.00	\$ 72.00
Additional fee for nonresidents	10.00	30.00
Total for nonresidents	\$34.00	\$102.00

NOTE: The table does not include the matriculation fee of \$2.00 paid by all students registering for the first time.

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.
- (2) Children of regular employees of the Federal Government stationed 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 6 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 pay \$4.00 for Health Service only, \$1.50 for gymnasium-suit service only.

Auditor's 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 are charged a fee of \$1.00 for any change they may wish to make in their programs after the last day to add courses.

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.

Library Fines and Charges. (See LIBRARIES, pages 17-18.)

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 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 the housing committee. Petitions to this committee are granted only on showing of convincing reasons of health, financial necessity, or other special circumstances.

Sophomore, junior, and senior women, and all men will live in either the college dormitories or approved off-campus houses. Students reserving rooms in the dormitories or approved houses may not move from those rooms until the end of the term in which the reservation is made.

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

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

West House, remodeled in the fall of 1936 to provide a dormitory for men, accommodates 20 men students in congenial, comfortable surroundings.

The student rooms are provided with steam heat, hot and cold running water, and equipped with individual clothes closets and the 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 \$12.00 per month; single room \$18.00 per month.

Board, payable in advance on the first of each month, \$32.00 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. The dormitories will be open one day prior to the day scheduled in the Academic Calendar for the opening of each term.

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. A limited number of approved houses in Monmouth offer housekeeping rooms for students under college regulations. Information about the approved houses may be obtained from the office of the Dean of Women in Todd Hall.

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. Board and room estimates are based on charges commonly paid by students. The cost of board and room in some private homes is somewhat lower. 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.

Items	First term (13 weeks)	Year (35 weeks)
Institutional fees	\$ 24.00	\$ 72.00
Books and supplies	10.00	20.00
Board and room	120.44	344.95
Incidentals	15.00	45.00
Total	\$169.44	\$481.95

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 or working 15 hours or more a week 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.

Rental Library. A rental library 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 \$10.50 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 three terms; ten days if he has been in attendance for two terms; and five days if he has been in attendance for only one term. For longer periods an additional charge is made. In no case will the Health Service pay a private hospital bill for a student. When a special nurse is necessary, the expense must be met by the student. All expenses of or connected with surgical operations, or highly specialized service, must be borne by the student.

A student who is ill may, on request, be attended at his rooming place by health-service physicians. For such a call at a student's place of residence an additional fee of \$2.00 is charged for each call between 8:00 a.m. and 5:00 p.m., \$3.00 after 5:00 p.m., 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 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 Harry L. Holmes and David H. Holmes Scholarship Fund. Loans from this fund are available to worthy students, preferably men, of Medford and Jackson County. Students to receive loans are selected by a committee of Jackson County residents, including the donors of the fund, Harry L. and David H. Holmes.

The Charles H. Thompson Fund for Girls. Young women in college may apply for loans from the Charles H. Thompson Fund for Girls, which was established by the will of the late Charles H. Thompson.

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

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

State Scholarships. A limited number of tuition and fee scholarships are available to students in the State System of Higher Education for the year 1946-47. 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.

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.

Foreign Scholarships. A limited number of foreign scholarships are available to students from foreign countries. Each scholarship carries a value of \$55.50 to apply against fees totaling \$102.00. Complete information can be obtained by writing to President C. A. Howard, Oregon College of Education, Monmouth, Oregon.

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 Students. All full-time students are members of the Associated Students. Student government is encouraged by the President and the Faculty, and many administrative responsibilities are shared with the elected officers of the Associated Students.

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. Plans are being made to renew participation in intercollegiate athletics with colleges of the Pacific Northwest that was discontinued during the war. 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 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 co-operating with the faculty and students in keeping alive traditions of the campus, in upholding high scholastic and social standards, and in creating friendly relations through constructive measures.

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

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

Inter-Varsity Christian Fellowship and Campus Christian Youth Movement are two active nondenominational 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,

FOUR-YEAR CURRICULUM

B. S. Degree in Elementary Education

	Term hours		
	F	W	S
First Year			
English Composition (Eng 111, 112, 113)	3	3	3
Foundations of Physical Science (Sc 201, 202, 203)	3	3	3
Biological Science Survey (Sc 101, 102, 103)	3	3	3
Background of Social Science (SSc 101, 102, 103)	3	3	3
Orientation (SSc 111)	1	3	3
Personal Hygiene (H 150)	2	.....	.....
Essentials of Speech (Eng 120) .....	.....	3	.....
Foundations of Mathematics (Mth 211) .....	.....	.....	3
Physical Education (PE 111, 112, 113)	1	1	1
	16	16	16
Second Year			
World Literature (Eng 107, 108, 109)	3	3	3
Social Science: History of Western Civilization (Hst 201, 202, 203) <i>or</i> Principles of Economics (Ec 201, 202, 203) <i>or</i> Sociology (Soc 201, 202, 203)	3	3	3
General Psychology (Psy 201, 202)	3	3	.....
Introduction to Education (Ed 354) .....	.....	.....	3
Geography (Geo 201, 202, 203)	3	3	3
Physical Education (PE 211, 212, 213)	1	1	1
Electives	3	3	3
	16	16	16
Third Year			
Educational Psychology (Ed 312)	3	.....	.....
Primary Education (Ed 358) .....	.....	4	.....
Intermediate and Upper-Grade Education (Ed 359) .....	.....	.....	4
Music I: Introductory Course in Music (Mus 281), Music II: Music Reading and Ear Training (Mus 282), Music III: Music Education (Mus 283)	3	3	3
Art (A 211, 212, 311)	3	2	3
Teaching of Physical Education (Ed 344, 345) .....	.....	.....	2
Health Education (Ed 351) .....	.....	.....	2
Elementary School Library (Ed 380) .....	.....	2	.....
American History and Government (Hst 378, 379)	3	3	.....
History of Oregon (Hst 377)	2	.....	.....
Electives	2	2	2
	16	16	16
Fourth Year			
Supervised Teaching (Ed 415)	5	5	5
Educational Tests and Measurements (Ed 418)	3	.....	.....
Children's Literature (Eng 388)	3	.....	.....
School Organization (Ed 476) .....	.....	3	.....
Contemporary Problems (SSc 411) .....	.....	.....	3
Applied Mental Hygiene (Ed 460) .....	.....	3	.....
Electives	5	5	8
	16	16	16

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 the Oregon 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 unless excused.

(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: 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:

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.

Sc 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

	Term hours		
	F	W	S
English Composition (Eng 111, 112, 113)	3	3	3
Year sequence in one of the three groups	3-4	3-4	3-4
Year sequence in another of the three groups	3-4	3-4	3-4
Physical Education	1	1	1
Personal Hygiene (H 150)	2	....	....
Electives	1-3	4-6	5-7
	<u>16</u>	<u>16</u>	<u>16</u>

Second Year

Year sequence in one of the groups begun in the first year	3-4	3-4	3-4
Year sequence in a third group	3-4	3-4	3-4
Physical Education	1	1	1
Electives	7-9	7-9	6-9
	<u>15</u>	<u>15</u>	<u>15</u>

* 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 a study of historic styles such as Roman, Gothic, Old English, as well as the modern decorative, manuscript, and poster types.
- A 218. **Crafts.** 2 hours.
Application of design to wood carving, metal tapping, metal etching, wood burning, toys, leather tooling, basketry, weaving, and soap carving.
- A 219. **Pottery.** 2 hours.
Ceramic design, clays, engobes, glazes, the processes used in ceramic production, and the firing of different types of ware. (Laboratory fee of \$2.50 for all material and cost of firing.)
- A 220. **The Print.** 2 hours.
Problems in silk screen printing; monotypes; linoleum blocking in one or more colors; stencil and batik.

UPPER-DIVISION SERVICE COURSES

- A 311. **Art Structure III.** 3 hours.
Various approaches to the problem of creative expression in art and the flexible course of study. Lectures and discussions deal with problems of the art curriculum in the elementary grades, and the relationship between the study of art and the life interest of the child. Prerequisite: A 211, 212. 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. Staff.
- 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 production. Making of headdresses, masks, properties, small stage models, decorating material. Actual application to specific plays. Staff.
- 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, 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. Art Appreciation. 2 hours.

Designed to offer an appreciative study of painting, architecture, sculpture, and the minor arts in the 19th and 20th centuries; principles and fundamentals of appreciation. No studio work is done, but lectures, outside reading, slides, and class discussion are used. 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 bases; 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. $\frac{1}{2}$ 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 hour.
A course designed to give training in elementary band routine and in methods of organizing beginning band. The work includes actual performance on woodwind, brass, and percussion instruments. Training and rehearsal procedures are demonstrated with members of the class as a playing group. A few instruments 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 melodies from dictation. Prerequisite: Mus 281, 282. Associate Professor Hutchinson.
- Mus 432. Elementary School Orchestra.** 1 hour.
Organization and training of school orchestras; a brief study of the instruments and of orchestra material; transposing and score writing. Mr. Laxson.
- Mus 433. Choral Conducting.** 1 hour.
The organization and direction of choruses and the selection of material for choruses in the elementary grades. Associate Professor Hutchinson.

Education and Psychology

Education

UPPER-DIVISION COURSES

- Ed 312. Educational Psychology.** 3 hours.
Latest contributions to educational psychology from experimental education and psychology, with special attention to the psychology of learning. Emphasis is placed on the results of scientific research and experimentation. Prerequisite: Psy 201, 202. Associate Professors Milhous, Dewey.
- Ed 317. Elementary Statistics.** 3 hours.
Basic statistical procedures necessary for the interpretation of the pupil scores and the prediction of probable future performance. The reliability of measures and of test programs is given particular attention. Class exercises are based on actual scores taken in current city and county testing programs. Associate Professor Forbes.
- Ed 344. Teaching of Physical Education in Primary Grades.** 1 hour.
Theory and practice of physical education for the first three grades; story plays, dramatic dances, rhythmic work, singing games. Assistant Professor Lautenbach.

Ed 345. Teaching of Physical Education in the Intermediate and Upper Grades. 1 hour.

Material for school use; theory and practice of physical education for intermediate and upper grades; opportunity for practice in the technique of instruction; the content of mimetic exercises; games; methods of posture training. Assistant Professor Lautenbach.

Ed 350. Elementary School Curriculum. 3 hours.

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

Ed 351. Health Education. 2 hours.

The fundamental principles of health education with emphasis on the protection and promotion of the health of school children; instruction and guidance in the knowledge and the way of healthful living; the development of a health-service program. Prerequisite: Sc 101, 102, 103; H 150. 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 Professors Henkle, 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, observations 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 administration of the elementary school; finance, transportation, important school legislation, buildings, and equipment. Associate Professor Milhous.

Ed 373. Administration of Village and Consolidated Schools. 3 hours.

Problems of administration that a principal meets in the adaptation of the state course of study to the needs of his particular school; promotions, school records, time allotments, pupil accounting. Associate Professor Milhous.

Ed 380. Elementary-School Library. 2 hours.

Organization, administration, and development of the elementary-school library, including instruction in simple methods of handling essential technical, mechanical, and business processes; the care and repair of books; evaluation of reference materials useful for both teacher and children; stimulation of wider use of books for study and recreation; utilization of the library resources of Oregon, and service of the school library to the community. Assistant Professors Hofstetter, 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 environment 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. Supervised Teaching. 5 hours each term.

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

Ed 418. Educational Tests and Measurements. 3 hours.

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

Ed 441. Creative Education. 2 hours.

Environment, materials, and activities for the young child that tend to stimulate creative work. Consideration is given to the feasibility of a creative program in crowded public-school situations. Assistant Professor Smith.

Ed 442. Social Sciences in the Primary Grades. 2 hours.

Specific units in the social studies in the primary grades. Discussions on the function of the social sciences; development of techniques and procedures; location and use of source materials. Assistant Professor Smith.

Ed 445. Teaching of Art. 2 hours.

For students of special ability and interest in the teaching of art. Study of child interests and capabilities at different age levels with the view of finding and planning suitable materials and methods of presentation. Actual experience in the teaching of art. Prerequisite: A 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 expressions in all grades through singing, playing instruments, and rhythmic activities; use of phonograph and radio in enrichment of children's experience. Associate 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 expressional 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 358, 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 procedure to organization of new materials. Prerequisite: Ed 359, 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. Opportunity is offered for the use of case-study technique. Associate Professors Forbes, Milhous.

Ed 461. Child Development. 3 hours.

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

Ed 462. Study of the Unusual Child. 2 hours.

Those types of children who do not adjust readily to the usual school, home, and social environment. Emphasis is placed on the emotionally unbalanced, the mentally retarded, and the inefficient children. Assistant Professor 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. Consideration is given to the prevention of errors, standardized and informal tests, the psychology of drill, practice exercises, and the provision for 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 pupil. Opportunity for individual and group study in chosen subject matter areas and for solution of problems growing out of teaching experience. Prerequisite: Ed 359, teaching experience, or consent of instructor. Assistant Professor Barnum.

Ed 476. School Organization. 3 hours.

Unifying educational principles with reference to problems of school procedure, routine activities, and rural community relationships. Special attention given to management problems and community relationships that are pertinent to the smaller schools of Oregon. This course includes the study of Oregon School Law and Oregon system of education. 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 constitute good supervision; the means of measuring the results of teaching; teacher rating; problems of the supervisory officer as a coordinator; the problem of the initiative of the teacher; the value of the group conference; 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 socialization. Assistant Professor Barnum.

Ed 492. Recent Trends in Language Arts. 3 hours.

Designed to provide guidance and assistance to inservice teachers and other qualified students in making a survey and organizing materials related to language arts 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 reevaluation 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, Milhous.

Psy 490. Criticisms of Current Psychologies. 2 hours.

Essential theories of the different schools of psychological thought analyzed

in relation to progressive and creative teaching; educational implications of the differing concepts of fundamental human behavior given special consideration. Prerequisite: Ed 312. Associate Professor Milhous.

English

LOWER-DIVISION COURSES

- Eng 101, 102, 103. **English Literature.** 3 hours each term.
Representative English literature from the Anglo-Saxon period to the present. The three terms constitute a sequence but may be taken separately.
- Eng 107, 108, 109. **World Literature.** 3 hours each term.
A sequence to acquaint the student with outstanding works of ancient, medieval, and modern literature that have had a permanent and wide appeal outside their own country. Masterpieces from the Oriental, Greek, Roman, Italian, French, Spanish, German, Scandinavian, and Russian literatures are studied, with the major emphasis on the British and American.
- Eng 111, 112, 113. **English Composition.** 3 hours each term.
A year sequence to enable the student to learn to use the English language effectively and to develop greater facility in composition, with emphasis on immediate and future needs of individual students in functional English. Special attention is given to order and arrangement of ideas and subject matter, with much practice—both oral and written—on various methods of presentation.
- Eng 120. **Essentials of Speech.** 3 hours.
Course to give the student opportunity to develop poise and confidence in speech and to organize and present material effectively.
- Eng 150. **Journalism for Teachers.** 3 hours.
Fundamentals of reporting and writing various types of news stories and simple features; study of school publications; the newspaper as an avenue of public information. Regular class and lecture hours supplemented by laboratory periods in connection with the college newspaper. Prerequisite: Eng 111 or equivalent.
- Eng 155, 156. **Typing for Teachers.** 2 hours each term.
Typing as a tool needed by teachers. First term: typing fundamentals; moderate speed with maximum accuracy; correct forms. Second term: use of typewriter by the teacher. Material from college training schools provides laboratory problems for typing. Student learns use of hectograph, mimeograph, and typewriter in reproducing many kinds of materials. First term may not be taken for credit by any student who has had one year of successful typing in high school. First term may be taken separately. Prerequisite for Eng 156: Eng 155 or one year of high-school typing or consent of instructor.
- Eng 163, 164, 165. **American Literature.** 3 hours each term.
Representative American literature from its beginning to the present. The three terms constitute a sequence but may be taken separately.
- Eng 201, 202, 203. **Shakespeare.** 3 hours each term.
The important comedies, historical plays, and tragedies. The three terms constitute a sequence but may be taken separately.
- Eng 218. **Creative Writing.** 3 hours.
Opportunity and encouragement for those who wish to express themselves through literary mediums. Models of essays, short stories, and poetry are

studied, and original work is done in each of these branches of writing. Prerequisite: demonstrated skill in writing; Eng 111, 112.

Eng 241. Oral Interpretation. 2 hours.

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

Eng 247. An Introduction to Drama. 3 hours.

Selected plays representing nearly every type important in England and America, together with certain foreign types that have exerted considerable influence on the drama in English.

Eng 271. Contemporary Literature. 3 hours.

Postwar poetry, prose, and drama, with the emphasis on the development of new literary forms, new concepts, attitudes, and movements. Recent European influences. Lectures, with reading assignments illustrating the points of emphasis in class discussion.

UPPER-DIVISION SERVICE COURSES

Eng 311. Advanced English Composition. 3 hours.

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

Eng 344. Play Production. 3 hours.

Studies and applications of the fundamental principles underlying dramatic art. Opportunities are given students to participate in acting and directing. Assistant Professor Thornton.

Eng 366. The Development of the English Novel. 3 hours.

The English novel from the beginning under Richardson and Fielding to its development under Hardy, Meredith, and Stevenson. Assistant Professor Buck.

Eng 388. Children's Literature. 3 hours.

Investigations in the field of children's interests in reading, and in grade placement of types and pieces of literature. Opportunity is given for acquaintance with, and appreciation of, the great body of literature belonging to the elementary-school program. Associate Professor Mingus.

Health and Physical Education

Health

LOWER-DIVISION COURSE

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. Instructor 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. Instructor Denney.

H 358. First Aid. 2 hours.

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

Physical Education

LOWER-DIVISION COURSES

PE 111, 112, 113. Physical Education. 1 hour each term.

The physical education program is 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:

<i>Activities for Men</i>	<i>Activities for Women</i>	<i>Activities for Men and Women</i>
Football	Basketball	Volleyball
Touch Football	Volleyball	Recreational Games
Soccer-Speedball	Softball	Golf
Basketball	Soccer-Speedball	Tennis
Softball	Track	Dancing
Wrestling	Modern Rhythms and Dance	Corrective Physical Education
Handball	Tumbling and Apparatus	Tap Dancing
Track		Folk Dancing
Volleyball		Badminton
Baseball		Archery
Boxing		Fencing
Tumbling and Apparatus		

PE 211, 212, 213. Physical Education. 1 hour each term.

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

UPPER-DIVISION SERVICE COURSES

PE 334. Playground Organization and Supervision. 1 hour.

Planned to familiarize the teacher with the methods of conducting playground activities of the school. The growth and advancement of the playground movement; the construction of the playground; selection and placement of playground equipment; organization and supervision of play periods, and of special play days and field meets. Assistant Professor Lautenbach.

PE 335. Festivals, Pageants, and Special Programs. 1 hour.

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.

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

PE 382. The Modern Dance. 1 hour.

Fundamental dance rhythms and the composition and development of the dances. Assistant Professor Lautenbach.

Physical Education for Men

UPPER-DIVISION SERVICE COURSES

PE 340. Boy-Scout Leadership. 1 hour.

Organization and direction of Boy-Scout groups. Experience as assistant troop leaders. Woodcraft, campcraft, and first aid. Assistant Professor Cox.

PE 346. Coaching of Basketball. 2 hours.

Demonstration and discussion of the fundamentals, the individual skills, and methods of instruction. Assistant Professor Cox.

PE 347. Coaching of Football. 2 hours.

Demonstration and discussion of the fundamentals, team play, and rules; touch football; the developing and conducting of a sports program. Assistant Professor Cox.

PE 348. Coaching of Baseball. 2 hours.

Discussion and demonstration of the fundamentals of play in each position, the rules, and team play. Assistant Professor Cox.

PE 349. Coaching of Track and Field. 2 hours.

Track and field events; the organization and administration of a track and field program. Assistant Professor Cox.

PE 350. Teaching of Major Sports for Boys. 1 hour.

The seasonal sport of each term is covered with the theory of funda-

mentals, 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 mo-

tion of the earth; moon; eclipses of sun and moon; spectroscopy 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.

College algebra, analytical geometry, plane trigonometry.

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 analytical 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; importance 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 standpoint of sociology, economics, psychology, biology, genetics, and the interference of civilization with the processes of natural selection. Prerequisite: Sc 101, 102, 103; SSc 101, 102, 103; Psy 201, 202. Associate Professor Santee.

Economics

LOWER-DIVISION COURSES

Ec 201, 202, 203. Principles of Economics. 3 hours each term.

Social phenomena due to the wealth-getting and wealth-using activities of man; all other phases of man's life insofar as they affect his social activity in this respect; wealth; capital and income; driving forces of economic life; the industries of production; money; the interaction of supply and demand; the interpretation of the meaning of the law of supply and demand; consumption.

UPPER-DIVISION SERVICE COURSE

Ec 314. Money and Banking. 3 hours.

The nature and function of a monetary unit; the regulation of government paper currency; credit and credit instruments; domestic and foreign exchange; types of business organizations; marketing of securities; stock exchanges; the different types of banks and their functions; a brief history of banking in the United States with special attention to the Federal Reserve System. Associate 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 Professors Santee, Christensen.

Sociology

LOWER-DIVISION COURSES

Soc 201, 202, 203. **Sociology.** 3 hours each term.

Analysis of social organization and culture; human nature; social changes and movements as affected by culture; biological and physical environmental factors; a survey of the various social problems as well as the methods of investigation.

Enrollment 1944-45

Summer and Fall 1944, Winter and Spring 1945

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

Adams, Josephine Meril, 5.....Sheridan, Wyo.
Adkins, Reba Lee, 5.....Tynee, Ky.
Ames, Audry Marie, 1.....Eugene
Anderson, Lily Elsa, 5.....South Tacoma, Wash.
Anderson, Lola, 4.....Albany
Ankrom, Elsie A., 3.....Kinzua
Arnold, Ruth Helen, 5.....Corvallis
Auer, Betty Jean, 2.....Dallas

Baldwin, Betty Jeanne, 5.....Albany
Baldwin, Yola Gwendolyn, 5.....Cottage Grove
Bander, Flora Lynette, 4.....Sherwood
Barclay, Jennie Frances, 3.....Siletz
Barker, Jeannette, 1.....Salem
Bayer, Marjorie Mae, 1.....Portland
Bearson, Dorothy Doane, 3.....Hood River
Bebe, Peggy Louise, 1.....Castle Rock, Wash.
Beebe, Elizabeth Margariete, 2.....Eugene
Belknap, Ada M., 5.....Rickreall
Belknap, Robert Harlan, 3.....Lakeview
Belton, Barbara Jean, 3.....Condon
Bennett, Bessie Barbara, 4.....Portland
Bennett, Edna Jean, 2.....Portland
Bennett, Ida May, 3.....Philomath
Bennett, Ina, 5.....Mulino
Bennett, Jessie Avis, 5.....Grants Pass
Bennett, Opal Ruth, 4.....Monmouth
Berggren, James Myron, 1.....Sheridan
Berreth, Elma, 5.....Oregon City
Best, Dorothy Marie, 4.....Philomath
Bethell, Hester Perego, 3.....Lyons
Bier, Marjorie Ruth, 3.....Oakridge
Bierbower, Betty June, 2.....Eugene
Biggerstaff, Evelyn, 4.....Salem
Bjork, Doris Teresa, 3.....Astoria
Blackwell, Mabel Irene, 5.....Vernonia
Blanchard, Helen A., 4.....Wauna
Blosser, Berylle Velna, 3.....Newport
Bouchie, Minnie, 5.....Turner
Bowersox, Berneice Helen, 2.....Salem
Boyce, Janet Merle, 3.....Salem
Boyce, Ruth Ellen, 3.....McMinnville
Bracken, E. Jean, 4.....Phillipsburg, Kan.
Bramlet, Margaret Eva, 1.....Dayton
Brewer, Patricia Skaling, 3.....Salem
Briggs, Nell Chase, 1.....Monmouth
Bristlin, Arlene Mae, 2.....Eddyville
Bristlin, June Elaine, 1.....Oregon City
Brown, Ethel Virginia, 1.....Mapleton
Bruce, Rita Elaine, 3.....Mohawk
Bullion, George A., 3.....Monmouth
Bullis, Maurine H., 5.....Wren
Burton, Lorriane Fairburn, 1.....Eugene

Cahill, Nana, 3.....Astoria
Camp, Florence Alberta, 3.....Mapleton
Cantwell, Grace Olive, 5.....Wilark
Canutt, Dona Bell, 2.....Portland
Carothers, Ethel Hobart, 2.....Independence
Carothers, Verna, 4.....Roseburg
Chance, Irma, 2.....Vernonia
Chapman, Daisy Ann, 1.....Eugene
Chapman, Gilda Mae, 3.....Junction City
Chapman, Hazel Miller, 2.....Drain
Christiansen, Helen Rose, 3.....Salem
Clark, Betty Belle, 3.....Portland

Clark, Elizabeth Morrison, 5.....Cottage Grove
Clark, Mabel Marr, 2.....Grand Ronde
Clark, Nola Louisa, 4.....Salem
Coats, Lois Irene, 2.....Wasco
Coiner, Mildred Hayes, 3.....Cottage Grove
Collamore, LeNoir Arleen, 3.....McMinnville
Cooper, Addie Lorraine, 4.....McMinnville
Couser, Anna Pond, 5.....Mitchell
Cox, Lida Daisy, 5.....Monmouth
Coyle, Dorothy Eileen, 4.....Medford
Crippen, May Elizabeth, 3.....Milwaukie
Crooks, Rue Aaron, 2.....Eugene
Crowley, Alta, 1.....Rickreall

Davenport, Ruth Kathryn, 4.....Portland
Davidson, Winnifred Elnora, 1.....Portland
Day, Marie Berneice, 1.....Corvallis
Day, Opal Donna, 3.....Hubbard
DeBoer, Gertrude, 5.....Salem
DeHaven, Evelyn Gertrude, 1.....Langlois
Dennis, Betty Grace, 2.....Portland
deVries, Irene Phyllis, 3.....Salem
Dibblee, Lillie Dell, 2.....Eugene
Dickson, Gladys Reed, 5.....Lacomb
Dieckhoff, Dorothy Mabel, 3.....Junction City
Digby, Lula Marie, 3.....Dallas
Dimick, Euphemia, 3.....Salem
Dixon, Grace Teague, 3.....Monmouth
Dodson, Nellie, 3.....McMinnville
Doty, Opal Violet, 3.....Eugene
Dunn, Ruby Davis, 5.....Eugene

Edwards, Frances Rose, 2.....Eddyville
Eggiman, Ruth Adelyn, 1.....Boring
Ericson, L. Carmen, 4.....Arlington

Farris, Elaine, 3.....McMinnville
Fladstol, Carol Jane, 2.....Eugene
Fleener, Maisie Marilyn, 4.....Portland
Fleischman, Eva Marie, 3.....Monmouth
Flesher, Margaret Brown, 5.....Newport
Fletcher, Lois Marion, 2.....Holley
Flood, Anna Henrikke, 4.....Westport
Floyd, Neva Helt, 3.....Ontario
Fox, Mildred Cary, 2.....Rainier
Frazer, Imoleen DeArmond, 3.....Monmouth
Frederickson, Vera Viola, 4.....Roseburg
Friesen, Carolyn Pauline, 2.....Dallas
Friesen, Helen Harriet, 3.....Dallas
Fulkerson, Marion M., 3.....Seaside
Furrow, Luetta Mae, 2.....Eugene

Gault, Jean Effie, 3.....Gladstone
Gavette, Gladys M., 4.....Tillamook
Gebers, Gloria Louise, 4.....Grants Pass
Gentle, Caroline Mae, 3.....Monmouth
George, Barbara Bayer, 4.....Newberg
Giblin, Olive, 5.....Lebanon
Goldsworthy, Ruby Alice, 3.....Eugene
Goodrich, Grace Farnham, 3.....DeLake
Granberg, Ida Josephine, 3.....Portland
Graves, Mabel C., 5.....Vernonia
Green, Blanche Pauline, 2.....Portland

Haggblom, Anna Mae, 4.....Cascade Locks
Haggren, Lila Hilja, 2.....Astoria

Haller, Genevieve Hogan, 3.....	Applegate	Matthes, Elsie Irene, 3.....	Salem
Hamack, Mary Lorraine, 4.....	Salem	Matthes, Pauline Wilma, 5.....	Salem
Hanley, Eleanor T., 4.....	Hillsboro	McAninch, Doyle Edgar, 3.....	Canby
Hansen, Luella May, 1.....	Junction City	McCoy, Leland E., 1.....	Monmouth
Hanson, Clara M., 3.....	Silverton	McDaniel, Nina Marie, 2.....	Scio
Hargrave, Claralee Cheadle, 4.....	Lebanon	McDonald, Ruth Agnes, 3.....	Elkton
Harrison, Helen Biddle, 5.....	Brownsville	McDougal, Muriel Bernice, 3.....	Portland
Hart, Roberta Darlene, 4.....	Portland	McGinnis, Kathleen, 4.....	Troutdale
Haveman, Bernice Valenthol, 3.....	Dundee	McGregor, Nellie May, 2.....	Molalla
Hedine, Laura Margreta, 3.....	Salem	McGregor, Phyllis Edith, 1.....	Molalla
Heisler, Phyllis Patricia, 2.....	Portland	McGuire, Betty Mae, 3.....	Eugene
Hemrich, Mary Elizabeth, 3.....	Boring	McHolick, Wilma Irene, 1.....	Monitor
Henderson, Betty Jean, 1.....	Portland	McLaughlin, Grace Allen, 5.....	Salem
Henton, Bearl, 3.....	Dallas	Meyer, Margaret H., 2.....	Port Orford
Henton, Betty Jean, 2.....	Dallas	Miles, Ruth Chapman, 2.....	Monmouth
Heutzenroeder, Vanina Alfaret, 5.....	Portland	Mitchell, Emily E., 5.....	Tillamook
Hilfiker, Inez Caroline, 2.....	Salem	Mitchell, Orpha, 5.....	Salem
Hill, Marjorie May, 2.....	Lebanon	Mittendorf, Dora Elouise, 5.....	Salem
Hougnon, Myrtle Janet, 5.....	Lebanon	Mix, Dorothy Bell, 3.....	Yamhill
Houtz, Joyce Emily, 1.....	Dallas	Moore, Betty June, 2.....	Portland
Howard, Orchid Marie, 2.....	Albany	Moore, Mildred Eileen, 2.....	Monroe
Howe, Muriel Louise, 3.....	Brownsville	Moorehouse, Ellen Louise, 3.....	Alsea
Huddestone, Ramona Nadine, 3.....	Silverton	Morrell, Mable Evanson, 3.....	Monmouth
Hudson, Avis Miriam, 1.....	Coguille	Morrell, Mattie Cook, 5.....	Salem
Hughes, Reva Jo, 4.....	Foster	Moudy, Nellie H., 5.....	Willamina
Irving, Clarence Dwaine, 1.....	Independence	Mueller, Matilda Marcella, 1.....	Oregon City
Jenkins, Edith, 2.....	Port Orford	Mulkey, Shirley Jay, 4.....	Newport
Jennings, Irene Mabel, 4.....	Portland	Nelsen, Agnes Owedia, 4.....	Portland
Jewell, Alta Isabelle, 4.....	Independence	Nelson, Caralee Ann, 1.....	Hillsboro
Johnson, Doris Ann, 4.....	Portland	Nelson, M. Enid, 4.....	Salem
Johnson, Floyd Warren, 5.....	Oregon City	Newman, Eleanor Dorothy, 4.....	Portland
Johnson, Rosetta, 3.....	Salem	Noble, Lily Belle, 2.....	Monmouth
Jorgensen, Mary, 1.....	Gervais	Noble, V. Ruth, 3.....	Monmouth
Junor, Gene, 1.....	Portland	Northrop, Mrs. Ford, 5.....	Eugene
Katon, Alice Vivian, 5.....	Clatskanie	Northrop, Hazel Marie, 5.....	Eugene
Kenoyer, Alice Arwilda, 2.....	Salem	O'Connell, Claude Wilson, 4.....	Vancouver, Wash.
Kenoyer, Ida B., 5.....	Salem	O'Connell, Stella Mae, 5.....	Vancouver, Wash.
Kent, Erma Louise, 4.....	Vernonia	Ogden, June K., 4.....	Portland
Keuscher, Robert Edward, 4.....	Salem	Olsen, Millicent Jean, 3.....	Milwaukie
Keys, Mary Gaffney, 5.....	Richmond	Olson, Edna Marie, 2.....	Lebanon
Kincheol, Lois Clara, 2.....	Beaverton	Otto, Madeline Esther Mason, 3.....	Salem
Knapp, Willowdean Jean, 1.....	Portland	Pace, Doris, 2.....	Monmouth
Knope, Elsie Marie, 4.....	Yamhill	Pamperin, Ethel Elen, 1.....	Portland
Kreaseon, Jane Acton, 2.....	Dallas	Pangborn, June Violet, 1.....	Bay City
Kunz, Bettygene, 1.....	Yoncalla	Park, Carol Ruth, 2.....	Independence
Lakey, Bessie Bell, 1.....	Drain	Parkhurst, Susan Jane, 2.....	Hood River
Lant, Mary Jo, 3.....	Corvallis	Parrott, John Everett, 5.....	Monmouth
Larkin, Betty May, 3.....	Culver	Peck, Clara May, 5.....	Mapleton
Larkin, Dorothy Irene, 4.....	Monroe	Petersen, Edna Amelia, 4.....	Madras
Larsen, Mary Helen, 5.....	Salem	Petersen, Helen Louise, 2.....	Cornelius
Larson, Norma C., 4.....	Portland	Phelps, Charles Auer, 4.....	Rickreall
Larson, Vera Mae, 4.....	Newberg	Phillips, Mildred Macy, 4.....	Portland
Lasker, Louise Mittie, 1.....	Portland	Pike, Edna Ruth, 2.....	Monmouth
Lauderback, Mary Jane, 2.....	Gresham	Pike, Lily Lorene, 5.....	Monmouth
Lawless, Ethel Marie, 1.....	Salem	Pirtle, Nonda Faye, 4.....	Eugene
Leep, Jessie Fay, 5.....	Mapleton	Platt, Edna Kathryn, 3.....	Springfield
Lewis, Edward Allen, 2.....	Monmouth	Pugh, Ella Pond, 5.....	Mitchell
Lewis, Elsie M., 3.....	Portland	Purvine, Phyllis E., 5.....	Independence
Lichtenberger, Mattie, 5.....	Carlton	Rada, Bonnie Jean, 4.....	Portland
Lierman, Ruth M., 4.....	Independence	Radcliffe, Ruth Helen, 3.....	Portland
Lilienthal, Jeannette Mae, 1.....	Marshfield	Randall, Laura Belle, 2.....	Salem
Lind, Louise Dena, 2.....	Milwaukie	Rautio, Lillian Irene, 3.....	Portland
Lovett, Mary Elizabeth, 4.....	Salem	Rawlings, Ruby M., 3.....	Salem
Lovett, Mary Winona, 4.....	Salem	Read, Mabel Smith, 3.....	Monmouth
Lucas, May Folsom, 3.....	Salem	Read, Marian Fox, 5.....	Monmouth
Lyons, Catherine J., 5.....	Lyons	Reeves, Marjorie Louise, 3.....	Salem
Mabley, Christel Inez, 3.....	Hillsboro	Rice, Elsie Elizabeth, 2.....	Portland
MacDonald, Margaret, 5.....	Manhattan, Mont.	Rice, Shirley Enid, 3.....	Mapleton
Macy, Mabel Ruth, 5.....	Harrisburg	Richards, Nellie Bernice, 5.....	Hood River
Mahood, Leona Marie, 4.....	Salem	Robbins, Beverly S., 4.....	Yachats
Marshall, Virgie Florence, 2.....	Beaver Creek	Robertson, Ruby Ellen, 5.....	Salem
Martin, Nell S., 1.....	Puyallup, Wash.	Rosevear, Vera Little, 5.....	Hillsboro
Mason, Lee, 4.....	Portland	Russell, Inez Elberta, 3.....	Oregon City
Mathews, Thelma Hoover, 2.....	Fossil		
Matlock, Darlynn Joe, 2.....	Spokane, Wash.		
Matteson, Alice Jeanne, 1.....	Wendling		

Samson, Hope Irene, 2.....	Reedsport	Taylor, Dorothy Colwell, 2.....	Portland
Samson, Kathleen Irene, 3.....	Reedsport	Terry, Helen Elizabeth, 1.....	Carlton
Sauer, Lois Russell, 2.....	Monmouth	Thomas, Jacqueline Adelle, 1.....	Port Orford
Scherff, Luetta Frances, 2.....	Hood River	Thompson, Ethel Etta, 5.....	Eugene
Schild, Delores Elsie, 1.....	Tillamook	Tiedeman, Viola M., 3.....	Sherwood
Scott, Muriel Milne, 4.....	Yamhill	Todd, Vernus Joyce, 2.....	Sherwood
Schulz, Margaret E., 4.....	Beaverton	Towne, Della Mae, 5.....	Eugene
Schulz, Olive B., 1.....	Hillsboro	Tucker, Elsie J., 4.....	Stanfield
Scully, Mary Bellinger, 5.....	Salem	Turner, Doris Imogene, 5.....	Monmouth
Searcy, Lula, 5.....	Condon		
Seely, Shirley Ann, 4.....	Woodburn	Vaughan, Audrey Winnifred, 3.....	Medford
Sehorn, Edward L., 3.....	Clatskanie	Veach, Eleanor Mae, 2.....	Sheridan
Sherk, Elnor Lorraine, 4.....	Roseburg	Vincent, Helen Jane, 4.....	Monmouth
Shoemaker, Gertrude Mae, 5.....	Salem		
Shull, Madge Hawley, 3.....	McMinnville	Waldo, Nettie A., 1.....	McMinnville
Simmons, Jere, 4.....	Salem	Watterson, Joy, 2.....	Silverton
Small, Nora W., 5.....	Cottage Grove	Watterson, Nellie, 3.....	Silverton
Smidt, Margaret E., 3.....	Newberg	Weir, Eliza Jane, 1.....	North Bend
Smith, Sarah Baker, 2.....	Goble	Weitzel, Ono Jane, 5.....	Lebanon
Smith, Sara Eileen, 1.....	Brownsville	Westensee, Effie, 3.....	Salem
Snyder, Fay Arlene, 1.....	Portland	Wheeler, Esther Rayot, 5.....	Dallas
Spencer, Ruth Ann, 3.....	Monmouth	Whitehead, Luella Mary, 3.....	Oregon City
Splidsboel, Barbara Jean, 1.....	Portland	Wiest, Marion Esther, 3.....	Monmouth
Spurling, Zetta Joy, 3.....	Cheshire	Wilken, Cordelia Helene, 1.....	Hillsboro
Steffen, Velda Violet, 1.....	Salem	Wilken, Rosemary Caroline, 2.....	Hillsboro
Stephens, Eva Clarisa, 3.....	Springfield	Wilkerson, Pearl A., 5.....	Vernonia
Steuer, Adda Janet, 3.....	Brownsville	Wilkinson, Alice Ann, 1.....	Allegany
Stewart, Jessie D., 5.....	Nashville	Williams, Jennie, 5.....	Salem
Stewart, Thelma Jane, 5.....	Salem	Wilson, Kristine Crystal, 5.....	Sheridan
Stolk, Erma Violet, 1.....	Salem	Winegar, Victor Eugene, 1.....	Monmouth
Stone, Helen Tyler, 4.....	Portland	Winniford, Kittie Mayes, 5.....	Roseburg
Strain, Eloise Lorraine, 2.....	Langlois	Wolf, Rita Dorothy, 1.....	Milwaukie
Strain, Harriet Marie, 2.....	Langlois	Worthylake, Hulda Wienert, 5.....	Florence
Strayer, Eva Jean, 5.....	Beaverton	Wynn, Nina S., 5.....	Junction City
Sullivan, Ruth Ellen, 3.....	Reedsport		
Summers, Eleanor Elvina, 1.....	Portland	Yeoman, Velma, 4.....	Independence
Sumpter, Kuni Mabel, 3.....	Salem	Young, Wilma M., 5.....	Monmouth
Swett, Leona May, 5.....	McMinnville	Zitzer, Selma, 4.....	Portland

Graduates, 1944-45

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION*

	JULY 1944
Anna Henrikke Flood, Westport	Gladys M. Gavette, Tillamook
	AUGUST 1944
Nola Louisa Clark, Salem	Muriel Milne Scott, Yamhill
Maisie Marilyn Fleener, Portland	Helen Tyler Stone, Portland
Norma Kimble Larson, Portland	Elsie Jane Tucker, Stanfield
Shirley Jay Mulkey, Newport	Selma Zitzer, Portland
	MARCH 1945
Evelyn Zahradnik Biggerstaff, Salem	Nonda Faye Pirtle, Eugene
	JUNE 1945
Anna Seitz Haggblom, Cascade Locks	Agnes Owedia Nelsen, Portland
Lillian Lee Armstrong Mason, Monmouth	Marcelle Enid Nelson, Salem

DIPLOMA, THREE-YEAR CURRICULUM

	JULY 1944
Flora Lynette Bander, Sherwood	Caroline Mae Gentle, Monmouth
Betty Belle Clark, Portland	Ida Josephine Granberg, Portland
Eva Marie Fleischman, Monmouth	Ramona Nadine Huddleston, Silverton
	AUGUST 1944
Mary Patricia Brewer, Salem	Eleanor Lucile Johnson, Gresham
Barbara Bayer George, Newberg	Betty May Larkin, Culver
Muriel Louise Howe, Brownsville	Dorothy Bell Mix, Yamhill
	Marjorie Louise Reeves, Salem

* The date for each group indicates the date of completion of the work. The degrees were officially awarded June 1, 1945.

DECEMBER 1944

Nana Mae Cahill, Astoria

Ellen Elaine Farris, McMinnville
Roberta Darlene Hart, Portland

MARCH 1945

Hester Peregoy Bethell, Monmouth

Margaret Ellen Smidt, Newberg
Marion Esther Wiest, Monmouth

JUNE 1945

Marjorie Ruth Bier, Oakridge
Rita Elaine Bruce, Mohawk
Gilda Mae Chapman, Junction City
Ruby Alice Goldsworthy, Eugene
Mary Elizabeth Hemrich, Boring
Doris Ann Johnson, Portland
Elsie Irene Matthes, SalemMable E. Morrell, Monmouth
Eleanor Dorothy Newman, Portland
Violet Ruth Noble, Monmouth
Ruth Helen Radcliffe, Klamath Falls
Shirley Enid Rice, Mapleton
Velda May Steffen, Hillsboro
Eva Clarise Stephens, Springfield
Viola May Tiedeman, Sherwood

Summary of Enrollment and Graduates 1944-45

ENROLLMENT BY TERMS AND CLASSES 1944-45

	Summer 1944	Fall 1944	Winter 1945	Spring 1945	Total
First Year	15	43	48	40	146
Second Year	31	39	37	38	145
Third Year	70	29	25	28	152
Fourth Year	49	6	12	10	77
Special	68	4	1	1	74
Total by Terms	233	121	123	117	.....
*Total for Year .....	.....	.....	.....	.....	347

MEN AND WOMEN STUDENTS 1944-45

	Men	Women	Total
First Year	4	49	53
Second Year	1	63	64
Third Year	4	88	92
Fourth Year	3	61	64
Special	2	72	74
Total	14	333	347

SUMMARY OF DIPLOMAS AND DEGREES 1944-45

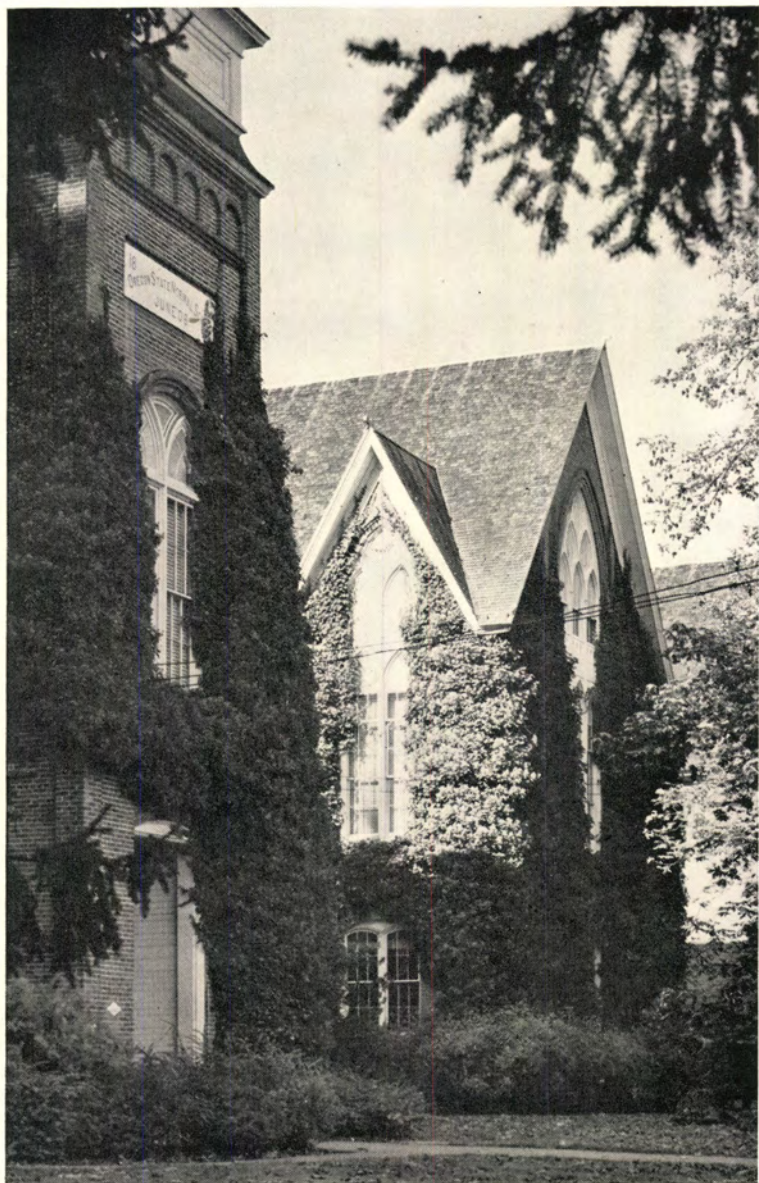
	Diplomas Three-Year Curriculum			Degrees B.S. in Elementary Education		
	Men	Women	Total	Men	Women	Total
July 1944	0	6	6	0	2	2
August 1944	0	7	7	0	8	8
December 1944	0	3	3	0	0	0
March 1945	0	3	3	0	2	2
June 1945	0	15	15	0	4	4
Total	0	34	34	0	16	16

* Number of different students during the year.

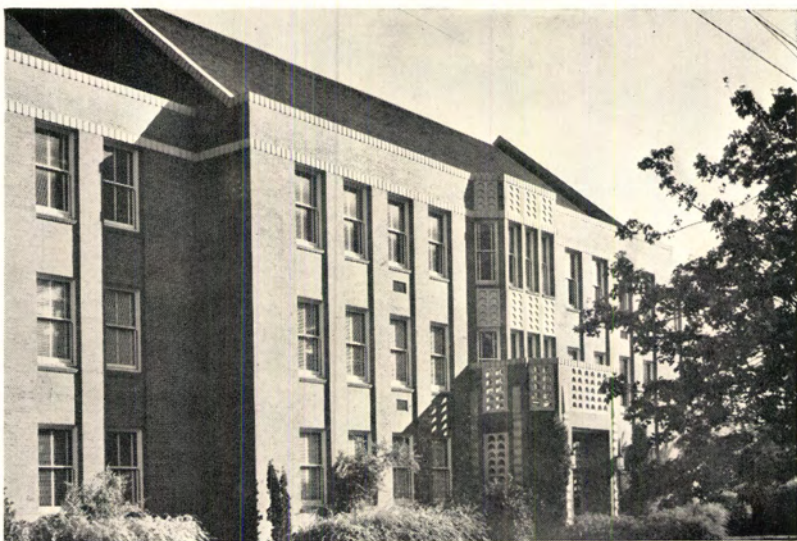
Campus Activities and Scenes



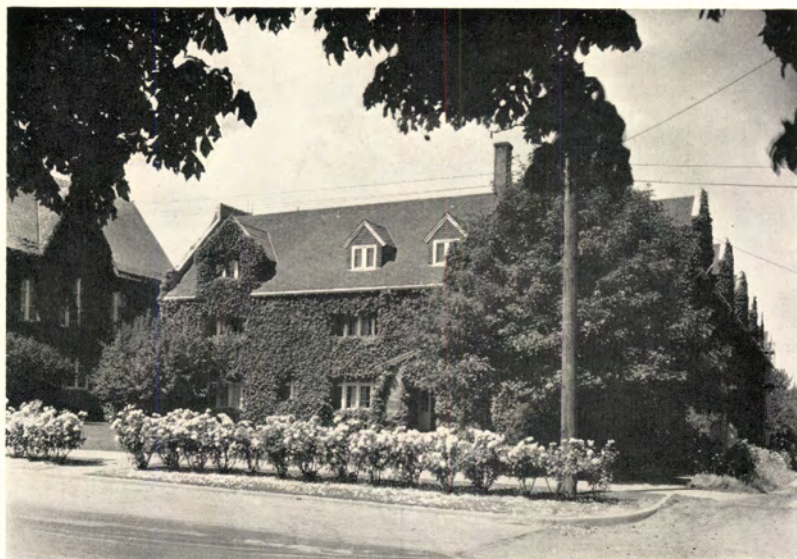
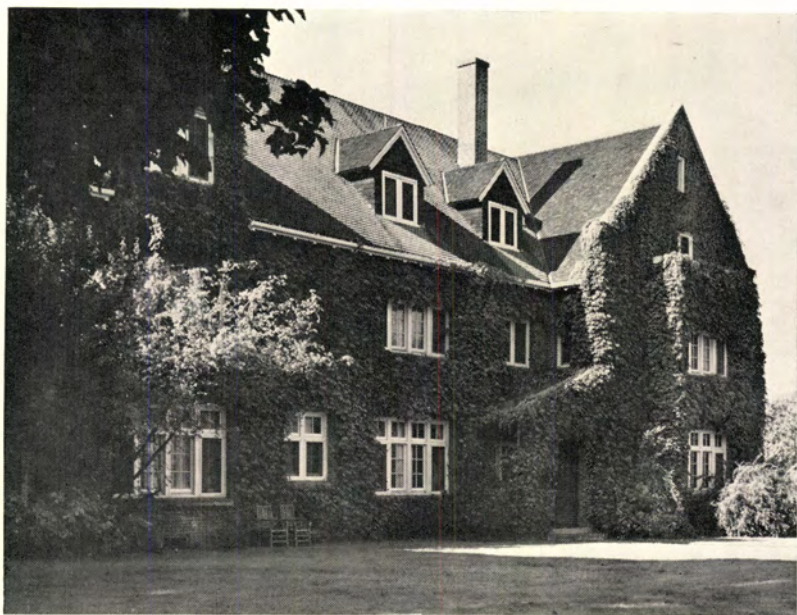
COLLEGE CHOIR



CAMPBELL HALL TOWER.



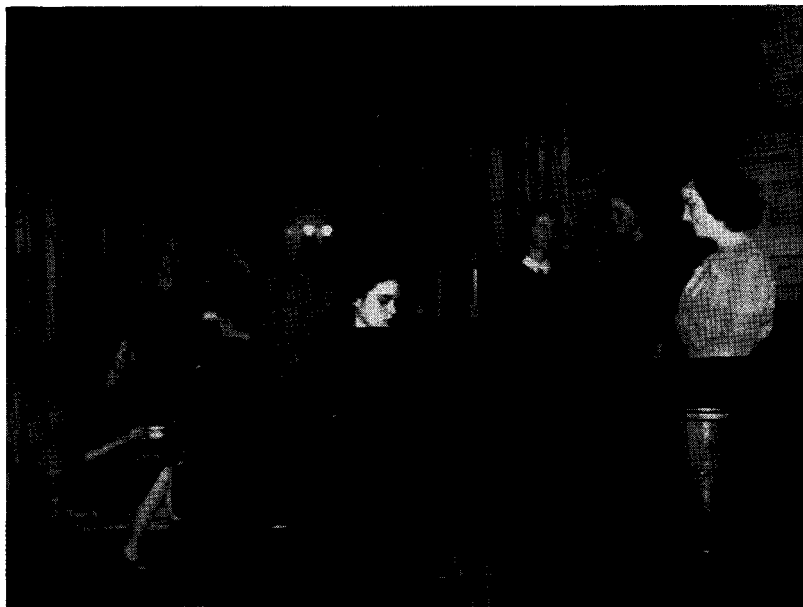
ADMINISTRATION BUILDING (TOP VIEW) AND HEALTH AND PHYSICAL EDUCATION BUILDING.



JESSICA TODD HALL FROM THE SOUTH AND FROM THE EAST.



STUDENT ROOM (TOP VIEW) AND A FIRESIDE IN JESSICA TODD HALL.



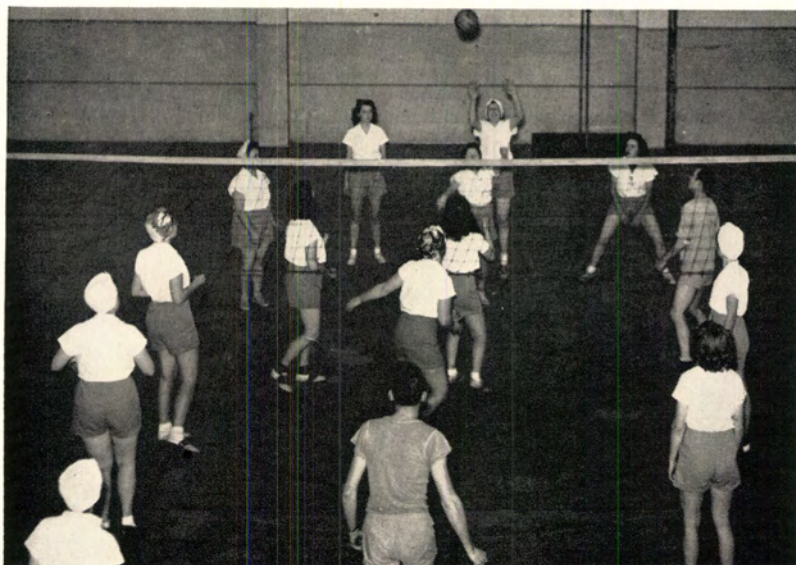
MUSIC ROOM, JESSICA TODD HALL (TOP VIEW) AND INFORMAL TEA.



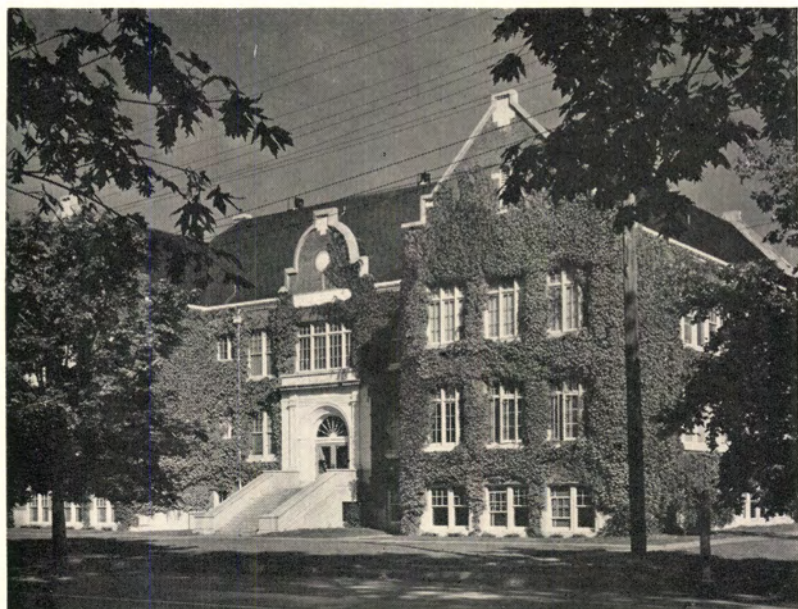
SKETCHING FROM LIFE (TOP VIEW) AND AN ART CLASS LEARNING FLOWER ARRANGEMENT.



STUDENT DRAMATICS (TOP VIEW). STUDENTS IN SPEECH MAKE A RECORDING (LOWER VIEW).



ATHLETIC ACTIVITIES INTEREST BOTH MEN AND WOMEN (TOP VIEW);
A CLASS IN MATHEMATICS (LOWER VIEW).



TRAINING SCHOOL AT MONMOUTH (TOP VIEW); SCIENCE AND ADMINISTRATION
FROM THE NORTH (LOWER VIEW).



WEST HOUSE, LIVING CENTER FOR MEN (TOP VIEW); A STUDENT GROUP
BETWEEN CLASSES (LOWER VIEW).



ATHLETICS FOR MEN IS BEING RESUMED AS MEN IN NUMBERS RETURN TO THE CAMPUS.

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