Oregon State System of Higher Education
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Monmouth, Oregon

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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 survey of higher education in Oregon by the U. S. Office of Education, includes all the state-supported institutions of higher education. The several institutions are elements of 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, Portland State College at Portland, Oregon College of Education at Monmouth, Southern Oregon College at Ashland, and Eastern Oregon College at La Grande. The Medical and Dental Schools of the University of Oregon are located in Portland. The General Extension Division, representing all the institutions, has headquarters in Portland and offices in Ashland, Corvallis, Eugene, La Grande, Monmouth, and Salem.

Each of the institutions provides the general studies fundamental to a well-rounded education. At the Oregon College of Education, Southern Oregon College, and Eastern Oregon College, students may complete major work in teacher education or general studies or enroll in a preprofessional program.

Portland State College offers major work in general studies and selected liberal arts and professional fields as well as certain preprofessional programs.

At the University and Oregon 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.

An interinstitutional booklet, Your Education, which outlines the curricula of the several institutions and contains other information, is available. For a copy, write to Division of Information, Board of Higher Education, P.O. Box 5175, Eugene, Oregon.
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Office of the State Board of Higher Education
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* Board members are appointed to six-year terms by the Governor of Oregon with confirmation by the State Senate.
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oregon State System of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>State Board of Higher Education</td>
<td>4</td>
</tr>
<tr>
<td>Academic Calendar 1959-60</td>
<td>6</td>
</tr>
<tr>
<td>Questions and Answers</td>
<td>9</td>
</tr>
<tr>
<td>Faculty, Oregon College of Education</td>
<td>13</td>
</tr>
<tr>
<td>Map</td>
<td>22</td>
</tr>
<tr>
<td>General Information</td>
<td>23</td>
</tr>
<tr>
<td><strong>Curricula</strong></td>
<td></td>
</tr>
<tr>
<td>Teacher Education</td>
<td>45</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>45</td>
</tr>
<tr>
<td>Elementary</td>
<td>45</td>
</tr>
<tr>
<td>Secondary</td>
<td>47</td>
</tr>
<tr>
<td>Special Certificates</td>
<td>48</td>
</tr>
<tr>
<td>General Studies</td>
<td>50</td>
</tr>
<tr>
<td>Lower Division</td>
<td>51</td>
</tr>
<tr>
<td>Preprofessional</td>
<td>53</td>
</tr>
<tr>
<td>Summer Session 1960</td>
<td>61</td>
</tr>
<tr>
<td><strong>Division of Graduate Study</strong></td>
<td>63</td>
</tr>
<tr>
<td><strong>Description of Courses</strong></td>
<td></td>
</tr>
<tr>
<td>The Arts</td>
<td>67</td>
</tr>
<tr>
<td>Art</td>
<td>67</td>
</tr>
<tr>
<td>Music</td>
<td>68</td>
</tr>
<tr>
<td>Education and Psychology</td>
<td>70</td>
</tr>
<tr>
<td>Education</td>
<td>70</td>
</tr>
<tr>
<td>Psychology</td>
<td>75</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>76</td>
</tr>
<tr>
<td>Health</td>
<td>76</td>
</tr>
<tr>
<td>Physical Education</td>
<td>76</td>
</tr>
<tr>
<td>Physical Education for Men</td>
<td>77</td>
</tr>
<tr>
<td><strong>Home Economics</strong></td>
<td>78</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>78</td>
</tr>
<tr>
<td>English</td>
<td>79</td>
</tr>
<tr>
<td>Humanities, Philosophy, and Religion</td>
<td>80</td>
</tr>
<tr>
<td>Journalism</td>
<td>81</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>81</td>
</tr>
<tr>
<td>Speech</td>
<td>82</td>
</tr>
<tr>
<td>Library Science</td>
<td>83</td>
</tr>
<tr>
<td>Business Administration</td>
<td>84</td>
</tr>
<tr>
<td><strong>Science and Mathematics</strong></td>
<td>84</td>
</tr>
<tr>
<td>Pre-General Engineering</td>
<td>84</td>
</tr>
<tr>
<td>Science</td>
<td>84</td>
</tr>
<tr>
<td>Mathematics</td>
<td>87</td>
</tr>
<tr>
<td><strong>Nursing</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td></td>
</tr>
<tr>
<td>General Social Science</td>
<td>89</td>
</tr>
<tr>
<td>Economics</td>
<td>89</td>
</tr>
<tr>
<td>Geography</td>
<td>90</td>
</tr>
<tr>
<td>History</td>
<td>91</td>
</tr>
<tr>
<td>Political Science</td>
<td>91</td>
</tr>
<tr>
<td>Sociology</td>
<td>92</td>
</tr>
<tr>
<td>Graduates 1957-58</td>
<td>93</td>
</tr>
<tr>
<td>Summary of Enrollment and Graduates, 1957-58</td>
<td>97</td>
</tr>
<tr>
<td>Oregon State System of Higher Education</td>
<td>98</td>
</tr>
<tr>
<td>Officers of Administration</td>
<td>99</td>
</tr>
<tr>
<td>Index</td>
<td>101</td>
</tr>
</tbody>
</table>
Oregon College of Education

**Fall Quarter 1959**

Freshman Days and registration of entering students  
*Wednesday through Saturday, September 23-26*

Registration of returning students  
*Saturday, September 26*

Classes begin........................................*Monday, September 28*

Last day of registration without penalty  
*Tuesday, September 29*

Last day for new registration or addition of a new course........................................*Saturday, October 10*

Last day for dropping a course without being responsible for grade.........................*Saturday, October 24*

Thanksgiving vacation  
*Thursday-Sunday, November 26-29*

Final examinations...*Monday-Saturday, December 14-19*

Fall quarter ends.................................*Saturday, December 19*

**Winter Quarter 1960**

Registration........................................*Monday, January 4*

Classes begin........................................*Tuesday, January 5*

Last day to register without penalty  
*Tuesday, January 5*

Last day for new registration or addition of a new course........................................*Monday, January 18*

Last day for dropping a course without being responsible for grade.........................*Monday, February 1*

Final examinations......*Monday-Saturday, March 14-19*

Winter quarter ends.............................*Saturday, March 19*
## Academic Calendar

### Spring Quarter 1960

- **Registration**: Monday, March 28
- **Classes begin**: Tuesday, March 29
- **Last day to register without penalty**: Tuesday, March 29
- **Last day for new registration or addition of a new course**: Monday, April 11
- **Last day for dropping a course without being responsible for grade**: Monday, April 25
- **Memorial Day**: Monday, May 30
- **Baccalaureate**: Sunday, June 5
- **Final examinations**: Monday-Saturday, June 6-11
- **Commencement**: Friday, June 10
- **Spring quarter ends**: Saturday, June 11

### Summer Session 1960

- **Registration**: Monday, June 20
- **Classes begin**: Tuesday, June 21
- **Last day to register without penalty**: Wednesday, June 22
- **Last day for new registration or addition of a new course**: Monday, June 27
- **Independence Day**: Monday, July 4
- **Last day for dropping a course without being responsible for grade**: Tuesday, July 5
- **Final examinations**: Thursday and Friday, August 11-12
- **Summer Session ends**: Friday, August 12

### Post Session 1960

- **Post session begins**: Monday, August 15
- **Post session ends**: Friday, August 26

### Fall Quarter 1960

- **Registration of returning Students 1960-61**: Saturday, September 24
This Is Oregon College of Education

The questions most frequently asked about the Oregon College of Education are listed below with brief answers to each.

I. Where is OCE?
OCE is in Monmouth, in the heart of the Willamette valley. Monmouth is located 61 miles south of Portland on highway 99W, 15 miles southwest of Salem and 20 miles north of Corvallis.

II. What are the advantages of attending OCE?
At OCE you may prepare for teaching at the kindergarten, elementary, junior high, and high school levels—fields in which vocational opportunities are great and salaries are attractive. (Pp. 45-50)
At OCE, a smaller college, you will have opportunities to become personally acquainted with your instructors and with your fellow students.
At OCE you will have opportunity to participate in many student activities. (Pp. 41-43)
At OCE you will have opportunities to work and live with students sharing your vocational and social interests.

III. What are some attractive campus features at OCE?
Spacious lawns, shrubbery, and flowers give the campus a gardenlike appearance.
OCE's famous fir grove, planted by a family of early pioneers, is a state-wide landmark.
OCE's buildings provide attractive classrooms, laboratories, and recreational space.
OCE, one of the oldest colleges in the West, has a heritage of traditions and an atmosphere of distinction that pervade the campus.
OCE has a new indoor, modern swimming pool, the Wolverton Memorial Pool, 30' by 75' in size.

IV. What are the educational offerings at OCE?
A. Teacher Education.
By completing the appropriate four-year curriculum you may qualify to teach in kindergarten, elementary, junior high, or high schools in Oregon. (Pp. 45-50)
B. General Studies.
Or you may prefer to complete a broad liberal arts and science program leading to the degree of bachelor of science in general studies.
You may select for your major field of study the social sciences, the humanities, or science-mathematics. (P. 50)

C. Preprofessional Programs.
Or, if you wish, you may take work which will meet requirements in various professional fields at other colleges and universities, the number of years at OCE to be determined by the major field. (Pp. 53-61)

V. If I plan to teach, what courses will I take at OCE?
During your freshman and sophomore years, your courses will be largely background courses in science, social science, and humanities, with some opportunity for work in art, music, and physical education. During your junior year, you will begin professional courses in psychology, education, art, and music. During your senior year, your program will include the opportunity to work in the classroom as a student teacher in the elementary school or the high school.

VI. What activities are offered at OCE?
You may enjoy a complete program of intercollegiate athletics (football, basketball, baseball, wrestling, track, and tennis), either as a participant or as a spectator. You may take part in a well-rounded program of intramural sports. Women, by participating in WRA activities, may earn athletic sweater awards. You may enjoy formal and informal dances, parties, and other student gatherings. A varied program of artists and speakers is provided each term. You will have many opportunities to practice democracy. A very active student government plans and administers an extensive program of recreational and educational activities; students and faculty members work together on many committees toward the more democratic administration of the college; and living groups have their own governing bodies and administer their own programs. You may take part in school plays, intercollegiate debate and public speaking, and musical activities, including band and choir. If you are interested, you may assist with the publication of the college newspaper and the yearbook.

VII. What will it cost me to attend OCE?
Your tuition and fees will total $62.00 each term, or $186.00 for the school year. (Pp. 31-33)
Your board and room at a college dormitory will total approximately $198.00 each term, or $590.00 for the school year. (Pp. 34-35)
Your books and supplies will be about $35.00 the first term, or $75.00 for the school year.
Your incidental expenses will vary according to your tastes and financial means.

VIII. What scholarships are available at OCE?
A. State board of higher education scholarships.
If you are interested in elementary school teaching, you may qualify for one of the many full-tuition-and-fee scholarships ($186.00 per year). You may qualify for one of the part-tuition-and-fee awards ($93.00 per year), which are available to students in any curriculum. (P. 40)
B. PTA scholarships.
If you are interested in elementary school teaching, you may be eligible for one of the many full-tuition-and-fee scholarships made available through the Oregon Congress of Parents and Teachers. These scholarships will pay your tuition and fees for each year of your education. (P. 39)
C. Other scholarships.
If you have special interests and achievements, other scholarships are available. (Pp. 39-40)

IX. Are there opportunities for part-time work at OCE?
A variety of on-campus jobs is available if you need to supplement your funds for college attendance. (P. 35)

X. What type of housing is available at OCE?
A. Campus.
College dormitories will provide you with comfortable and convenient living accommodations. (P. 34)
If you are a married student, you may apply for convenient, low-cost housing in The Village. (P. 34)
B. Off-campus.
If approved for off-campus housing, you may secure housekeeping rooms in an approved residence. (P. 34)

XI. Who is eligible for admission to OCE?
If you are graduated from an accredited Oregon high school, and you meet the Oregon State System of Higher Education selective admission requirements, you are eligible for admission to OCE*.

* Beginning with fall term 1958, graduates of Oregon high schools must: (1) have a "C" average in all high school subjects taken for graduation, or (2) pass a standard college aptitude test with a score within the upper 60 percent, or (3) achieve a minimum grade point average of 2.00 ("C" average) on a full load of approved study in regular collegiate summer session.
If you are a graduate of an accredited out-of-state high school, you must be in the upper half of your graduating class to be admissible to OCE (Pp. 25-26).

If you have attended another accredited college, have a “C” average for all previous work, and are in good standing, you are eligible for admission to OCE. (P. 26)

XII. Are entrance examinations given at OCE?
Examinations are not given to determine your eligibility for admission (except as described on P. 35). All freshmen and transfer students complete a series of tests given prior to registration. The results of these tests are used by you, the faculty, and your advisers to plan courses and activities suited to your needs and interests. (P. 35)

XIII. Are there special opportunities for veterans at OCE?
Benefits under the Korean and state-aid programs are available to OCE veteran students.
Married veterans may receive priority on apartments in The Village.

XIV. Are guidance services available at OCE?
You will be assigned to a faculty member who will act as your adviser throughout your college career.
You will have opportunity to receive personal counseling from the deans and other individuals and specialists interested in your welfare.

XV. Where do I receive additional information about any part of the program, cost, or facilities at OCE?
The registrar's office will answer any questions you have about programs and requirements and will refer other questions to the proper personnel.
Oregon College of Education

Administrative Officers

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Clara V. Thompson, B.S. - Director of Dormitories

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B.S. (1957), Oregon College of Education. At Oregon College of Education since 1958.

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John Edward Bellamy, Ph.D., Associate Professor of Humanities.

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LEROY R. PIERSON, Ed.D., Assistant Professor of Education (Part-time).

*LORNA RANETTA PIZZUTI, M.A., Assistant Professor of Education; Supervisor of Teaching.
B.A. (1937), College of Pacific, Stockton, California; M.A. (1951), Chico State College, California. At Oregon College of Education since 1953.

ANTON POSTL, Ph.D., Professor of Science.

DORA SCOTT PRENTISS, M.A., Assistant Professor of Education; Supervisor of Teaching.

HELEN MARIE REDBIRD, M.Ed., Instructor in Education; Supervisor of Teaching.
B.S. (1951), Southern Oregon College; M.Ed. (1954), University of Colorado. At Oregon College of Education 1956-57 and since 1958.
DENISE MURRAY REDDEN, M.A., Associate Professor of Music.

ALAN RUSSELL ROBB, M.A., Instructor in Humanities.
A.A. (1938), Pasadena Junior College; Diploma (1945), Central School of Speech, London; B.A. (1948), Santa Barbara College; Diploma (1948), University of Florence, Italy; M.A. (1951), University of Minnesota. At Oregon College of Education since 1956.

STANLEY VAN RUCKMAN, M.A., Assistant Professor of Education; Supervisor of Teaching.
B.A. (1939), West Liberty State College, West Virginia; M.A. (1945), Western Reserve University. At Oregon College of Education since 1948.

*JOAN MENEGAT SCOTT, M.S., Instructor in Education; Supervisor of Teaching.

ROBERT CHARLES SCOTT, M.S., Instructor in Accounting; Assistant Business Manager.

DONALD HOWARD SEARING, M.D., College Physician.
B.S. (1929), College of Puget Sound; M.D. (1934), University of Oregon Medical School. At Oregon College of Education since 1936.

CLAUDE EDWARD SMITH, B.S., Graduate Assistant in Audio-Visual Materials Center.
B.S. (1938), Oregon College of Education. At Oregon College of Education since 1938.

EDGAR HERBERT SMITH, Ph.D., Associate Professor of Music.
B.A. (1935), State University of New York; M.Ed. (1943), Temple University, Pennsylvania; Ph.D. (1952), New York University. At Oregon College of Education since 1954.

JEAN COUNTRYMAN SMITH, B.S., Instructor in Science (Part-time).

WALTER EDWARD SNYDER, Ed.D., Professor of Education; Director of Teacher Education; Head, Department of Education and Psychology.

ELLIS ARNOLD STEBBINS, B.A., Associate Professor; Director of Business Affairs; Business Manager.
B.A. (1924), Pacific University. At Oregon College of Education since 1928.

MARGARET LILLIAN STEINER, B.S., Assistant Professor; Associate Librarian.
B.A. (1931), Willamette University; B.S. in Library Science (1938), University of Illinois, Library School. At Oregon College of Education since 1947.

RUTH GRIFFITH STUMP, B.A., Instructor in Humanities (Part-time).
B.A. (1928), University of Oregon. At Oregon College of Education since 1955.

HENRY EVERETT TETZ, Assistant Professor of Education; Director of Student Teaching.
B.S. (1925), M.S. (1937), University of Oregon. At Oregon College of Education since 1957.

CLARA VAUGHAN THOMPSON, B.S., Assistant Professor; Director of Dormitories and Counselor.
B.S. (1930), Oregon State College. At Oregon College of Education 1930-34 and since 1953.

MATTHEW ROY THOMPSON, Ed.D., Associate Professor of Science; Veterans’ Adviser.

ROBERT JOSEPH THOMPSON, B.M.E., Assistant Professor of Music Education.

FORREST DONALD TIBBITS, Ph.D., Instructor in Science.

LOIS HAMNER VANDERPOOL, M.S., Assistant Professor of Education; Supervisor of Teaching.
B.S. (1947), M.S. (1953), Oregon College of Education. At Oregon College of Education since 1953.

KENNETH MERRIAM WALKER, Ph.D., Assistant Professor of Science.

M. Jo ANN GRASS WHITE, M.Ed., Instructor in Education; Supervisor of Teaching.
B.Ed. (1952), San Jose State College; M.Ed. (1957), University of Oregon. At Oregon College of Education since 1957.

HENRIETTA B. WOLFER, M.S., Associate Professor of Education; Supervisor of Teaching.
B.S. (1923), M.S. (1936), University of Oregon. At Oregon College of Education since 1925.

RICHARD WESLEY WOODCOCK, Ed.D., Assistant Professor of Education and Psychology.

ARTHUR KENNETH YOST, Ed.D., Associate Professor of Art.

MINNIE HUBBARD ANDREWS, Director of Teacher Placement Service; Alumni Secretary.
At Oregon College of Education since 1946.

FAY JOHNSON GIRARD, Assistant Registrar.
At Oregon College of Education since 1927.

MARIE LINEHAN MILLER, Assistant to the Business Manager.
At Oregon College of Education since 1027.

CLARENCE L. TOMKINS, Superintendent of Buildings and Grounds.
At Oregon College of Education since 1935.

Note: Since the general catalog is published before the faculty assignments have all been made for the 1959-60 school year, the official faculty list for the year 1958-59 is shown in this catalog.

Emeritus Faculty

HOMER DODDS, M.A., Assistant Professor Emeritus of Science.
At Oregon College of Education from 1921 to 1946.

EMMA FRANCES HENKLE, M.A., Associate Professor Emeritus of Education.
At Oregon College of Education 1922-29 and 1932-1957.
CHARLES ABNER HOWARD, M.A., LL.D., President Emeritus.
At Oregon College of Education from 1939 to 1947.

MAUD RUSSELL MACPHERSON, Librarian Emeritus.
At Oregon College of Education from 1921 to 1942.

EDNA MINGUS, M.A., Associate Professor Emeritus of English.
At Oregon College of Education from 1919 to 1948.

IDA MAE SMITH, M.A., Assistant Professor Emeritus of Education.
At Oregon College of Education 1918-24 and 1927-47.

AMOS COLFAX STANBROUGH, M.A., Assistant Professor Emeritus of Mathematics.
At Oregon College of Education from 1924 to 1947.

LOUISE WOODRUFF, M.A., Assistant Professor Emeritus of Music.
At Oregon College of Education from 1946 to 1947.

Associate Faculty
(Off-Campus Supervisors of Secondary Student Teachers)

CARMELITA BARQUIST, South Salem High School, Salem
GENEVIEVE BEHARRELL, Dallas High School, Dallas
EDWARD CAILLIER, Dallas High School, Dallas
VIVIAN CHANDLER, North Salem High School, Salem
ROBERT CLAUSEN, Central High School, Monmouth-Independence
PAUL DAVIS, Dallas High School, Dallas
LOUIS DELORETTO, South Salem High School, Salem
GRACE DIXON, Dallas Junior High School, Dallas
MARY EYRE, North Salem High School, Salem
HELEN FLETCHER, Judson Junior High School, Salem
MARY ANN FOLEY, Leslie Junior High School, Salem
LIDA HALVERSEN, South Salem High School, Salem
LEAH HOGUE, North Salem High School, Salem
BELVA HOISINGTON, Dallas Junior High School, Dallas
JOHN JACOBS, North Salem High School, Salem
LELIA JOHNSON, North Salem High School, Salem
HERBERT JOHNSRUD, North Salem High School, Salem
CAROLYN JONES, Dallas High School, Dallas
ETHEL JONES, South Salem High School, Salem
MILDRED E. KLEIVER, Dallas High School, Dallas
FLORENCE KRON, Parrish Junior High School, Salem
GOLDWYN KULBEL, South Salem High School, Salem
HELEN LANE, South Salem High School, Salem
STEWART LECK, North Salem High School, Salem
MARGARET LEWIS, Parrish Junior High School, Salem
GILBERT LOY, Central High School, Monmouth-Independence
FRANK MAZZIO, Central High School, Monmouth-Independence
LORAINA MEUSEY, North Salem High School, Salem
FAY MORT, North Salem High School, Salem
Dorothy Patch, North Salem High School; Salem
Roger Pederson, South Salem High School, Salem
David Putnam, Parrish Junior High School, Salem
Frank Richards, Dallas High School, Dallas
Eleanor Roberts, Judson Junior High School, Salem
Elton E. Salisbury, Dallas High School, Dallas
George Strozet, North Salem High School, Salem
Arthur Stump, Central High School, Monmouth-Independence
Robert Thetford, Central High School, Monmouth-Independence
George Thompson, Dallas Junior High School, Dallas
Maynard L. Tweet, Leslie Junior High School, Salem
Jamie Whitworth, Dallas High School, Dallas
Lyle Wilhelmi, South Salem High School, Salem
Max Wilkins, Central High School, Monmouth-Independence
Map of Oregon
Showing Location of Institutions
of the
Oregon State System of Higher Education
General Information

History and Location

Oregon College of Education was first known as Monmouth University. It was 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 Oregon State Normal School, continuing under that name until 1909. For a period of two years (1909-11) it was deprived of state support. The institution was maintained by combined faculty and community cooperation until re-established as a state normal school in 1910 by vote of the people, opening in 1911 as 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; Charles Abner Howard, 1939-1947; Henry Martin Gunn, 1947-1950; Roben John Maaske, 1950-1955; Roy Elwayne Lieuallen, 1955-

The College is in many respects very fortunately situated. Monmouth, a well-administered community with a population of approximately 2,400, is located in the Willamette valley near the State's population center, fifteen miles from Salem, sixty-one miles from Portland, and sixty miles from the Oregon beaches. Exceptional climatic and scenic advantages afford a healthful and delightful place for study and campus life. A chamber of commerce, a civic club of active, enthusiastic women, an active parent-teacher association, several churches, a public park, and library are service features of the community. The campus itself is a beautiful and dignified spot entirely in keeping with the spirit of an institution of higher learning.

Accreditation

Oregon College of Education is a member of the American Association for Colleges for Teacher Education and the Northwest Association for Secondary and Higher Schools and is accredited as a degree-granting college by the National Council for Accreditation of Teacher Education. OCE is authorized by the National Council for Accreditation of Teacher Education to carry the following catalog statement:

"Fully accredited by the National Council of Accreditation of Teacher Education for the preparation of Elementary and Secondary school teachers at the Bachelor's degree level and provisionally accredited for the preparation of elementary teachers and school service personnel at the Master's degree level with the Master's degree as the highest degree approved."

Facilities

Facilities for instruction include the campus college buildings at Monmouth, with their classrooms, libraries and laboratories, recreation fields, and all equipment, together with cooperating public schools in the area.

Campus. The Campus of the Oregon College of Education occupies an area of approximately 45 acres. An historical fir grove planted by early pioneers is a feature of the campus.
Campbell Hall (1871, 1889, 1898, 1917). Campbell Hall is named in honor of President T. F. Campbell, who served from 1869 to 1882, and his son, Dr. Prince L. Campbell, president from 1899 to 1902. The first section of this building, which is modified Gothic architecture, was constructed in 1871. Additions have been made at different times on the north, south, and west. The building contains the main auditorium, classrooms, the art gallery, and faculty offices.

The Administration Building (1936). A three-story brick structure housing the president's office, personnel offices, general institutional offices, science laboratories, and classrooms.

The Health and Physical Education Building (1936). A modern building 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 there are showers, dressing rooms, and two handball courts. The new indoor Wolverton Memorial Pool adjoins the physical education building.

Music Hall (1958). A modern one-story building, providing facilities for the Music Department, including offices, listening room, teaching studio, practice rooms, a band and choir rehearsal room, and a small recital auditorium.

Monmouth Elementary School (1916, 1948, 1958). The building houses the practice teaching units of the Department of Education and Psychology. The older structure was remodeled in 1948, and two modern wings were constructed in 1948 and 1958.

Jessica Todd Hall (1912, 1921). Accommodates 135 students. Single and double rooms are available. Built at two different periods, the building has several unusual and attractive features resulting from recent modernization. The food service for all women dormitory residents is provided by the kitchen and dining room located in Jessica Todd Hall.

The Cottage (1917). A two story house of red brick and shingled walls is a part of the dormitory group, housing 27 students.

West House (1924). A women's dormitory, colonial in type. It affords a congenial home for a group of some twenty students. All rooms are multiple.

Arnold Arms (1925). Purchased by the state board of higher education in 1946 for use as a women's dormitory, this building is well designed for dormitory purposes and provides comfortable housing for 34 women. All rooms are multiple.

Roben J. Maaske Memorial Hall (1956). A modern steel-reinforced concrete structure, accommodating 100 men students in 50 double rooms, attractively furnished and decorated. This building provides unusually desirable and comfortable housing for men.

The Village (1946). Consists of 44 apartments for married students. The buildings were provided by the federal government through the Federal Public Housing Authority.

Maple Hall (1914). The center for student social activities. It is equipped with a large fireplace, lounging chairs, game tables, piano, and radio-phonograph. A snack bar is operated for the convenience of students, and tables are available for commuters who bring their lunches.

Memorial Stadium. Includes physical education and athletic fields, and the covered grandstand. It is one of the better small college athletic and physical education facilities in the Northwest. The stands and bleachers seat more than 2,500 persons.
ADMISSION

College Library (1951). The library, a modern two-story building contains approximately 45,000 books and bound periodicals, and several thousand uncatagolied pamphlets and documents. Four hundred periodicals and several daily and weekly Oregon newspapers are received regularly.

The curriculum laboratory on the first floor of the OCE library building contains over 3000 elementary and high school texts, recent editions of all recommended children's encyclopedias, and about 1200 courses of study from Oregon and other states.

In addition, through unified library administration, all books, now over one and one-half million volumes, in the libraries of the several state institutions of higher education are available to students and faculty members of all institutions through inter-library loan. Libraries and museums of all the institutions are regularly open to the public in general as well as to the students and faculty members.

The audio-visual center, also on the first floor of the library building, serves as a depository for teaching materials, as a center for projection services on campus and in laboratory schools, and an information center for teaching materials and audio-visual techniques.

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 the following records, which become the property of the College:

1. Application for admission.
2. Official record showing high school credits and graduation.
   Students with previous college work must submit official original transcripts from each college attended.
3. Evidence of satisfactory physical condition.*

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 prior to the date of registration; if they 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.

Beginning with fall term 1958, graduates of Oregon high schools must: (1) have a 'C' average in all high school subjects taken for graduation, or (2) pass a standard college aptitude test with a score within the upper 60 per cent, or (3) achieve a minimum grade point average of 2.00 ('C' average) on a full load of approved study in regular collegiate summer session.

Admission to Freshman Standing

Graduation from a standard high school in Oregon requires the completion of 19 units, 9 of which shall be as follows: 3 units in English; 2 units in social science, including the state-required courses in American history and government and American problems, social and economic; 2 units in health and physical education; 1 unit in science; and 1 unit in mathematics.

* It is the responsibility of the student to arrange for a health examination with his own physician prior to enrollment. Health examination forms are supplied by the College for use of the student and physician making this report.
Graduates from standard out-of-state high schools shall be required to pre­sent substantially the same distribution of units. The privilege of attending a state institution in Oregon shall be extended only to those nonresident applicants who show promise of contributing to the academic life of the college community. The minimum acceptable basis for the admission of a nonresident freshman student shall be a performance record or an aptitude rating which places him in the upper half of his high school class.

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 applicants'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 registrar at least four 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. Transfers from other colleges are required to present a full 2.00 (C) grade average. Transcripts for transfers must include honorable dismissal, indicating that the applicant is in good standing. The amount of credit granted depends on the nature and quality of the applicant's previous work evaluated according to the academic requirements of the Oregon College of Education.

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.

Admission to the Teacher Education Program

Admission to the teacher education program is made upon application during the sophomore year. Transfer students with junior standing interested in teacher preparation should consult with the chairman of the department of education and psychology during their first term on the campus for information concerning application for admission to the teacher education program. Students must have been admitted to the teacher education program before they are authorized to enroll in professional courses.

Admission to Student Teaching

**Elementary.** In order to be admitted to elementary student teaching the candidate must have met the following requirements:
1. A total of 136 quarter hours of credit (senior standing).
2. Completed 24 of the 33 hours in education including two methods courses.
3. Maintained a cumulative grade point average of 2.0 in education courses, in the minor area, and as an all college cumulative grade.

**Secondary.** In order to be admitted to secondary student teaching the candidate must have met the following requirements:
1. A total of 136 quarter hours of credit. (senior standing).
2. Completed 15 of the 21 hours in education including one special methods course.
3. Maintained an all college cumulative grade point average of 2.0, a 2.0 in the first and second teaching fields, and in education courses.
Transfer Students. In order to be admitted to student teaching transfer students must have met the following requirements.

1. The hour and grade point requirements listed above.
2. Spent the term preceding student teaching as a full time student on campus at Oregon College of Education.

Admission to Graduate Standing

Graduates of accredited colleges and universities are admitted to regular graduate standing when they have filed with the registrar official transcripts of all college work, provided their credentials indicate that they will be able to maintain a satisfactory scholastic record in their graduate studies. Permission to take graduate courses may be granted when the applicant files an official statement of a bachelor’s degree from an accredited institution.

Admission to graduate standing does not constitute acceptance as a candidate for the master of science degree. Submission of an additional application is one of the steps leading to approval as a candidate.

Degrees and Certificates

The Oregon College of Education offers curricula leading to junior standing and the associate in arts certificate, on the completion of two year’s work, and to the following baccalaureate and graduate degrees:

General Studies: Bachelor of Science, Bachelor of Arts
Education: Bachelor of Science, Bachelor of Arts (elementary and secondary)
Master of Science (elementary and secondary)

Requirements for a Bachelor’s Degree

To earn the degree of Bachelor of Science (B.S.) a student must complete the following institutional requirements. (Curricular and departmental requirements are listed elsewhere in this catalog.)

1. Term Hours: Minimum, 186, including at least 45 hours in upper-division.
2. Grade Point Average (GPA): Minimum 2.00 (C) on all college work. (See Teacher Education curricula for grade point requirements.)
3. Residence: A minimum of 45 of the last 60 term hours shall be completed in residence. Of these 45 hours, 24 shall be completed on the campus of the Oregon College of Education and must include registration in at least two full terms. (An 8-week summer session is the equivalent of one full term.)
4. Correspondence Study: Maximum, 24 term hours. (Credit earned by correspondence study is not residence credit.)

To earn the degree of Bachelor of Arts (B.A.) students are required to complete the curriculum outlined above for the Bachelor of Science, and in addition to complete two years (normally 24 hours) of college work in a modern foreign language, one year of which may be satisfied by two or more years of this same language in high school.
Requirements for Certificates

Completion of the prescribed program of lower-division work leads to (1) a junior certificate leading to upper-division standing, or (2) an associate in arts certificate.

General Requirements:
- Term Hours: Minimum, 93
- Grade Point Average: Minimum, 2.00 (C)
- English Composition: 9 term hours
- Fundamentals of Speech: 3 term hours
- Orientation (unless excused)
- Physical Education: 6 term hours in activity courses
- Personal Hygiene

Group requirements:
- A prescribed amount of work selected from three groups representing comprehensive fields of knowledge: humanities, science-mathematics, and social science. The group requirements are: at least 9 approved term hours in each of the groups and at least 9 additional approved term hours in courses numbered 200-210 in any one of the same three groups.

Requirements for Advanced Degrees

For advanced degree requirements see the Division of Graduate Study.

Academic Procedure

The academic year of the Oregon College of Education is divided into three terms of approximately twelve weeks each, exclusive of the summer session, which is eight weeks in length. 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.

Definitions. Special terms applying to academic procedures of the college are defined as follows:
- A SUBJECT is a designated area of knowledge such as history, English, music, etc.
- 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.

Concurrent Registration. A student registered full-time at OCE may not register for courses at another institution or in the General Extension Division without specific permission from the academic requirements committee.
Class Standing. Freshmen, less than 35 hours; sophomores, 36-92 hours; juniors, 93-134 hours; seniors, must be within 51 hours of meeting requirements for graduation from a specific curriculum with satisfactory scholarship.

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, $F$; course dropped, $Dr.$; withdrawal from school, $W$; 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. Normally, an $Inc.$ becomes an $F$ by the end of the next term of residence unless the instructor has granted additional time.

Points. Grade points are counted on the basis of 4 points for each term hour of $A$ grades, 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 2.00 or $C$ is required for graduation.

Course Numbering System

Courses throughout the State System of Higher Education are numbered as follows:

- **1-99**: Courses in the first year of foreign language, elementary algebra, geometry, and other courses of similar level.
- **100-199, 200-299**: Courses offered on the freshman and sophomore level.
- **300-399**: Upper division courses primarily for juniors.
- **400-499**: Upper division courses primarily for seniors. Courses numbered 400-499, if approved for graduate credit, are designated (G) or (g).
- **500-599**: Graduate courses.

Certain numbers are reserved for courses that may be taken through successive terms under the same course number, credit being granted according to the amount of acceptable work done. These blanket numbers are as follows:

- **503**: Thesis (reading or research reported in writing).
- **405**: Reading and Conference (individual reading reported orally to the instructor).
- **407, 507**: Seminar

Withdrawals. A student may withdraw from the college, or from courses, without being responsible for grades up to the scheduled date as shown on the academic calendar. After that date a student may withdraw from college, or from courses, provided that at the time of his withdrawal his work in each course from which he is withdrawing is satisfactory (no grade less than a $C$). If, at the time of withdrawal, a student has earned an unsatisfactory grade ($D$ or $F$) in a course or courses, the grade of $F$ will be recorded and the student will be subject to appropriate academic action at the close of the term. If, at the time of withdrawal, a student has earned satisfactory grades in a course or courses, the mark of $W$ will be recorded for each such course. It should be noted, however, that in situations of emergency (accidents, prolonged illness, etc.) students may be permitted to withdraw without penalty at any time upon approval of the Academic Requirements Committee.
PROCEDURE. A student may officially drop a course by filing the proper blanks with the registrar's office not later than the scheduled date in the academic calendar. In order to have official and clear withdrawal, the student must fill out the necessary withdrawal papers, to be signed by instructors, advisers, and dean. All obligations to the school must be met in order to receive honorable dismissal.

Scholarship Regulations. The administration of the regulations governing scholarship requirements is vested in the academic requirements committee of the faculty.

A student is doing satisfactory work when he maintains a grade-point average of 2.00 (C) or better for all college work and for all work at OCE, and makes substantial progress toward the completion of other graduation requirements. A student failing to do satisfactory work any one term is placed on scholastic probation. If his grade-point average the following term is 2.00 or better,

(a) he is removed from probation if his cumulative grade-point average is 2.00 or better;

(b) he is continued on probation if his cumulative grade-point average is below 2.00.

A probationary student whose scholastic average for any term falls below 2.00 will not be permitted to re-register without the consent of the academic requirements committee. At the discretion of the academic requirements committee any student not achieving profitable and creditable progress toward graduation may be suspended.

Awarding of Degrees. Degrees are awarded to the Oregon College of Education once each year only, at the regular commencement exercises held in June. Those persons completing requirements for a degree at the close of the summer, fall, winter and spring terms receive their degrees and diplomas in June. Persons who complete their final work off the Oregon College of Education campus spring term will be awarded the degree at the June commencement of the subsequent year.

Honors Program

An honors program is a program which is dedicated to the pursuit of academic excellence. Such a program is the result of a perspective or an outlook on the part of the faculty, the administration, and the students of an educational institution. It provides the opportunity for the able and ambitious student to look at himself and his work, both in and out of classes, and to commit himself with dedication to quality in his educational adventure. The very center of this commitment is a readiness on the part of superior students to face up to and explore ideas.

The honors program at OCE was established to offer more challenging work to students who have demonstrated superior scholastic ability.

Freshman Program. Freshmen are selected on the basis of high school rank and performance on certain standardized tests administered during freshmen week. Participation in OCE's honor program is purely voluntary. Students selected are invited to take some of their work in specialized courses taught in such a way as to integrate basic information in the fields of science, literature and social science. These specialized courses meet the college's freshman year requirements in literature and social science.
Departmental Program. Students in the sophomore, junior and senior classes who have demonstrated superior academic achievement and potential as leaders are invited to participate in departmental seminars. Superior sophomore, junior and senior students planning a career in teaching may be invited to serve as laboratory or teaching assistants.

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 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.

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<tr>
<th>Item</th>
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</table>

Regulations Governing Nonresident Fee.* The Oregon Board of Higher Education has declared that the nonresident fee shall apply to any person who comes into the state of Oregon for the purpose of attending one of the institutions under the control of the board, and who for any reason is not qualified for classification as a resident of the state of Oregon except:

(a) a student who holds a degree from an accredited college or university,
(b) a student attending summer session,
(c) a student paying part-time fees,
(d) a student whose parent is a regular employee of the Federal Government stationed in Oregon, or
(e) a student whose parent is domiciled in the State of Oregon as defined under (1) below.

(The residence or domicile of a student normally is that of his father; if his father is not living, it normally is that of his mother. In case of parents' divorce, the domicile of a student generally is determined by the residence of the parent to whom custody is granted by the court. The domicile of a wife normally is that of her husband; if both are students, her resident status is determined by his. The domicile of a student who is independent of other persons mentioned is determined by the rules under (1) below, through affidavits made by him and by the other person concerned. An alien cannot begin to establish residence until he had demonstrated his intention to become a citizen.)

* See page 40, Alaska-Hawaiian Scholarships.
The Board established the following rules to be observed in determining the residence status of students:

1. Residence and domicile are synonymous and domicile shall be considered to be a fixed permanent residence to which, when absent, one has the intention of returning. The fixed permanent residence normally must be maintained for at least twelve months prior to the school term for which resident classification is sought, and it must be a bona fide residence with no intention to change when the school period shall have expired. Proved actual residence and convincing intention to remain must exist simultaneously. Factors used in considering intent include age and family status of student, residence of near relatives, place of voting, ownership of property, sources of financial support, length of time within the state, record of employment and schooling (intent cannot be demonstrated by school attendance alone).

2. A student whose official records show his own or his parent’s domicile as outside of Oregon is prima facie a nonresident, and the burden is upon the student to prove the contrary. If his official transcripts of academic record show attendance at a school outside of Oregon, he may be required to furnish further proof of domicile.

3. A nonresident at the time of his enrollment must be held to that classification throughout his presence as a student, except in those cases where he can prove that his or his parent's previous domicile has been abandoned and a new one established in Oregon in accordance with these regulations. A resident student will be reclassified as nonresident at any time the Oregon domicile is lost.

Part-time Students' and Auditors' Fee. Part-time students and auditors (6 hours or less) will pay a fee of $9.00 per credit hour per term; the minimum fee is $18.00. Payment of the part-time fee entitles the students to all services maintained by the Oregon College of Education for the benefit of students.

Late-Registration Fee. Full-time 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. If registration charges are met by a check which is returned because of any irregularity for which the student is responsible (NSF, illegible signature, improper bank account number, etc), a fine of $1.00 per business day will be charged (maximum penalty, $5.00).

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.

Transcript Fee. A fee of $1.00 will be charged for each transcript furnished, except that for second and additional copies at any one time, only $.50 is charged.

Music Course Fees. For courses in applied music, additional fees are charged as follows:

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Per Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-half hour daily</td>
<td></td>
</tr>
<tr>
<td>$22.50</td>
<td>$37.50</td>
</tr>
<tr>
<td>Weekly</td>
<td></td>
</tr>
<tr>
<td>$10.00</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of practice room</th>
<th>Per Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>One hour daily daily</td>
<td>$4.00</td>
</tr>
<tr>
<td>Two hours daily daily</td>
<td>$7.00</td>
</tr>
<tr>
<td>Three hours daily daily</td>
<td>$10.00</td>
</tr>
<tr>
<td>Four hours daily daily</td>
<td>$12.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organ practice fee</th>
<th>Per Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10.00</td>
<td></td>
</tr>
</tbody>
</table>

* This twelve-month period must include at least six consecutive months during which the student was not at any time, enrolled for more than six term hours of work in college-level courses.
Graduate Qualifying Examination Fee. Students desiring to take this examination will be charged $1.00 to $15.00.

Library Fines and Charges. The following regulations govern library fines and charges:
1. Any claim for refund must be made in writing before the close of the term in which in special cases for failure to return books urgently needed.
2. For overdue reserve books, the fine is 25¢ for the first hour and 5¢ for each additional hour or fraction thereof, to a maximum of $5.00.
3. For overdue children's literature (7-day books) the fine is 25¢ per day.
4. A service charge of 10¢ is added to all fines reported to the business office for collection.
5. Lost books are charged to the borrower at the list price plus the amount of fine incurred up to the time the book is reported missing; in addition, the borrower is charged a service fee of 50¢.
6. When a book which was billed as lost is returned before a replacement has been ordered, a refund equal to the list price of the book will be made. Whether or not a refund may be made for a lost book for which a replacement has been purchased is discretionary with the librarian.

Fee Refunds. Students who withdraw from the College 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.

Graduation Expenses. Each year students who are graduating will be charged the cost of cap and gown rental and other incidental expenses connected with graduation and commencement exercises. No person may be recommended for graduation until he has paid all fees and charges due the institution.

Living Accommodations

The students and faculty at Oregon College of Education believe in the kind of democratic education fostered in a dormitory program, as opposed to a fraternity and sorority program. All dormitory facilities are geared to provide students with living accommodations which promote physical health and which encourage social, educational and spiritual development. To these ends, living conditions are made as comfortable and congenial as possible, and the cost is kept at a minimum.

Housing Regulations. All freshmen and sophomore women and men, except those living at home, are required to live in the college dormitories. Exceptions to this regulation are made only upon petition filed with the director of student affairs and acted upon favorably by the college housing committee. Petitions to this committee by freshmen or sophomores are approved only on showing convincing and exceptional reasons of health, financial necessity, or other special circumstances why the student should not live in the dormitories. All upper class men and women will live in either the college dormitories, at home, or in approved off-campus houses. Off-campus residences for unmarried students must be approved by petition to the housing committee. 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 are maintained for men and for women. Living conditions within the halls are made as nearly like those of a good modern home as possible. Each room is completely and attractively furnished, and laundry facilities are available on the campus.

Jessica Todd Hall, an attractive brick structure containing the central kitchen and dining room, accommodates 135 women.

The Cottage, a colonial type building, is an honors cottage housing 27 upper-class women.

West House accommodates twenty students in congenial, comfortable surroundings.

Arnold Arms, originally erected as an off-campus residence hall, was purchased in 1946 as an addition to the college housing facilities. It houses 34 women.

Roben J. Maaske Memorial Hall, a modern dormitory housing 100 men, was completed for occupancy in January, 1956.

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

Room rent, payable in advance in full or in installments each term:
- Women's residence halls: multiple room $65 per term; single room $97.50 per term.
- Men's residence hall: multiple room $75 per term. No singles are available.

Board, payable in advance not later than the tenth day of each term, and not later than the tenth day of each succeeding month; $51 per calendar month. If food costs make it impossible to provide meals at this rate, 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 cancelled.

The charges for room cover the period of the college term only. Dormitories will be open one day prior to the day scheduled in the academic calendar for the opening of each term.

The Village. For married students, the Federal Public Housing Authority provided nine buildings containing forty-four apartments. These buildings are the property of the College. The apartments are partially furnished and rent at reasonable rates.

Off-Campus Houses. A limited number of approved houses in Monmouth offer housekeeping rooms and apartments for students under college regulations. Information about the approved houses may be obtained from the office of the dean of women or the dean of men in the Administration Building. All off-campus residences must be approved by petition to the housing committee.

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, amusement—items which vary according to the thrift, discrimination, and habits of the individual. The following table gives as nearly as possible the overall expenses incurred by a student during an academic year. Board-and-room estimates are based on charges commonly paid by students. 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 expense not incurred during the second and third terms.
### Student Welfare

Every effort is made at Oregon College of Education to promote student welfare. Special personnel services and agencies coordinate the program, and all members of the faculty and staff assist in promoting a personnel program designed to further mental health and educational development.

#### Student Personnel Program

The director of student affairs, the student welfare committee, and the dean of men and the dean of women have general responsibility for the personnel program and for student welfare. The deans are available to students at all times for personal guidance and scholastic counseling.

An effective counseling program insures for every student personalized help in planning his college course and in making adjustments to college life. A faculty adviser is assigned to each new student. The student may retain this adviser throughout his college career, or he may change his adviser at any time. The faculty adviser becomes acquainted with the student and is available for consultation whenever help is desired, and the dean of women and the dean of men are always available to all students for counseling.

A series of placement and aptitude tests is administered to admitted students and provides students and advisers with information valuable in planning professional work and in general counseling.

<table>
<thead>
<tr>
<th>Items</th>
<th>First Term (13 Weeks)</th>
<th>Year (35 Weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional fees</td>
<td>$ 62.00</td>
<td>$186.00</td>
</tr>
<tr>
<td>Books and supplies</td>
<td>35.00</td>
<td>75.00</td>
</tr>
<tr>
<td>Board and room</td>
<td>198.00</td>
<td>599.00</td>
</tr>
<tr>
<td>Incidents</td>
<td>25.00</td>
<td>75.00</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$320.00</strong></td>
<td><strong>$926.00</strong></td>
</tr>
</tbody>
</table>

**Note:** Board and room estimates include the cost of a multiple room at Todd Hall 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 tables, clerking, gardening, caring for children, etc.

Organized effort is made to assist those desiring to find work. Applications should be made to the dean of women or to the dean of men. 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 after 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 expect continued employment.
4. A student earning his board and room or working 15 hours or more a week should not expect to carry a full academic load.
The registrar is always available for planning programs and assisting in evaluation of work completed or work to be done. The director of the general education program, heads of various departments, and faculty members in each field are available to students for academic counseling. The director of teacher education, the coordinator of the secondary education program, and the placement secretary assist students in working out a suitable program of teacher preparation and in obtaining satisfactory placement.

Religious education is fostered on the campus by convocation speakers and by cooperative activities with the local churches. Students also have opportunity for fellowship in several religious organizations which are active on the campus. The College has also participated in a nationwide study of religion and higher education.

**New Student Week**

The orientation program for all new students is an important feature of the fall term. During Freshman Week, social functions, guided campus tours, firesides, and assemblies acquaint students with the many aspects of college life, its responsibilities and possibilities. Advisers at this time also assist the student in preparing his academic schedule. The orientation program is continued throughout the fall term in a regularly scheduled Orientation class for all freshmen. The class makes possible lectures and discussions to acquaint the entering students with the different services offered at the College, and to discuss vocational opportunities, proper study habits, college practices, traditions, college adjustment problems, and other matters of interest.

**Bookstore**

A self-service bookstore is maintained by the College through which students have opportunity to purchase textbooks, supplies, and miscellaneous items.

**Student Health Service**

Through the student health service the College does all in its power to safeguard the health of its students. This is accomplished through health education, detection of incipient diseases, 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 on a self-supporting, nonprofit basis. Any student is entitled to general medical attention and advice at the student health service during regular office hours. If his condition requires hospital care for general medical attention, he is entitled to hospitalization at a designated local hospital under care of the college physician for a limited period; a student in attendance for three terms is entitled to a total of 15 days during the school year. After the fifteen-day period the off-campus medical expenses will be borne by the student. Pre-authorization is necessary. When medical consultation or 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 a health-service physician, but he is expected to pay regular fees which are: $5.00 per call from 7:00 a.m. to 9:00 p.m.; $6.00 from 9:00 p.m. to 12:00 midnight; and $7.00 from 12:00 midnight to 7:00 a.m.

Each year all students are required to show evidence of freedom from tuberculosis.
The Oregon College of Education health service maintains a dispensary on the campus for the protection and promotion of health for the students. A physician and a registered nurse are in charge of the health service.

The student health service is not available to members of the faculty or members of students' families.

**Physical Examination.** Before admission each new student is required to have a physical examination by a physician of his choice. This includes a tuberculin test, vaccination against smallpox, and other tests that are deemed necessary to protect the health of each student. The examination record form may be obtained by writing to the Registrar, Oregon College of Education, Monmouth. The student must return the completed form to the registrar's office before registration.

**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 system, to satisfy the institutional physician of immunity to smallpox by evidence of successful vaccination within the last five years. 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.

**Accident and Sickness Insurance.** The Associated Students are given an opportunity each year to approve an accident and sickness insurance program which makes available such insurance for a limited fee.

**Loan Funds**

As an aid to students in financing a part of their residence study, a number of loan funds have been established. These funds are administered by officers of the institution in accordance with provisions specified by the respective donors. Applications for loans should be made to the dean of women or the dean of men.

Loan funds at the College have benefited many earnest and capable students who could not have completed their college preparation without this financial aid. The funds are being gradually increased by generous friends.

**The Ackerman Memorial Loan Fund.** Named in memory of the late J. H. Ackerman, former president of the College, the fund 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 a limited number of students.

**Masonic Educational Funds.** The Grand Lodge of the State of Oregon has assigned $2,000 to a fund for needy sons and daughters of Master Masons. Loans from this fund are made at the discretion of the trustees of the Grand Lodge, upon 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.
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.

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

The Harry L. Holmes and David H. Holmes Scholarship Fund. Loans from the Harry L. Holmes and David H. Holmes scholarship fund are available to able, worthy, and needy male students (except those who propose to pursue the professions of medicine, law, music, and art) of Jackson county. Students to receive loans are selected by a committee of Jackson county residents, including a member of the Harry L. and David H. Holmes family.

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. 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.

Patrick D. Dillian Memorial Student Endowment Fund for Seaside High-School Graduates. The annual income from this endowment fund is to be used for an annual award for a selected graduate of Seaside high school if such graduate attends an institution of the system within six months after graduation.

The Virginia Martin Memorial Loan Fund. Established in 1948, the fund makes available to students loans not to exceed $100.00.

Thomas Roberts Loan Fund. From the estate of Thomas L. Roberts this fund was made available to worthy young men and women of the State of Oregon to encourage spirituality and ability to be of service to others.

Mothers' Club and Dads' Club Loan Fund. This fund was established in 1951 and is available to young men or young women in attendance at Oregon College of Education.

Sovereign Grand Lodge Education Loan Fund. This fund is available to candidates approved by the administrators.

P.E.O. Educational Loan Fund. Undergraduate or graduate women students in good standing may be eligible for P.E.O. loans in a sum not to exceed $800.00 and for a period not to exceed five years. The interest rate is three percent. The dean of women may assist in bringing about contact between the applicant and a P.E.O. chapter through which the loan is processed.

Oregon Department, Daughters of Union Veterans of the Civil War Student Loan Fund. The Oregon Department has recently established a loan fund which is designed to give assistance to selected men and women students. Preference is given to descendants of Union veterans.

Monmouth Chamber of Commerce Loan Fund. This fund is available to carefully selected students.
Katherine Elle Klein Memorial Loan Fund. Relatives of Katherine Elle Klein have established this memorial. Funds are available to senior men and women in teacher education.

Thomas H. Gentle Memorial Student Loan Fund. This loan fund has been established by relatives and friends of the late Thomas H. Gentle, who was at one time a member of the staff and an outstanding leader in teacher education. Loans from this fund are available to selected men and women preparing for teaching.

Sophia Barnum Memorial Loan Fund. Relatives and friends of the late Sophia Barnum, long a member of the teaching staff, have established a loan fund in her memory for deserving men and women interested in preparing for teaching.

Roben J. Maaske Memorial Student Loan Fund. In memory of the late Roben J. Maaske this fund has been established to provide loans to worthy and deserving students preparing for teaching.

Riddell Memorial Student Loan Fund. Relatives and friends of Elizabeth and William Riddell have established this loan fund in their memory. Funds are available to men and women students.

Honors, Awards, and Scholarships

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

Graduation with Honors. The faculty of the Oregon College of Education recognizes superior scholarship by conferring at the annual commencement ceremony the distinction “Graduation with Honors” on students who have earned a cumulative grade-point-average of 3.5 or better in their undergraduate work. Such students must have been in regular attendance at the college their last two years, earning a minimum of 90 term hours.

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

The Delmer Dewey Award is given each year to the outstanding senior man.

The Eloise Buck Memorial Award is given each year to a student for outstanding accomplishment in creative writing.

The Oregon Congress of Parents and Teachers. Full-tuition-and-fee scholarships for admission to any standard state-supported elementary teacher education institution in Oregon, for a period not to exceed four years, have been established for the purpose of attracting to the teaching profession students of outstanding ability and sincerity of purpose. High school graduates or college students desiring to secure the elementary credentials may apply for scholarships. College graduates are also eligible if the teacher education work they contemplate will qualify them for the regular elementary teaching credentials. The awards will be based on (1) scholastic record, (2) character and personality, (3) leadership, (4) school citizenship, (5) sound health. The scholarships will be restricted to those preparing to teach in the public elementary schools of Oregon. Application forms are available in the high school principal’s office and should be filed with the Oregon Congress of Parents and Teachers by April 1.
Teacher-Education Scholarships. A limited number of tuition-and-fee scholarships are available to students enrolled in elementary teacher education at the colleges of education in the state system of higher education for the year 1959-60. The State Teacher Education Scholarships involve the waiving of all tuition and fees amounting to $186.00 for the school year.

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. Application should be made by March 1, to the registrar, Oregon College of Education. Official application blanks are available at the office of the high school principal.

Alaskan-Hawaiian Scholarships. Scholarships may be awarded to students from Alaska or Hawaii whose residence has been in Alaska or Hawaii during the major part of the two years immediately preceding such application. These scholarships carry a value of $105 per year which amounts to waiver of the non-resident fee.

State Scholarships—Fee and Tuition. A limited number of scholarships are available to students in the upper third of their high school class, needing financial assistance, and who are residents of Oregon. These scholarships carry a value of $93 per year. Application should be made by March 1 to the registrar, Oregon College of Education. Official application blanks are available at the office of the high school principal.

Bernard Daly Educational Fund. Under the will of Dr. Bernard Daly of Lakeview, Oregon, worthy 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 who attended high school in Lake county. The fund is administered by a board of trustees who select candidates annually from a list of applicants recommended by the county judge and the county school superintendent following examinations given in Lake county.

Delta Kappa Gamma Scholarship. The chapter of Delta Kappa Gamma, women's honorary, which has as its area Polk, Yamhill, and Marion counties, sponsors a tuition and fee scholarship for outstanding high-school graduates who are interested in the teaching profession. This scholarship is effective for one year only but may be renewed if the candidate shows sufficient aptitude. Interested students should write to the Registrar, Oregon College of Education, Monmouth, Oregon.

P.E.O. Scholarships. Two scholarships in the sum of $250.00 each are awarded annually by the Oregon State Chapter of P.E.O. Applications are filed through the high school principal.

Eastern Star Scholarships. Five scholarships of $100 each are awarded annually to women students who are members or daughters of members of the Order of the Eastern Star in Oregon. These scholarships are presented at the end of the junior year to worthy students in need of financial assistance for the senior year.

Foreign Scholarships. A limited number of foreign scholarships are available to students from foreign countries. Scholarships range in value from $198.00 to $291.00 a year. Complete information may be obtained by writing to Registrar, 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. They not only assist in developing the individual students for further service to their communities, but they also strengthen and enrich the life of the institution.

Participation in any activity program is particularly valuable for students planning a teaching career. A record of such participation will be helpful to the teaching candidate seeking placement and to the teacher after a position is secured.

Associated Students. All students are members of the Associated Students and are eligible for participation in the many social, educational, and recreational activities. The College recognizes the value of democratic living and fosters in every way student participation and responsibility in all matters of student welfare. The student council, the elected representatives of the Associated Students, and its various appointed officers and committees share with the faculty many administrative responsibilities.

Athletics, Sports and Recreation. Athletic programs for men and women supplement the class program of physical education activities. Participation in intercollegiate athletics with colleges of the Pacific Coast is an integral part of the physical education program.

The men's intercollegiate program includes participation in the Oregon Collegiate conference. Competition on an intercollegiate basis is conducted at the varsity level in football, cross country, basketball, wrestling, baseball, track and field, tennis and golf. Freshmen and junior varsity schedules are maintained in most of the sports. The Varsity “O” is a club made up of men who have been awarded the official “O” for participation in varsity competition.

The intramural program for men includes flag football, volleyball, basketball, swimming, handball, badminton, table tennis, softball, track and field, tennis, golf, horseshoes, and archery.

Women participate in a program of intramural and intercollegiate recreational activities under the sponsorship of the Women’s Recreation Association. Their activities include volleyball, basketball, badminton, table tennis, folk and square dancing, swimming, softball, tennis, horseshoes, and archery. Blazers are awarded to women students who qualify for awards according to the point requirements specified in the Women’s Recreation Association constitution.

Dramatics and Forensics. Through classwork, and extracurricular activities dramatics and forensics are fostered in the college not only for the benefits which such activities bring to those participating but also for the intellectual and cultural value they bring to the campus generally. Experience in dramatics is of great value to any prospective teacher, while the ability to organize and express ideas before a group of people is vitally important in all professions.

The Crimson O Club and Alpha Psi Omega National Dramatic Honorary not only sponsor many campus dramatic productions during the year but also serve to unify the efforts and to honor the achievements of students interested in dramatics.

The college choir is open to all men and women who qualify as members. Opportunities are also offered for membership in small vocal and instrumental ensembles.

Music. Through various means, effort is made on the campus to stress the cultural benefits of music. Musical organizations are recognized not only as of great value to the students participating in them 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.
The college also sponsors a series of musical concerts, either on this campus or in cooperation with other nearby colleges, which provide opportunity for the students to extend their music education by personal attendance at operas, ballet, and other musical programs.

Social Activities. Through various social activities and organizations, particularly through living groups, students enjoy association with fellow students and members of the faculty. The contacts thus afforded constitute one of the most pleasant features of campus life.

Oregon College of Education fosters, in every way possible, an atmosphere conducive to high social and ethical ideals. 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 Honor Societies. Professional and honor societies stimulate student interest in professional areas, encourage high scholarship, and honor students for outstanding achievement. Election to membership is on the basis of special fitness or attainment in the respective department 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. Membership is by invitation.

The Student Oregon Education Association is open to all students in teacher education. It assists the student in his future profession and has a constructive program fostering better teaching and better candidates for teachers.

Kappa Phi, the oldest honorary art fraternity, has chapters in forty-seven states. The Oregon College of Education chapter was organized during the year 1946-47. Students elected to membership must be upperclassmen with high scholastic records and outstanding art ability. Candidates must have the approval of the art staff.

Alpha Psi Omega, national dramatics honorary, has as its purpose to stimulate interest in dramatic activities, to secure for the College all the advantages and mutual helpfulness provided by a large national honorary fraternity, and by the means of electing students to membership to serve as a reward for their worthy efforts in participating in the plays staged by the dramatic organizations of the College. The Kappa Mu chapter was chartered in 1947.

Service Honoraries: Several service honoraries offer elected students an opportunity to work together on worthwhile educational and recreational activities.

Staff and Key is a women's service club. To be a member of this organization a girl must have been on the campus at least one term and have a 2.5 grade-point average. Other qualifications for membership are leadership, loyalty, friendliness, and cooperation.

Collecto-Coeds is a women's service organization comprised of those women who have such attributes as cooperation, character, friendliness, loyalty, and service. This organization promotes interest in student activities and assists in upholding high social standards on the campus. Membership is by invitation only, and members are elected by unanimous vote.

Wolf Knights is a men's service organization of limited membership. The purpose of the club is to keep alive the traditions of the campus and to encourage student leadership and participation in campus activities. Members are selected on the bases of loyalty, character, and willingness to work.
Other Student Organizations. Student government encourages the organization of special groups to serve particular interests of groups of students. Membership is open to all interested students.

Each class (freshman, sophomore, junior, senior, and graduate) is organized in order to better serve the needs of the students. The class organizations participate in student government and in planning worthwhile social and educational activities.

The Co-Weds, an organization of student wives and married women students on the campus, meet together for social and educational activities of particular interest to young married women.

Independent Students, in which membership is open to all students living in off-campus residences and all commuting students, are organized to sponsor social and recreational activities for students unable to participate in dormitory living.

International Relations Club invites students, faculty, and townspeople to participate in the social and educational activities of the group, which holds weekly discussion meetings.

Outing Club and Ski Club sponsor outdoor trips and skiing for students particularly interested in such activities.

The Campus Christian Council coordinates many of the activities of the separate religious and church-affiliated groups on the campus. Wesley Foundation, Lutheran Club, Westminster Foundation, Newman Club, Canterbury Club, and Inter-Varsity Christian Fellowship provide students and faculty members ample opportunity for many rewarding religious and social activities.

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 and to give student staff members valuable experience in journalistic activities.

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

The Hello Book is a handbook published each year for new students.

The Student-Faculty directory, Wolf Calls, is published each year by the Associated Students with the cooperation of Sigma Epsilon Pi.

Military Obligation. For young men interested in fulfilling their military obligation, either wholly or in part, while attending College, the several branches of the armed services have programs or training activities that can be participated in successfully without interfering with academic progress. The types of programs or training activities vary from those requiring only minimal time spent in drill to those which require more specific course work and time at specialized summer camps. These last may lead to commissions; and, with faculty approval, certain military work may be accepted as satisfying some elective credit requirements. Interested students should discuss military training programs with faculty counselors and officers of the branch of the armed service attracting their interest.

Placement and Follow-Up

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 an annual registration fee of $2.50.

All graduates are entitled to the follow-up services of the College staff. The staff members are on call to help the graduates adjust to the problems encountered when they begin to teach.

Alumni Association

The graduates of the Oregon College of Education maintain a permanent alumni organization. The association maintains contact between the institution and its graduates and among the graduates themselves. The College is interested in continuing to serve its graduates in the various fields of endeavor, and they in turn are usually alert to opportunities for building up the work of their alma mater.

One of the very positive assets of the College is its loyal and active Alumni Association, as evidenced by active alumni clubs under the leadership of directors appointed by the executive committee of the association. Through these alumni clubs and the OCEAN (Oregon College of Education Alumni News), alumni are kept informed on matters pertaining to the college and its graduates.

Life memberships at $35 and annual memberships at $3 entitle alumni to the privileges of the Alumni Association, and to the OCEAN, which is published quarterly. All inquiries regarding the Alumni Association should be addressed to the Alumni Secretary, Oregon College of Education, Monmouth, Oregon.

Mothers and Dads Clubs

The OCE Mothers Club and the OCE Dads Club are open to all mothers and fathers of students attending Oregon College of Education. These organizations help to acquaint parents with the philosophy, curricula, trends, and opportunities at Oregon College of Education, and provide a close link between the home and the College.

Dues and contributions of the Mothers Club and Dads Club provide scholarships, loan funds, and special awards. These organizations meet at various times during the year, holding joint meetings during Folks Festival at the OCE campus.
Teacher Education

The preparation of teachers for the public schools has long been considered to be one of the major responsibilities of higher education in America. The state board of higher education in Oregon has indicated its recognition of this responsibility by the expansion of its facilities for the accomplishment of this task. Among the institutions comprising the state system of higher education, Oregon College of Education, Eastern Oregon College and Southern Oregon College have had as their major responsibility the preparation of elementary and secondary teachers.

At these three Oregon colleges a two-fold educational objective is sought:
1. To provide a broad general education for the prospective teachers as an individual and citizen.
2. To aid in the development of a well-defined philosophy of education and to provide preparation for effective teaching at the elementary and secondary levels in line with such philosophy.

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

ELEMENTARY TEACHER EDUCATION

Kindergarten Curriculum

Students who complete the requirements for the degree of bachelor of science or bachelor of arts in education (elementary) and receive elementary certification issued by the superintendent of public instruction are eligible to teach in kindergartens that are established as part of a public school system. [See Requirements for the Bachelor's Degrees in Education (Elementary) below.]

General Recommendations for Kindergarten Teachers
1. Students should have a genuine interest in young children, and it is important that they have the ability to play simple tunes on the piano.
2. It is recommended that students interested in the education of young children qualify themselves as kindergarten-primary teachers. This will involve student teaching in both areas, plus completion of courses which deal with the activities, interests, and characteristics of young children.

The Kindergarten Program at the Oregon College of Education. Students interested in teaching in the kindergarten should elect the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teaching (Kindergarten) (Ed 414)</td>
<td>3-9</td>
</tr>
<tr>
<td>Preprimary Education (Ed 451)</td>
<td>8</td>
</tr>
</tbody>
</table>

Elementary Education Curriculum

Students who complete the requirements in the elementary teacher education curriculum for the degree of bachelor of science or bachelor of arts in education (elementary) become eligible for certification to teach in the elementary and junior high schools of Oregon. All certificates are issued by the superintendent of public instruction.
Requirements for the Bachelor’s Degrees in Education (Elementary).

1. Hours in Education: Minimum, 36, 24 in upper-division.
2. Grade Point Average: 2.00 in all Education courses and all courses in minor field.
3. Hours in minor field (Science, Social Science or Humanities): Minimum, 36.
4. Major: All students completing the requirements for these degrees will automatically complete a major in elementary education.
5. Minors: All students completing the requirements for these degrees will automatically complete a minor in the fields of science, social science or humanities. In addition, each student may choose and complete one or more teaching minors from the following fields: art, English, health and physical education, music, or science. This teaching minor shall consist of a minimum of nine term hours, in addition to the required courses in the degree curriculum. A teaching minor in music shall include five term hours of student teaching.

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

<table>
<thead>
<tr>
<th>First Year</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111, 112, 113)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>General Biology (Bi 101, 102, 103)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Background of Social Science (SSc 101, 102, 103)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Orientation (SSc 111)</td>
<td>1</td>
</tr>
<tr>
<td>World Literature (Eng 107, 108, 109)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Basic Mathematics (Mth 111)</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education (PE 111, 112, 113, 114, 115)</td>
<td>1 1 1</td>
</tr>
<tr>
<td>Electives</td>
<td>2 3</td>
</tr>
<tr>
<td></td>
<td>16 16 16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Psychology (Psy 201, 202)</td>
<td>3 3</td>
</tr>
<tr>
<td>School in American Life (Ed 310)</td>
<td></td>
</tr>
<tr>
<td>Foundations of Physical Science (GS 201, 202, 203)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>United States History &amp; Government (Hist 201, 202, 203)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Introductory Geography (Geog 105, 106)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td></td>
</tr>
<tr>
<td>Physical Education (PE 111, 112, 113, 114, 115)</td>
<td>1 1 1</td>
</tr>
<tr>
<td>Electives</td>
<td>3 3 3</td>
</tr>
<tr>
<td></td>
<td>16 16 16</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>†Drawing, Design, Art Education (A 321, 322, 323)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>†Music Fundamentals (Mus 381, 382, 383)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Foundations of Mathematics (Mth 311)</td>
<td>3</td>
</tr>
<tr>
<td>Audio-Visual Aids (Ed 435)</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education in the Grades (Ed 344)</td>
<td>3</td>
</tr>
<tr>
<td>Human Development (Psy 311)</td>
<td>3</td>
</tr>
<tr>
<td>Educational Psychology: Learning (Ed 312)</td>
<td>3</td>
</tr>
<tr>
<td>Educational Psychology: Evaluation (Ed 313)</td>
<td>3</td>
</tr>
<tr>
<td>Methods and Materials (Ed 357, 358, 359)</td>
<td>3 3 3</td>
</tr>
<tr>
<td></td>
<td>15 15 15</td>
</tr>
</tbody>
</table>

* See institutional requirements, page 27.
† Students planning to acquire a teaching minor in music or art should work in the minor field during the second year.
SECONDARY TEACHER EDUCATION

Fourth Year

Note: The order in which these courses are taken depends upon which term the student completes his Student Teaching. Student Teaching may be taken fall, winter, or spring term provided the prerequisites have been met.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours for Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teaching &amp; Seminar (Ed 415)</td>
<td>15</td>
</tr>
<tr>
<td>Children's Literature &amp; Library (Eng 388)</td>
<td>4</td>
</tr>
<tr>
<td>School Health Program (Ed 351)</td>
<td>3</td>
</tr>
<tr>
<td>History of the Pacific Northwest (Hist 478)</td>
<td>3</td>
</tr>
<tr>
<td>*School Law and Organization (Ed 476)</td>
<td>2</td>
</tr>
<tr>
<td>‡Electives</td>
<td>19</td>
</tr>
<tr>
<td>**Total Term</td>
<td><strong>46</strong></td>
</tr>
</tbody>
</table>

SECONDARY TEACHER EDUCATION

Secondary Education Curriculum

Students who complete the requirements in the secondary teacher education curriculum for the degree of bachelor of science or bachelor of arts in education (secondary) become eligible for the provisional A certificate to teach in the junior and senior high schools of Oregon. All certificates are issued by the superintendent of public instruction.

Ordinarily, preparation for high school teaching in the three broad areas of social science, humanities, and science-mathematics is offered. Each student must prepare himself to teach in at least two of these areas. Students selecting science-mathematics as a first or second teaching area are required to attain breadth in the area and (1) those selecting science-mathematics as a second teaching area must meet at least one teaching norm; and (2) those choosing it as a first teaching area must meet at least two teaching norms. With special permission students may confine their teaching norms to the science-mathematics area provided they meet no less than three teaching norms and complete a minimum of 75 quarter credits in the area.

‡Requirements for the Bachelor's Degree in Education (Secondary).

1. Hours in Education: Minimum, 33, all upper-division.
2. Hours in first teaching area: Minimum, 33 beyond lower-division requirements.
3. Hours in second teaching area: Minimum, 21 beyond lower-division requirements.
4. Grade Point Average: 2.00 in all Education courses and all courses in major and minor fields.

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
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</thead>
<tbody>
<tr>
<td>English Composition (Wr 111, 112, 113)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Science sequence, specific courses to be determined by choice of first and second teaching areas</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Social Science sequence, specific courses to be determined by choice of first and second teaching areas</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Art Appreciation (A 127)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Introduction to Music and its Literature (Mus 201)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Physical Education (PE 111, 112, 113, 114, 115)</td>
<td>1 1 1</td>
</tr>
<tr>
<td>Orientation (SSc 111)</td>
<td>1 1 1</td>
</tr>
<tr>
<td>Electives in teaching field or other electives</td>
<td>2 3 3</td>
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<tr>
<td>**Total</td>
<td><strong>16 16 16</strong></td>
</tr>
</tbody>
</table>

* Not required if Ed 310, School in American Life, was completed Fall, 1955, or later.
† It is recommended that most of these hours be taken in fields other than education and psychology.
‡ See institutional requirements, page 27.
<table>
<thead>
<tr>
<th>Course</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
<th>Total Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Psychology (Psy 201, 202)</td>
<td>F</td>
<td>W</td>
<td>S</td>
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<tr>
<td>School in American Life (Ed 310)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Science sequence, specific courses to be determined by choice of first and second teaching areas</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>United States History and Government (Hst 201, 202, 203)</td>
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<td></td>
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<tr>
<td>Physical Education (PE 111, 112, 113, 114, 115)</td>
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<tr>
<td>World Literature (Eng 107, 108, 109)</td>
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<td>Electives in teaching field or other electives</td>
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<td>16</td>
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<tr>
<td>Human Development (Psy 311)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Educational Psychology: Learning (Ed 312)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Educational Psychology: Evaluation (Ed 313)</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Principles of Secondary Teaching (Ed 314)</td>
<td>3</td>
<td></td>
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<tr>
<td>Special Secondary Methods (Ed 408)</td>
<td>3</td>
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<tr>
<td>Electives in teaching field or other electives</td>
<td>9</td>
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</tbody>
</table>

**SPECIAL CERTIFICATES**

Students interested in teaching exceptional children may obtain preparation leading to certification for (a) the General Certificate and (b) the Remedial Reading Certificate by satisfactory completion of the following requirements. Certificates will be issued by the State Department of Education after one year of teaching experience in the regular classroom. Oregon College of Education is also authorized to offer a limited program leading toward the speech correction certificate.

Requirements for the General Certificate to Teach Exceptional Children:

1. The baccalaureate degree from a standard college or university.
2. A regular Oregon elementary or secondary teachers certificate.
3. Thirty-six (36) quarter hours of preparation in special education, at least 18 of which shall be at the graduate level.

Courses offered at the Oregon College of Education to meet the requirements for the General Certificate are:

- Ed 470. Education of the Exceptional Child (G)............................ 3 hours
- Ed 519. Research Studies in Child Development............................ 3 hours
- Ed 483. General Intelligence Testing (G).................................. 4 hours
- Ed 480. The Psychology of Reading Instruction (G)....................... 3 hours
- Ed 468. Diagnostic and Remedial Instruction in Reading (G)............. 3 hours
- Ed 463. The Maladjusted Child (G)........................................... 3 hours
- Ed 464. The Mentally Deviate Child (G).................................... 3 hours
- Ed 460. Administration of Special Education (G)......................... 3 hours
- Ed 479. Corrective Reading Laboratory.................................... 6 hours
- Sp 235. Speech Correction: Basic Principles and Techniques........... 3 hours
- Sp 335. Speech Correction: Clinical Techniques........................... 4 hours

* Not required if Ed 310, School in American Life, was completed Fall 1955, or later.
† Students who are interested in beginning this program should register for these courses during their junior and senior years.
Requirements for the Remedial Reading Certificate.
1. The baccalaureate degree from a standard college or university.
2. A regular general Oregon elementary or secondary teachers certificate.
3. Thirty-six (36) quarter hours of preparation in special education, at least 18 of which shall be at the graduate level.

Courses offered at the Oregon College of Education to meet the requirements for the Remedial Certificate are:

*Ed 470. Education of the Exceptional Child (G) ........................................ 3 hours
Psy 519. Research Studies in Child Development ........................................ 3 hours
*Ed 483. General Intelligence Testing (G) ................................................... 4 hours
Ed 480. The Psychology of Reading Instruction (G) ..................................... 3 hours
Ed 468. Diagnostic and Remedial Instruction in Reading (G) ....................... 3 hours
*Sp 235. Speech Correction: Basic Principles and Techniques ..................... 3 hours
*Ed 479. Corrective Reading Laboratory .................................................... 9 hours

Nine hours selected from the following electives in Special Education:

Ed 463. The Maladjusted Child (G) ............................................................ 3 hours
Ed 464. The Mentally Deviate Child (G) .................................................... 3 hours
Ed 460. Administration of Special Education (G) ........................................ 3 hours
Ed 485. Principles and Practices of Guidance Services (G) ......................... 3 hours
Sp 373. Phonetics ......................................................................................... 3 hours

Requirements for the Speech Correction Certificate
1. The baccalaureate degree from a standard college or university.
2. A regular general Oregon elementary or secondary teachers certificate (or eligibility for the certificate), or one year of legal teaching experience in the regular public school classroom, and
3. Thirty-six (36) quarter hours of preparation in special education, at least eighteen (18) of which shall be at the graduate level.

Courses offered at Oregon College of Education† which may be applied toward the Speech Correction Certificate are:

Sp 235. Speech Correction: Basic Principles & Techniques
Sp 335. Speech Correction: Clinical Techniques
Sp 370. Phonetics
Sp 371. Speech Science
Psy 519. Research Studies in Child Development
Ed 470. Education of the Exceptional Child (G)
Ed 483. General Intelligence Testing (G)
Sp 484-485. Clinical Practice in Speech Correction (g)

Further information concerning the curricula for teaching exceptional children is available from the office of Director of Teacher Education, Oregon College of Education.

* Students who are interested in beginning this program should register for these courses during their junior and senior years.
† The program at Oregon College of Education does not lead to more than the temporary certificate. Such certificates are issued only at the discretion of the Superintendent of Public Instruction. (The only institution in Oregon approved to offer the Speech Correction Certificate is the University of Oregon).
Requirements for Elementary School Principals' and Supervisors' Certificates

State department of education regulations, effective July 1, 1952, for elementary principals' and supervisors' certificates, require the graduate courses listed below, or their equivalent in other institutions. All of these will be offered in summer sessions.

For the elementary school principal's certificate

Ed 476. School Law and Organization. (G) ....................................................... 2
Ed 566. Curriculum Construction ................................................................. 3
Ed 568. Administration of the Elementary School ........................................ 3
Ed 569. Supervision of the Elementary School ........................................... 3
Ed 575. School Finance ................................................................................... 3

For the elementary school supervisors' certificate

Ed 566. Curriculum Construction ................................................................... 3
Ed 569. Supervision of the Elementary School ........................................... 3

General Studies

The general studies degree program is designed to provide broad preparation, not specialized preparation, in the three areas of social science, humanities and science-mathematics. The purpose of the program is to permit students to obtain a broad liberal education in a smaller state-supported college.

1. Major: Minimum, 63 term hours of which 27 must be in upper-division. To ensure broad preparation in each of the three major areas, the following distribution is required:

   Science-Mathematics. Sequences of 9-12 hours in mathematics, biology, and chemistry or physics; and advanced sequences in two of these fields.

   Social Science. A minimum of 18 term hours in history, 18 term hours in psychology, sociology, and anthropology, 18 term hours in political science and economics, and 9 term hours in geography.

   Humanities. A minimum of 27 term hours in literature, 9 term hours in art, music, and drama, and 6 term hours in philosophy. Students seeking the Bachelor of Arts degree in addition must complete two years of a modern foreign language.

2. Minors: To ensure some preparation in all three broad areas in which general studies degrees are offered, each student must complete a first and a second minor as follows, with course work to be selected by the individual student in consultation with his adviser.

   First Minor: Science-Mathematics, Social Science, or Humanities, 36 term hours.

   Second Minor: Science-Mathematics, Social Science, or Humanities, 24 term hours.

† Students who select science-mathematics as the major area and are particularly interested in biology may substitute Foundations of Physical Science for the physics or chemistry requirement. Math 60 and 70 are not acceptable as part of a mathematics sequence. In the event this is done, only 21 hours of upper-division work in the major area will be required.
### Lower-Division Liberal Arts and Sciences

The primary purpose of the lower-division organization in the state system of higher education, as established by the state board of higher education, is as follows:

1. **Basic Education.** Ensuring 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 in making a wise selection of specialization on the basis of their abilities and aptitudes.

**Junior Certificate.** Admits to upper-division standing and the opportunity to pursue a major curriculum at the University of Oregon or Oregon State College, leading to a degree.

**Associate in Arts Certificate.** Intended for students whose aim is to round out a general education in two years of college and granted on completion of the lower-division curriculum in liberal arts and sciences.

**Group Requirements.** Courses selected from three groups representing comprehensive fields of knowledge are required for these certificates. The three groups are: humanities, science-mathematics, and social science. The group requirements are: at least nine approved term hours in each of the three groups and at least nine-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:

* These courses are necessary for graduation but do not satisfy major or minor requirements.
HUMANITIES GROUP
Eng 107, 108, 109. World Literature, 3 hours each term.
Eng 201, 202, 023. Shakespeare, 3 hours each term.

SCIENCE-MATHEMATICS GROUP
Bi 101, 102, 103. General Biology, 3 hours each term.
Bot 201, 202, 203. General Botany, 3 hours each term.
Ch 201, 202, 203. General Chemistry, 4 hours each term.
Mth 100. Intermediate Algebra, 4 hours.
Mth 201, 202, 203. Elementary Analysis, 4 hours each term.
Mth 201, 202, 203. Differential and Integral Calculus, 4 hours each term.
Z 201, 202, 203. General Zoology, 3 hours each term.
GS 201, 202, 203. Foundations of Physical Science, 3 hours each term.
Ph 201, 202, 203. General Physics, 4 hours each term.

SOCIAL SCIENCE GROUP
SSc 101, 102, 103. Background of Social Science, 3 hours each term.
Hst 101, 102, 103. History of Western Civilization, 3 hours each term.
Geog 105, 106, 107. Introductory Geography, 3 hours each term.
Hst 201, 202, 203. United States History and Government, 3 hours each term.
Ec 201, 202, 203. Principles of Economics, 3 hours each term.
Psy 201, 202, 203. General Psychology, 3 hours each term.
Soc 201, 202, 203. Sociology, 3 hours each term.

LOWER DIVISION CURRICULUM IN LIBERAL ARTS AND SCIENCES

<table>
<thead>
<tr>
<th>Junior Certificate</th>
<th>First Year</th>
<th>Term Hours</th>
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<tr>
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<tr>
<td>English Composition (Wr 111, 112, 113)</td>
<td>3  3  3</td>
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<tr>
<td>Year sequence in one of the three groups</td>
<td>3-4  3-4  3-4</td>
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<tr>
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<td>Personal Hygiene (H 150)</td>
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<tr>
<td>Orientation (SSc 111)</td>
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<td>Electives</td>
<td>1-3  4-5  4-6</td>
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<th>Associate in Arts</th>
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<td>Electives</td>
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<tr>
<td></td>
<td>15  15  15</td>
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Maaske Hall, Men's Dormitory

Todd Hall, Women's Dormitory
Pre-professional Curricula

The following are preprofessional freshman and sophomore year-course programs offered in the lower division at Oregon College of Education. These pre-professional courses prepare for later specialization in the junior and senior years.

**AGRICULTURE**

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<tr>
<td>General Chemistry (Ch 201, 202, 203)</td>
<td>4 4 4</td>
</tr>
<tr>
<td>General Botany (Bot 201, 202, 203)</td>
<td>3 3 3</td>
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<tr>
<td>U. S. History and Government (Hst 201, 202)</td>
<td>3 3 3</td>
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<tr>
<td>Physical Education</td>
<td>1 1 1</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
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<td>Principles of Economics (Ec 201, 202, 203)</td>
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**AGRICULTURAL ENGINEERING**

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<tr>
<td>Elementary Analysis (Mth 101, 102, 103)</td>
<td>4 4 4</td>
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<tr>
<td>General Chemistry (Ch 201, 202, 203)</td>
<td>4 4 4</td>
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<tr>
<td>Economics (Ec 201, 202, 203)</td>
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<tr>
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<tr>
<td>General Botany (Bot 201, 202)</td>
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<tr>
<td>Fundamentals of Speech (Sp 111)</td>
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**ARCHITECTURE AND ALLIED ARTS**

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<td>Mathematics sequence</td>
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<td>Background of Social Science (SSc 101, 102, 103)</td>
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<td>World Literature (Eng 107, 108, 109)</td>
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<td>Lettering (A 316)</td>
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**ART**

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<tr>
<td>World Literature (Eng 107, 108, 109)</td>
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<td>Physical Education</td>
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<td>General Psychology (Psy 201, 202, 203)</td>
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<td>Art Appreciation (A 127)</td>
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**Term Hours**

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### BACTERIOLOGY

**Freshman Year**

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<tr>
<td>English Composition (Wr 111, 112, 113)</td>
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</tr>
<tr>
<td>General Chemistry (Ch 201, 202, 203)</td>
<td>4 4 4</td>
</tr>
<tr>
<td>Group requirements in Social Science or Humanities</td>
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<tr>
<td>Physical Education</td>
<td>1 1 1</td>
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<tr>
<td>General Botany (Bot 201, 202, 203)</td>
<td>3 3 3</td>
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### BIOLOGY

**Freshman Year**

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<td>Elementary Analysis (Mth 101, 102, 103)</td>
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<tr>
<td>Approved Literature or Social Science sequence</td>
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<tr>
<td>Approved Biology sequence</td>
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<td>Foreign Language</td>
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**Sophomore Year**

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<td>Genetics (Bi 341)</td>
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<td>Fundamentals of Speech (Sp 111)</td>
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<td>Personal Hygiene (H 150)</td>
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<tr>
<td>Approved Literature or Social Science sequence</td>
<td>3 3 3</td>
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<tr>
<td>General Psychology (Psy 201, 202, 203)</td>
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<tr>
<td>Physical Education</td>
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### BOTANY

**Freshman Year**

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<tbody>
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<td>General Botany (Bot 201, 202, 203)</td>
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<tr>
<td>English Composition (Wr 111, 112, 113)</td>
<td>3 3 3</td>
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<tr>
<td>General Chemistry (Ch 201, 202, 203)</td>
<td>4 4 4</td>
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<tr>
<td>Physical Education</td>
<td>1 1 1</td>
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<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3 3 3</td>
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<tr>
<td>Electives</td>
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<td><strong>Total</strong></td>
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**Sophomore Year**

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<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
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<tbody>
<tr>
<td>Group requirements in Social Science or Humanities</td>
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<tr>
<td>General Zoology (Z 201, 202, 203)</td>
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<tr>
<td>Elementary Analysis (Mth 101, 102)</td>
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<td>General Physics (Ph 201, 202, 203)</td>
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<td>Physical Education</td>
<td>1 1 1</td>
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<tr>
<td>Electives</td>
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<td><strong>Total</strong></td>
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### BUSINESS ADMINISTRATION

**Freshman Year**

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<th>Term Hours</th>
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<tr>
<td>English Composition (Wr 111, 112, 113)</td>
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<tr>
<td>Constructive Accounting (BA 111, 112, 113)</td>
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<tr>
<td>Physical Education</td>
<td>1 1 1</td>
</tr>
<tr>
<td>Background of Social Science (SSc 101, 102, 103)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3 3 3</td>
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<tr>
<td>World Literature (Eng 107, 108, 109)</td>
<td>3 3 3</td>
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<tr>
<td>Electives</td>
<td>3 3 3</td>
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### BUSINESS AND TECHNOLOGY

#### Freshman Year

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<tbody>
<tr>
<td>Introductory Geography (Geog 105, 106, 107) or Principles of Economics (Ec 201, 202, 203)</td>
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<td>Constructive Accounting (BA 111, 112, 113)</td>
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<tr>
<td><em>Science sequence</em></td>
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<td>Fundamentals of Speech (Sp 111)</td>
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<tr>
<td>English Composition (Wr 111, 112, 113)</td>
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<td>Mathematics (Mth 60, 100)</td>
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#### CHEMISTRY

#### Freshman Year

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<tbody>
<tr>
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<tr>
<td>General Chemistry (Ch 201, 202, 203)</td>
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<tr>
<td>English Composition (Wr 111, 112, 113)</td>
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<tr>
<td>Elementary Analysis (Mth 101, 102, 103)</td>
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#### Sophomore Year

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<td>Quantitative Analysis (Ch 312, 313) or Organic Chemistry</td>
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<tr>
<td>Differential and Integral Calculus (Mth 201, 202, 203)</td>
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#### ENGINEERING

(Civil, Electrical, Industrial, Mechanical)

#### Freshman Year

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<td>English Composition (Wr 111, 112, 113)</td>
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#### FORESTRY

#### Freshman Year

<table>
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<th>Term Hours</th>
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<tr>
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<td>English Composition (Wr 111, 112, 113)</td>
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<tr>
<td>U. S. History and Government (Hist 201, 202, 203)</td>
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<td>Physical Education</td>
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#### GEOLOGY

#### Freshman Year

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<td>Elementary Analysis (Mth 101, 102, 103)</td>
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* Specific course to be determined depending on field of specialization.
### HOME ECONOMICS

**Freshman Year**

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<td>World Literature (Eng 107, 108, 109)</td>
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### INDUSTRIAL-ARTS EDUCATION

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<td>Science group requirements—Physical Science, Physics or Mathematics (Mth 101, 102, 103)</td>
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<td>Fundamentals of Speech (Sp 111)</td>
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<td>World Literature (Eng 107, 108, 109)</td>
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### MATHEMATICS

**Freshman Year**

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</tr>
<tr>
<td>Elementary Analysis (Mth 101, 102, 103)</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>English Composition (Wr 111, 112, 113)</td>
<td>3</td>
<td>3</td>
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</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>General Chemistry (Ch 201, 202, 203)</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>..</td>
<td>..</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
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**Sophomore Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>F</th>
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<tbody>
<tr>
<td>Differential and Integral Calculus (Mth 201, 202, 203)</td>
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<tr>
<td>Group requirements in Humanities or Social Science</td>
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<td>3</td>
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</tr>
<tr>
<td>General Biology (Bi 101, 102, 103)</td>
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<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>General Physics (Ph 201, 202, 203)</td>
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<td><strong>Total</strong></td>
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### PHYSICAL EDUCATION

**Freshman Year**

<table>
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<th>Course</th>
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<th>S</th>
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<tbody>
<tr>
<td>World Literature (Eng 107, 108, 109)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>..</td>
<td>..</td>
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</tr>
<tr>
<td>English Composition (Wr 111, 112, 113)</td>
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</tr>
<tr>
<td>Social Science sequence</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry (Ch 201, 202, 203)</td>
<td>4</td>
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</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td>17</td>
<td>17</td>
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</table>
The Council on Dental Education of the American Dental Association has established the following minimum requirements for admission to approved dental schools: at least 90 term hours of college work, including one year of English, one year of general chemistry, one year of biology or zoology, one year of physics, and one-half year of organic chemistry. Also a minimum grade-point average of 2.00 is necessary for all work taken.

Oregon College of Education offers a three-year and a two-year predental curriculum designed to prepare students for admission to the Dental School of the University of Oregon or other approved dental schools. Both of these curricula satisfy the requirements stated above but it is suggested that only students with exceptionally strong high school preparation attempt the two-year program. With proper choice of electives, students completing the three-year program may qualify for a bachelor's degree after one or more years of dental school study.
### Sophomore Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organic Chemistry (Ch 334, 335)</td>
<td>3 4 4</td>
</tr>
<tr>
<td>Quantitative Analysis (Ch 312)</td>
<td>4 4 4</td>
</tr>
<tr>
<td>Approved sequence in Literature or Social Science</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Comparative Vertebrate Anatomy (Z 324, 325)</td>
<td>4 4 4</td>
</tr>
<tr>
<td>Genetics (Bi 341)</td>
<td>3 4 4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1 1 1</td>
</tr>
<tr>
<td>Electives</td>
<td>5 5 1</td>
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<tr>
<td><strong>Total</strong></td>
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### Junior Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Physics (Ph 201, 202, 203)</td>
<td>4 4 4</td>
</tr>
<tr>
<td>Approved sequence in Literature or Social Science</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Electives (Art, Foreign Language, Music, Literature or Social Science recommended)</td>
<td>9 9 9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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### Two-year Curriculum

#### Freshman Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>General Chemistry (Ch 201, 202, 203)</td>
<td>4 4 4</td>
</tr>
<tr>
<td>Elementary Analysis (Mth 101, 102, 103)</td>
<td>4 4 4</td>
</tr>
<tr>
<td>General Zoology (Z 201, 202, 203)</td>
<td>3 3 3</td>
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<tr>
<td>Approved electives in Art</td>
<td>2 2 2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1 1 1</td>
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<tr>
<td><strong>Total</strong></td>
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#### Sophomore Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
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</thead>
<tbody>
<tr>
<td>General Physics (Ph 201, 202, 203)</td>
<td>4 4 4</td>
</tr>
<tr>
<td>Organic Chemistry (Ch 334, 335)</td>
<td>3 4 4</td>
</tr>
<tr>
<td>Quantitative Analysis (Ch 312)</td>
<td>4 4 4</td>
</tr>
<tr>
<td>Comparative Vertebrate Embryology (Z 326)</td>
<td>4 4 4</td>
</tr>
<tr>
<td>Comparative Vertebrate Anatomy (Z 324, 325)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1 1 1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15 16 16</td>
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</table>

### PREJOURNALISM

#### Freshman Year

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>English Composition (Wr 111, 112, 113)</td>
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</tr>
<tr>
<td>World Literature (Eng 107, 108, 109)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>History of Western Civilization (Hst 101, 102, 103)</td>
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</tr>
<tr>
<td>Physical Education</td>
<td>1 1 1</td>
</tr>
<tr>
<td>General Biology (Bi 101, 102, 103)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Electives (Music or Art)</td>
<td>3 3 3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16 16 16</td>
</tr>
</tbody>
</table>

#### Sophomore Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>U. S. History and Government (Hst 201, 202, 203)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Foundations of Physical Science (GS 201, 202, 203)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Electives (Social Science, Sociology, Political Science, Geography or Psychology)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1 1 1</td>
</tr>
<tr>
<td>Principles of Economics (Ec 201, 202)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Introduction to Journalism (J 211)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Literature sequence</td>
<td>3 3 3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16 16 16</td>
</tr>
</tbody>
</table>
**PRELAW**

The minimum requirement for admission to the School of Law, University of Oregon, is three-fourths of the total credit required for a bachelor's degree from the institution at which the student completes his prelegal work—but not less than 140 term hours.

The prelegal program includes: (1) courses satisfying all lower-division requirements of the University (Junior Certificate program at Oregon College of Education); (2) the first-year basic college course in accounting is desirable; (3) a minimum of 36 term hours of credit in courses in the general field of social science.

For admission to the School of Law, a student must have, for all prelegal work, a cumulative grade-point average of at least 2.25. Applicants must take such entrance or aptitude examinations as may be required by the faculty of the school. All students intending to enter the School of Law must file formal application for admission with the dean of the school. Official forms may be obtained from the School of Law.

**PREMEDICINE**

A premedical curriculum, including courses prescribed by the American Medical Association for entrance to a standard medical school, is offered at Oregon College of Education. For entrance to a standard medical school a student must show an aptitude for medical studies in addition to the completion of the prescribed course load. The Medical College Admission Test is given to all students expecting to enter medical school and adviser's services are also available to help ascertain aptitude and to direct the student's work.

A student should complete requirements for three years of the four-year program leading to a degree of Bachelor of Science in General Studies. The first year of medical school may be counted in lieu of the fourth year of undergraduate residence and Biochemistry and Physiology taken at the Medical School can count as upper division science on a General Studies program with a major in Science-Mathematics. A minimum of 138 term hours is required before entering the University of Oregon Medical School.

**Freshman Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111, 112, 113)</td>
<td>F 3 W 3 S 3</td>
</tr>
<tr>
<td>General Chemistry (Ch 201, 202, 203)</td>
<td>F 4 W 4 S 4</td>
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<tr>
<td>General Zoology (Z 201, 202, 203)</td>
<td>F 3 W 3 S 4</td>
</tr>
<tr>
<td>Elementary Analysis (Mth 101, 102,103)</td>
<td>F 4 W 4</td>
</tr>
<tr>
<td>Approved Sequence in Literature or Social Science</td>
<td>F 3 W 3 S 3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>F 1 W 1 S 1</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
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<td></td>
<td>F 18 W 18 S 18</td>
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</table>

**Sophomore Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organic Chemistry (Ch 334, 335)</td>
<td>F .. W 4 S 4</td>
</tr>
<tr>
<td>Quantitative Analysis (Ch 312)</td>
<td>F 4 W .. S ..</td>
</tr>
<tr>
<td>General Physics (Ph 201, 202, 203)</td>
<td>F 4 W 4 S 4</td>
</tr>
<tr>
<td>Approved Sequence in Literature or Social Science</td>
<td>F 3 W 3 S 3</td>
</tr>
<tr>
<td>Foreign Language elective</td>
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</tr>
<tr>
<td>Electives</td>
<td>F 1 W 1 S 1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>F 1 W 1 S 1</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F 17 W 17 S 17</td>
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**Junior Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
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</thead>
<tbody>
<tr>
<td>Comparative Vertebrate Embryology (Z 326)</td>
<td>F 4 W .. S ..</td>
</tr>
<tr>
<td>Comparative Vertebrate Anatomy (Z 324, 325)</td>
<td>F .. W 4 S 4</td>
</tr>
<tr>
<td>Genetics (Bi 341)</td>
<td>F .. W 3 S 3</td>
</tr>
<tr>
<td>General Psychology (Psy 201, 202, 203)</td>
<td>F 3 W 3 S 3</td>
</tr>
<tr>
<td>Electives (cultural courses recommended)</td>
<td>F 10 W 10 S 7</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F 17 W 17 S 17</td>
</tr>
</tbody>
</table>
OREGON COLLEGE OF EDUCATION

PRENURSING

The department of nursing education at the University of Oregon Medical School offers a four-year curriculum which leads to the bachelor of science degree and prepares for state examinations for nurse registration. The student may take five terms of prenursing work at any of the Oregon regional colleges, at the University of Oregon at Eugene, at Oregon State College at Corvallis, or at another accredited college or university. The prenursing curriculum is completed with one term of work on the campus of the Medical School and is followed by ten terms of clinical instruction, coordinated with practice in the hospitals and clinics of the Medical School.

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>—Term Hours—</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background of Nursing (Nur 111)</td>
<td>F 3 W 3 S 3</td>
</tr>
<tr>
<td>World Literature (Eng 107, 108, 109)</td>
<td>F 3 W 3 S 3</td>
</tr>
<tr>
<td>General Chemistry (Ch 201, 202, 203)</td>
<td>F 3 W 4 S 4</td>
</tr>
<tr>
<td>English Composition (Wr 111, 112, 113)</td>
<td>F 3 W 3 S 3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>F 1 W 1 S 1</td>
</tr>
<tr>
<td>General Psychology (Psy 201, 202, 203)</td>
<td>F 3 W 3 S 3</td>
</tr>
<tr>
<td>Electives</td>
<td>F 2-3 W 2-3 S 2-3</td>
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<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>—Term Hours—</th>
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</thead>
<tbody>
<tr>
<td>General Zoology (Z 201, 202)</td>
<td>F 3 W 3 S 3</td>
</tr>
<tr>
<td>Sociology (Soc 201, 202)</td>
<td>F 1 W 1 S 1</td>
</tr>
<tr>
<td>Nutritional Education</td>
<td>F 3 W 3 S 3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
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<table>
<thead>
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<th>PREPHARMACY</th>
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<tbody>
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<td>—Term Hours—</td>
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<tr>
<td>English Composition (Wr 111, 112, 113)</td>
<td>F 3 W 3 S 3</td>
</tr>
<tr>
<td>General Chemistry (Ch 201, 202, 203)</td>
<td>F 4 W 4 S 4</td>
</tr>
<tr>
<td>Principles of Economics (Ec 201, 202, 203)</td>
<td>F 3 W 3 S 3</td>
</tr>
<tr>
<td>General Zoology (Z 201, 202, 203)</td>
<td>F 3 W 3 S 3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>F 1 W 1 S 1</td>
</tr>
<tr>
<td>U. S. History and Government (Hst 201, 202, 203)</td>
<td>F 3 W 3 S 3</td>
</tr>
</tbody>
</table>

Note: Two years possible as indicated in O.S.C. catalog but some states require four years in residence at one institution in order to obtain a license.

PREVETERINARY

The Oregon College of Education offers a two-year curriculum for students planning to enter a school of veterinary medicine. A student who is a resident of Oregon may wish to take advantage of the compact which the state of Oregon has with the states of California, Colorado, and Washington. This compact allows six qualified Oregon students to enroll in one of the veterinary schools in these states at regular in-state tuition and fees. Further information concerning the preveterinary program may be obtained from the Preveterinary Students Adviser.

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>—Term Hours—</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111, 112, 113)</td>
<td>F 3 W 3 S 3</td>
</tr>
<tr>
<td>General Chemistry (Ch 201, 202, 203)</td>
<td>F 3 W 3 S 3</td>
</tr>
<tr>
<td>Elementary Analysis (Mth 101, 102, 103)</td>
<td>F 4 W 4 S 4</td>
</tr>
<tr>
<td>Approved sequence in Literature or Social Science</td>
<td>F 3 W 3 S 3</td>
</tr>
<tr>
<td>General Zoology (Z 201, 202, 203)</td>
<td>F 3 W 3 S 3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>F 1 W 1 S 1</td>
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18 18 18
SUMMER SESSION

### Sophomore Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
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</thead>
<tbody>
<tr>
<td>Organic Chemistry (Ch 334, 335)</td>
<td>F: 4</td>
</tr>
<tr>
<td>General Botany (Bot 201, 202, 203)</td>
<td>W: 4</td>
</tr>
<tr>
<td>General Physics (Ph 201, 202, 203)</td>
<td>S: 4</td>
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<td>Electives</td>
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<td>Physical Education</td>
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<td><strong>Total</strong></td>
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### ZOOLOGY

**Freshman Year**

<table>
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<tbody>
<tr>
<td>English Composition (Wr 111, 112, 113)</td>
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<tr>
<td>General Zoology (Z 201, 202, 203)</td>
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</tr>
<tr>
<td>General Chemistry (Ch 201, 202, 203)</td>
<td>4</td>
</tr>
<tr>
<td>Elementary Analysis (Mth 101, 102, 103)</td>
<td>4</td>
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<tr>
<td>Approved sequence in Literature or Social Science</td>
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</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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**Sophomore Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Botany (Bot 201, 202, 203)</td>
<td>3</td>
</tr>
<tr>
<td>Comparative Vertebrate Embryology (Z 326)</td>
<td>4</td>
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<tr>
<td>Comparative Vertebrate Anatomy (Z 324, 325)</td>
<td>4</td>
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<tr>
<td>Genetics (Bi 341)</td>
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<tr>
<td>approved sequence in Literature or Social Science</td>
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</tr>
<tr>
<td>Electives</td>
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<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

### Summer Session 1960

Oregon College of Education has been authorized by the state board of higher education to offer a summer session of eight weeks in 1960. A post-session of two weeks is also offered.

**Admission Requirements.** Admission to a summer session is granted to persons of sufficient maturity and academic background to do college work. Students who wish to become candidates for graduation from the Oregon College of Education, however, must satisfy regular entrance requirements. Students wishing to work toward graduation should file with the registrar complete official transcripts covering all school work above the eighth grade.

**Admission to Elementary Student Teaching.** Since enrollment in student teaching must be limited, application should be made not later than May 1, 1960. To be eligible for student teaching in the summer laboratory school, a student must have met one or more of the following conditions.

1. Earned a baccalaureate degree from an accredited college or university, with 12 quarter hours cataloged as Education.
2. Taught at least one year at the elementary or secondary level on a state certificate and have senior standing.
3. Received credit in student teaching at the elementary or secondary level from an accredited college or university and have senior standing.

Additional requirements include a grade average of "C" or better, evidence of good health, speech proficiency, and desirable character and personal attributes.

**Student Load.** Thirteen term hours of work will be considered a maximum student load in the regular summer session.
Expenses. Detailed information regarding tuition, fees, board and room, and other expenses will be available at a later date.

Course Offerings. The courses to be offered will be announced in a special bulletin to be available in April, 1960. They will be chosen from the courses listed in this catalog, supplemented by special courses designed to meet the needs of experienced teachers and administrators.

A limited number of beginning freshman courses will be offered during the summer session. It is possible for high-school graduates to enter college at this time, but this procedure is not generally recommended.

A program of graduate courses will be offered for elementary and secondary teachers, elementary principals and supervisors, leading to the degree of master of science in education.

Schedule. The schedule of hours and rooms can be obtained during the spring term, 1960, by writing to Registrar, Oregon College of Education, Monmouth, Oregon.
Division of Graduate Study

Oregon College of Education offers a fifth-year program of study for both elementary and secondary teachers leading to the master of science degree in education. The program for secondary teachers permits students to concentrate their work in one of the broad fields of the social sciences, humanities, or science-mathematics. The work is confined largely to summer sessions with only limited offerings available during the regular year.

Objectives of the Master's Degree Program

The specific objectives in this program are:

1. To continue the professional preparation of teachers by expanding and intensifying their knowledge and understanding of subject matter, of students, of school problems, and of effective teaching procedures.

2. To provide opportunities for broad general education and the cultural experiences designed to produce professional teachers who are likewise well-educated citizens.

3. To provide an opportunity to combine some undergraduate professional courses in education with those in the master’s degree program, as a means of qualifying both for certification and the master’s degree.

General Regulations

Permission to take graduate courses does not constitute admission to candidacy for the master of science in education degree. Hence, two groups of graduate students are recognized: (1) those wishing to continue their education but not earn the master of science in education degree, and (2) those wishing to become candidates for the degree of master of science in education. Students of the first group register for the courses they desire, with the understanding that the institution is under no implied obligation to accept credit earned as credit toward a degree. Whether a student is adequately prepared to enroll for a particular course is determined by the instructor in charge and the head of the department. Students of the second group follow programs organized in conformity with the rules and regulations stated below.

Admission to Candidacy for the Degree. A graduate of any accredited college or university may apply for admission to candidacy. A written application for admission to candidacy for the degree shall be filed with the secretary of the committee on graduate study. This application shall be submitted immediately prior, or subsequent to, the completion of the first 12 hours of graduate course work, and in any case no later than the second week after enrolling for the second term of graduate study. Failure to comply with this time requirement may result in delay in completion of the degree program. In order to qualify for admission to candidacy, the student must complete a preliminary qualifying examination. The applicant must also have:

1. Completed at least 12 quarter hours of graduate study with a minimum grade-point average of 3.0 or B on all graduate work completed within the specified time limit.

2. Submitted a transcript of all undergraduate and graduate work completed.
3. The requisite preparation to hold (a) the standard Oregon elementary or a secondary provisional certificate, or the equivalent for out-of-state students, or (b) as a temporary minimum, the requisite preparation to hold an Oregon emergency teaching certificate. The committee on graduate study may require additional work at the undergraduate level for students presenting inadequate preparation in undergraduate teacher education. Any student within 12 quarter hours of completing the bachelor’s degree may, with the consent of the committee on graduate study, enroll in approved courses for graduate credit.

Note: A student possessing the baccalaureate degree but lacking the requisite qualifications for elementary or secondary teacher certification may work simultaneously toward both a teaching certificate and the master’s degree, under a planned program of undergraduate and graduate course work, recommended by his adviser and approved by the committee on graduate study.

Admission as special students may be granted to graduates of non-accredited institutions. After one summer session of at least 12 hours of satisfactory graduate work on campus such students may be considered for candidacy and may petition for credit in courses completed as special students.

Transfer and Extension Credit Allowance. Transfer of all acceptable graduate credit must be approved by the committee on graduate study. It is understood that a student in any event will be expected to complete the courses specified as required in the program.

Normally, a total of not to exceed 21 quarter hours of approved graduate credit may be transferred from other collegiate institutions or the Portland Summer Session. With this one exception, no more than 15 of the 21 quarter hours may be transferred from extension programs of collegiate institutions.

No graduate credit will be given for courses taken through correspondence study.

Graduates of Non-accredited Institutions. Such applicants may be granted provisional admission to a graduate program. The provisional status may be removed when such students satisfactorily complete during one summer session a planned program of 12 hours previously approved by the committee on graduate studies.

Minimum Residence Requirement. A minimum of 24 quarter hours of graduate credit must be earned in residence on the campus, with at least nine of those hours being taken concurrently.

Maximum Load. The maximum load for graduate students is 16 quarter hours in a regular term and 13 quarter hours in an eight-week summer session.

Fees. Fees for graduate study are the same as for undergraduate study as set forth in the current catalog. A fee not to exceed $15 is charged for the qualifying examination.

Time Limit. All work counted toward the master’s degree (including work for which credit is transferred from another institution, the thesis and the final examination) should be completed within a period of seven years, but work taken between seven and ten years before the program is completed may be validated under the supervision of the department, usually by assigned readings or examination, or both.
Grades. A student accumulating nine quarter hours of C grades or lower in his graduate program will be dropped as a candidate for the master's degree unless in the judgment of the graduate committee there were extenuating circumstances.

Thesis. The degree of master of science in education is a teaching degree rather than a research degree. The writing of a thesis is not required for this degree but will be recommended for many students. One bound copy of the thesis shall be presented to the library of the College and one to the secretary of the committee on graduate study.

Final Examination. Each student must complete satisfactorily a final comprehensive examination covering the program of required work. This examination may be written, or oral, or both, but cannot be taken until the student has completed all course work or is actually enrolled in the final course or courses.

A student choosing to write a thesis may be required to satisfactorily complete a written examination, or an oral examination over his research problem and program, or both.

Examinations will be given only during the spring and regular summer terms.

Commencement. The master's degree will be officially conferred at the subsequent June commencement on those students who satisfactorily complete all degree requirements during a summer, fall, or winter term, or during a spring term when enrolled for final courses on the Oregon College of Education campus.

When a candidate successfully completes all requirements for the master's degree but final courses are taken during the spring term other than on the Oregon College of Education campus the degree will not be officially conferred until the June commencement of the subsequent year. However, a certificate of successful completion of the master's degree program will be sent to such individuals.

The Master's Degree Curriculum, Elementary

The curriculum for the degree of master of science in education for elementary school teachers consists of three major divisions: a required professional education core of 18 term hours, a required general education core of 9 term hours, and elective courses to total the 45 term hours required for the master's degree. Courses in the 400 numbers with a (G) or (g) affixed may be taken by either undergraduate or graduate students. If a student takes a 400 course as graduate work, it is his responsibility to verify the graduate standing of that particular course and to ascertain that his registration carries the proper designation.

The professional education core consists of:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Term hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 566</td>
<td>Curriculum Construction</td>
<td>3</td>
</tr>
<tr>
<td>Ed 512</td>
<td>Research Procedures in Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 513</td>
<td>Evaluation of Classroom Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Ed 514</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 518</td>
<td>Public and Professional Relations</td>
<td>3</td>
</tr>
<tr>
<td>Psy 519</td>
<td>Research Studies in Child Development</td>
<td>3</td>
</tr>
<tr>
<td>Psy 520</td>
<td>Psychology of Learning</td>
<td>3</td>
</tr>
</tbody>
</table>
The general education core consists of two of the following three courses:

SSc 511. Contemporary Developments in the Social Sciences .......................... 3
Hum 511. Contemporary Developments in the Humanities .................................. 3
Sc 511. Contemporary Developments in the Sciences and Mathematics .................. 3

6 of 9

and in the third area, 9 quarter hours of approved electives .................................. 9

15

Electives: The remaining 12 quarter hours shall be completed in approved electives in either professional or general education.

Thesis: The thesis is optional with each student but is recommended for those planning further graduate work toward the doctor's degree.

The Master's Degree Curriculum, Secondary

The curriculum for the degree of master of science in education for secondary school teachers consists of two major divisions: a required professional education core of from 18 to 24* graduate term hours, including 12 term hours of specified courses and from 6 to 12 term hours of electives; and from 21 to 27† graduate term hours in the selected teaching area chosen from social science, humanities, and science-mathematics. A minimum of 45 graduate term hours is required for the degree. Courses in the 400 numbers with a (G) or (g) affixed may be taken by either undergraduate or graduate students. If a student takes a 400 course as graduate work, it is his responsibility to verify the graduate standing of that particular course and to ascertain that his registration carries the proper designation.

The professional education core consists of:

Ed 512. Research Procedures in Education .................................................................. 3
Ed 513. Evaluation of Classroom Instruction .............................................................. 3
Ed 514. Foundations of Education .............................................................................. 3
Ed 566. Curriculum Construction .............................................................................. 3
Education or Psychology Electives ......................................................................... 6-12

18-24

Note: A minimum of 54 upper division and graduate term hours in Education and Psychology will be required of all students. Those whose undergraduate curriculums included sufficient work in Education and Psychology may complete as little as 18 graduate term hours in these two fields, leaving an additional 6 term hours for the first teaching area, or, in some instances, a second teaching area.

The selected teaching area:

A minimum of 21 graduate term hours will be required in a single teaching area. The teaching area will be chosen from social science, humanities, and science-mathematics. The actual courses required for each student will be selected under guidance of the heads of the departments involved and will be distributed throughout the various subjects within the broad teaching area.

* See note page 65.
† See page 66.
Description of Courses

The Arts

Art

Associate Professors: Heath (department chairman), Yost.
Instructor: Daniel.

Lower-Division Courses

A 117. Introduction to Ceramics. 2 hours.
Introduction to ceramic techniques and materials; hand building, surface
decoration and glazing. Students assist in stacking and firing the kiln.

A 127. Art Appreciation. 2-3 hours.
A broad approach to visual art products through reading, lecture, and audio-
visual activities; culminating in exploratory work in art materials.

A 128. Art Appreciation II. 3 hours.
A study of selected examples of painting and the minor arts, with emphasis
on the work of contemporary artists.

A 216, 217. Lettering. 1 hour each term.
Studio classes in lettering, progressing from the edged pen to brush practice.
Historical and contemporary means to visual communications are studied as
related to preparation of teaching materials, charts, and posters.

A 218. Basic Craft Techniques. 2 hours.
The planning and developing of craft products in a variety of media suitable
for the elementary grades.

A 219. Ceramics. 2 hours.
Continued study of ceramic materials, mold making, casting, use of the pot-
ters wheel, decorating, packing and firing kiln.

A 220. Silk Screen Printing. 2 hours.
Printing on various surfaces and materials by the major stencil processes
used in serigraphy.

A 223. Graphic Processes. 2 hours.
A course in printing by stencil and various autographic means suitable for
elementary school pupils.

Upper-Division Courses

A 312. Pupperty. 2 hours.
A practical course for elementary teachers in the production of original
puppet plays including staging, scenery, and puppets. Historical and technical
background of the puppet as a teaching device is emphasized.

A 315. Jewelry. 2-4 hours.
Designing and producing decorative objects of jewelry in silver, copper, or
gold. Processes include soldering, chasing, repousse, etching, and stone set-
ting. The study, application, and firing of enamels on metals.

A 316. Clay Modeling. 2 hours.
Modeling abstract and animal forms, glazing and firing—suitable for age
levels from elementary grades through high school.

A 317. Head and Figure Construction. 2 hours.
A studio course in figure drawing from the live model in various media.
A 318. **Painting.** 2-4 hours.
A basic, exploratory course in painting with oils or water color. Prerequisite: consent of instructor.

A 321. **Drawing.** 3 hours.
Basic information on elements of design, and representation as they are related to the needs of the student. Creative work is stressed, the student receiving actual experience in different media in studio situations.

A 322. **Design.** 3 hours.
Extension of the principles of design, structural and decorative; application through various media; foundation material for design in school work. Prerequisite: A 321.

A 323. **Art Education.** 3 hours.
Evaluation of the various approaches to the creative art experiences made possible in the flexible course of study. Lectures, reading, and discussions deal with recent trends of art expression in public schools. (Applicable as Education on elementary degree requirements and certification.) Prerequisites: A 321, 322.

A 351. **Sketching.** 2 hours.
A course designed to provide experience in sketching and composition of various subjects in a variety of media depending upon the class emphasis.

A 352. **Art in Environment.** 2 hours.
Studio activities in flower and fruit arrangement for home, school, and social functions; discussion and class participation in aspects of daily life which relate to art.

A 447. **Crafts.** 2 hours.
Studio activities involving various methods of making and setting tesserae to produce mosaic design; problems in ceramic tile setting and finishing.

A 448. **Crafts.** 2 hours.
Continuation of studio activities including enamel applied to copper and the use of other media suitable to the classroom at the upper grade levels.

A 453. **Appreciative Aspects in Art.** (g) 3 hours.
Exploration of the historical development and current trends in various art forms, including crafts, architecture, sculpture, and painting with emphasis upon developing standards and criteria for the understanding and appreciation of art.

**Music**

*Associate Professors: Hutchinson (department chairman), Redden, Smith.*

**Lower-Division Courses**

Mus 111, 112, 113. **Music Theory I.** 4 hours each term.
Scales, intervals, triads, four-part writing in major and minor using all primary chords, sevenths and ninths; bytones; dictation and keyboard.

*Mus 181, 182, 183. **Class Lessons in Voice.** 1 hour each term.
The essentials of singing, including tone production, diction, style, and interpretation.

*Mus 190, 290. **Applied Music.** 1 or 2 hours each term.
Individual instruction in voice, organ, piano, band, and orchestral instruments for freshmen and sophomores.

*Not more than 12 hours of Applied Music and/or group instruction in music may be counted toward graduation.*
*Mus 192, 193, 194. **Class Lessons in Piano.** 1 hour each term.  
Elementary piano course including rhythm, notation, keyboard, and transposition.

*Mus 195. **Band.** 1 hour each term.  
Participation in organized band. Open to freshmen and sophomores who pass the necessary tests of ability. The class meets three periods per week.

*Mus 196. **Orchestra.** 1 hour each term.  
Participation in organized orchestra. Open to freshmen and sophomores who pass the necessary tests of ability. The class meets three periods per week.

*Mus 197. **Chorus.** 1 hour each term.  
Participation in organized chorus. Open to freshmen and sophomores who pass the necessary tests of ability. The class meets three periods per week.

Mus 201. **Introduction to Music and its Literature.** 3 hours.  
An introduction to music literature through the study of folk music, the development of jazz, and jazz idiom as used in modern symphonic music. The course also includes listening to some of the world's great music literature and to well-known performing artists. Required as a general education course for prospective secondary teachers; elective to others.

Mus 202. **Introduction to Music and its Literature.** 3 hours.  
Selected works of great composers beginning with Bach to the late nineteenth century. Emphasis on intelligent listening through a study of the musical forms and styles of the composers of this period.

Mus 203. **Introduction to Music and its Literature.** 3 hours.  
A continuation of Mus 202 beginning with the French impressionistic school to the present.

Mus 211, 212, 213. **Music Theory II.** 3 hours each term.  
Secondary chords, all inversions, sevenths, ninths, altered chords and modulation; analysis of master works; simple composition; dictation and keyboard.

Mus 214, 215, 216. **Keyboard Harmony.** 1 hour each term.  
Application of theoretical principles to the keyboard; exercises in modulation, transposition, and development of extempore playing.

**Upper-Division Courses**

Mus 347. **Band and Orchestra Management.** 3 hours.  
A course to give training in instrumental methods. Emphasis is placed on performance on string, woodwind, brass, and percussion instruments. Training and rehearsal procedures are demonstrated by members of the class. Instruments are provided by the college.

Mus 381. **Music Fundamentals (Introductory Course).** 3 hours.  
A musical background for the elementary-school teacher; singing children's song material; 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 382. **Music Fundamentals (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; chord ing; ear training; dictation. Prerequisite: Mus 381.

*Not more than 12 hours of Applied Music and/or group instruction in music may be counted toward graduation.
The close relationship between music education and other areas in education; planning a music environment; directing the experiences of children in music; studying on elementary degree requirements and certification.) Prerequisites: Mus 381, 382.

*Mus 390, 490. Applied Music. 1 or 2 hours each term.
Individual instruction in voice, organ, piano, band, and orchestral instruments for juniors and seniors.

*Mus 395. Band. 1 hour each term.
Participation in organized band. Open to juniors and seniors who pass the necessary tests of ability. The class meets three periods per week.

*Mus 396. Orchestra. 1 hour each term.
Participation in organized orchestra. Open to juniors and seniors who pass the necessary tests of ability. The class meets three periods per week.

*Mus 397. Chorus. 1 hour each term.
Participation in organized chorus. Open to juniors and seniors who pass the necessary tests of ability. The class meets three periods per week.

Mus 411. High School General Music. 3 hours.
Class participation in song literature for high schools; the adolescent voice, its care and development; other music activities including listening and use of instruments, simple and orchestral, in the high school general music class.

Mus 433. Conducting. 1-2 hours.
Emphasis is given to learning the conductor's beat and the application of this skill to directing choirs and choruses in school. Opportunity may be given to direct choirs in the laboratory schools as well as to direct instrumental groups.

Mus 453. Appreciative Aspects in Music. (g) 3 hours.
Exploration of music through styles including classical, romantic, impressionistic, and modern; and through major musical works including symphony, opera, oratorio, sonata, and tone poem. Emphasis is placed on developing standards and criteria for the understanding and appreciation of music.

*Mus 490. Applied Music. 1 or 2 hours each term.
Individual instruction in voice, organ, piano, band, and orchestral instruments for seniors.

Education and Psychology

Professors: SNYDER (department head), ALBIN, BRODY, FARLEY, McCLURE.
Associate Professors: CHARLES, EDLING, KANE, McBEE.
Assistant Professors: CUMMINS, FARROW, GLOGAU, HOWARD, KREY, MILLSAP, MULDER, TETZ, WOODCOCK.

Education

Ed 296. Leadership Training. 2 hours.
Interpretation of leadership, understanding functions of group, examination of possible methods involved; leadership in campus life used as laboratory experience. Prerequisites: an actual leadership position and consent of instructor.

* Not more than 12 hours of Applied Music and/or group instruction in music may be counted toward graduation.
Upper-Division Courses

Ed 310. School in American Life. 3 hours.
The function of education in a democracy. Historical background and developmental growth of American school. School-community relations and problems in education.

Ed 312. Educational Psychology: Learning. 3 hours.
Mental health and the teacher-pupil relationship; the school child and his peer group; the nature of the learning process; the relation and significance of motivation to learning; the role of the teacher in learning; transfer of learning. Prerequisite: Psy 201, 202, 311.

Ed 313. Educational Psychology: Evaluation. 3 hours.
The psychology of individual differences; the educational implications of individual differences among school pupils; the measurement of intelligence and its application to school room problems; appraising readiness; the evaluation of achievement and the interpretation and use of tests by classroom teachers. Prerequisite: Psy 201, 202, 311.

Ed 314. Principles of Secondary Teaching. 3 hours.
Study of the actual classroom teaching process, including classroom organization and management, planning teaching units, evaluating pupil learning, and similar problems. Required of all secondary teacher education majors.

Ed 344. Physical Education in the Grades. 3 hours.
Theory and practice in rhythm; singing games, group and folk dancing; stunts, games, self-testing activities, tumbling; materials; planning and evaluating programs with reference to basic principles of physical education.

Ed 351. School Health Program. 3 hours.
Teaching of health education with emphasis on health knowledge, health attitudes, and health habits of school children, and the development of a health service program. Special study of the state health-education program. Prerequisite: Sc 101, 102, 103.

Ed 357. Methods and Materials: Reading. 3 hours.
A development of techniques and methods of teaching for elementary teachers with particular attention to the development of reading at various levels. Some opportunities for observing children.

Ed 358. Methods and Materials: Language Arts and Social Science. 3 hours.
A study of the child throughout his experiences in the elementary school as organized around the language arts and social studies. Observation of children and teaching methods.

Ed 359. Methods and Materials: Science and Arithmetic. 3 hours.
A course designed to present modern methods of instruction at the elementary school level, based upon recent research and writing. Attention will be given to the meaning theory in the teaching of arithmetic and to the problem approach to the teaching of science. Observation of children and teaching methods.

Ed 405. Reading and Conference. Terms and hours to be arranged.

Ed 407. Seminar. Hours to be arranged.

Ed 408. Special Secondary Methods. 2-3 hours.
Individual courses in the study of the social sciences, the humanities, and the science-mathematics programs at the secondary level, including objectives, methods, materials, and equipment characteristic of a good instructional program. Prerequisite: Ed 314 or consent of instructor.
Ed 410. **Methods and Research Materials.** (G) 3 hours each. Maximum 6 hours undergraduate and 9 hours graduate.

Problems and methods in selecting and organizing materials for teaching in any one of the following fields: Art, Music, Social Science, Science, Language Arts, Reading, Physical and Health Education, and Arithmetic. Emphasis for graduate students will be placed upon recent research and literature dealing with instructional materials, methods, and facilities, including the completion of a special project. E indicates elementary level; S indicates secondary level.

Ed 414. **Student Teaching: Kindergarten.** 3-9 hours.

Similar to Ed 415, but on Kindergarten level.

Ed 415. **Student Teaching: Elementary.** 15 hours.

This course involves observation and teaching under the direction of a supervising teacher. Students will be provided with opportunities for assuming direct responsibility for the learning activities of children, developing skill in the techniques of teaching and school-room management, and participating in the life of the school. Admission by application only.

Ed 416. **Student Teaching: Secondary.** 10-15 hours.

Similar to Ed 415, but on the secondary level.


Study of psychological, social, medical, and educational problems of the acoustically handicapped. Course gives specific attention to the anatomy of the ear, pathological and psychological causes of hearing loss, testing of hearing, medical treatment, therapy, and helping the hard-of-hearing child at home and school.

Ed 424. **Measurement in Education.** (G) 3 hours.

Use and interpretation of informal and standardized tests as supervisory and guidance instruments for the diagnosis, analysis, evaluation, and improvement of instruction in the elementary and secondary schools. Test planning, item writing, essay testing, administration and scoring, analysis of scores and grade assignment. Simple statistics of test interpretation.

Ed 427. **Voice and Speech for the Deaf.** 3 hours.

Study of causes, effects, and treatment of deafness; training and practice in therapy for the deaf. Attention is given to different methods of lip reading and the development of language and speech for the deaf.

Ed 435. **Audio-Visual Aids.** (G) 3 hours.

Survey of the development and use of classroom films, slides, radio, electrical transcriptions, and other kindred visual and auditory aids in teaching; sources and appraisals of audio-visual aid materials, and their practical use.

Ed 451. **Preprimary Education.** (G) 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 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.

Ed 452. **Creative Arts for Kindergarten and Primary Children.** 3 hours.

A course designed to assist the student in gaining insight into the many ways young children express themselves with creative media. Exploration will be made into the interrelationships of music and rhythm, graphic arts, constructive materials, literature, dramatic play, and other areas of expression as young children use them.
Ed 458. **Advanced Primary Education.** (G) 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: consent of instructor.

Ed 459. **Advanced Intermediate and Upper-Grade Education.** (G) 2 hours.
Planned for experienced teachers or those specializing at the intermediate and upper-grade levels. 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 specific procedures to organization of new materials. Prerequisite: consent of instructor.

Ed 463. **The Maladjusted Child.** (G) 3 hours.
The discovery and treatment of the emotionally and socially maladjusted child; the home, school, and community in relation to the child’s mental health.

Ed 464. **The Mentally Deviate Child.** (G) 3 hours.
Identification and guidance of the mentally deficient, the slow learner, and the gifted.

Ed 467. **Applied Mental Hygiene.** (G) 3 hours.
A study of the development of personality, personality conflicts, mechanisms of adjustment, and the basic principles of mental hygiene. Emphasis is placed on application of mental hygiene principles to personality development of teachers and of children. Prerequisite: Psy 201, 202.

Ed 468. **Diagnostic and Remedial Instruction in Reading.** (G) 3 hours.
Opportunity 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.

Ed 470. **Education of the Exceptional Child.** (G) 3 hours.
A study of those types of children who do not adjust readily to the usual school and home environment. Emphasis is placed on the emotionally disturbed, the mentally accelerated, the slow learner, and the physically handicapped children. Visits are made to state institutions and agencies to acquaint students with services available.

Ed 471. **Administration of Special Education.** (G) 3 hours.
Consideration given to the laws and rules and regulations governing the administration of special education programs in Oregon school districts.

Ed 476. **School Law and Organization.** (G) 2 hours.
A study of the historic and current legal authority of federal, state, county, and local governments in the organization and administration of public school education. Special emphasis placed on the Oregon statutes as they apply to school organization, administration, and teaching.

Ed 479. **Corrective Reading Laboratory.** 3-9 hours.
Provides a clinical approach to the analysis and correction of problems in speech and reading. Through practice under supervision, students are given actual experience in making diagnosis of individual cases and are offered guidance in the planning and execution of corrective procedures. Prerequisite: Ed 468 or consent of instructor.
Ed 480. **The Psychology of Reading Instruction.** (G) 3 hours.

The fundamental nature of the reading process; principles of growth, adjustment, and learning basic to reading achievement; psychological foundations of methods of reading instruction.

Ed 483. **General Intelligence Testing.** (G) 2-6 hours.

Administration, scoring, and interpretation of the revised Stanford-Binet Intelligence Scales and the Wechsler test. Prerequisite: consent of instructor.

Ed 484. **Junior High School.** (G) 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.

Ed 485. **Principles and Practices of Guidance Services.** (G) 3 hours.

An introduction to the field of guidance and counseling. Methods and means of assisting students with personal, educational, and vocational problems are studied. Includes studies of school policies, administration, and tests involved in a guidance program. The social agencies available to the school are also emphasized.

Ed 493. **Observation and Evaluation of Teaching.** 1 to 3 hours.

Opportunity for experienced teachers to observe modern trends in education as demonstrated in the elementary schools and to discuss educational practices and theories. Prerequisite: Ed 415 or teaching experience.

**Graduate Courses**

Ed 503. **Thesis.** 9 hours.

Ed 506. **Special Individual Studies.** Maximum of 6 hours.

Designed for individual surveys, evaluative studies, and special studies in a limited area of interest, under the guidance of a designated staff member.

Ed 507. **Seminar.** 3-6 hours.

Ed 512. **Research Procedures in Education.** 3 hours.

Study and evaluation of the methods, techniques, and tools of research. Critical analysis of sample research studies and development of criteria and methods for conducting research. Techniques of reading research and writing reports and articles for professional journals.

Ed 513. **Evaluation of Classroom Instruction.** 3 hours.

Emphasis upon application of criteria for self-evaluation by individual teachers. Observation of effective teaching in the laboratory school. Analysis of research relating to teaching and discussion methods, group dynamics, and the evaluation of individual teaching.

Ed 514. **Foundations of Education.** 3 hours.

Comprehensive survey of some of the major sociological, historical, philosophical, and psychological factors underlying present day American education, with study of related problems of educational adjustments in modern society.

Ed 518. **Public and Professional Relations.** 3 hours.

A consideration of the professional responsibilities and ethics of teachers, as related to the lay public, related social agencies and to the education profession. Procedures in group dynamics, public relations, advisory councils, working with parents and parent groups. Emphasis upon means for achieving the professionalization of teaching.
Ed 521. Audio-Visual Administration. 3 hours.
Organizing, administering, and coordinating the school audio-visual program: a study of the problems of acquiring, maintaining, and scheduling audio-visual equipment and materials in elementary and secondary schools.

Ed 566. Curriculum Construction. 3 hours.
Implications of basic social, philosophical, and psychological factors for curriculum planning and organization at both the elementary and secondary levels, including practical emphasis upon specific techniques in curriculum making for the teacher.

Ed 568. Administration of the Elementary School. 3 hours.
Study of the principles and desirable practices in the administration of elementary schools, with special reference to organization for instruction, administering pupil personnel and special services, public relations, school buildings and equipment, guidance, and staff relations.

Ed 569. Supervision of the Elementary School. 3 hours.
Practical study of principles and desirable practices in the supervision of elementary schools, with special reference to the role, duties, and problems of supervisors, including specific techniques for the evaluation and improvement of teaching-learning situations.

Ed 575. School Finance. 3 hours.
Emphasis upon the major problems of financial education, including principles in budget making, problems of school revenues, tax sources, and the unit costs of education.

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.

Upper-Division Courses

Psy 311. Human Development. 3 hours.
A survey of developmental psychology with particular reference to childhood and adolescence. Introductory material on pre-natal and infant development will be presented. Consideration also given to developmental changes in adulthood and old age.

Psy 412. Psychology of Adolescence. (g) 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.

Graduate Courses

Psy 515. Statistical Methods in Education and Psychology. 3 hours.
Statistical methods in education and psychology commonly used in the treatment of collective data. Attention given to their practical use by the teacher in test construction and interpretation, pupil guidance, and the interpretation of research reports.
Psy 519. Research Studies in Child Development. 3 hours.
Survey and interpretation of current research studies and experimental programs concerned with the physical, emotional, intellectual and social development of children.

Psy 520. Psychology of Learning. 3 hours.
Introduction to the major theories of learning current among psychologists doing research in the field. Experimentation and research underlying these theories will be studied and applied to modern educational practices. Includes learning theory and practices at all age levels through adulthood.

Health and Physical Education

Associate Professors: Livingston (department chairman), Launenbach, McArthur.
Assistant Professors: Krey, Cummisskey.

Health

Lower-Division Course

HE 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 behavior.

Upper-Division Courses

HE 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.

HE 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 school situations. Upon successful completion the student receives a Red Cross Standard First Aid Certificate.

Physical Education

Requirements. For graduation, effective Fall, 1956, all students are required to complete six activity courses (111, 112, 113, 114, 115) selected from at least four of the following classifications: (1) Rhythms, (2) Gymnastics and Tumbling, (3) Aquatics, (4) Individual and Dual Sports, (5) Team Sports. Students majoring in Elementary Education are required to have at least one course from each of the five classifications.
Activity courses carrying 211, 212, 213, 214, 215 numbers are advanced elective courses which do not satisfy the above requirements.
Students are permitted to earn credit in only one "100" series and one "200" series each term.

Lower-Division Courses

PE 111, 112, 113, 114, 115. Physical Education. 1 hour each term.
Instruction is given in skills, techniques, history, and rules of the following sports and activities:
PE 111, 211—Rhythms. Folk and Square Dance, Social Dance, Modern Dance.
PE 112, 212—Gymnastics and Tumbling. Stunts and Tumbling, Gymnastics.


PE 211, 212, 213, 214, 215. Physical Education. 1 hour each term.
Instruction is given in advanced skills and techniques of the sports and activities listed under PE 111, 112, 113, 114, 115. These are elective courses and will not substitute for the requirements of 6 term hours of PE 111, 112, 113, 114, 115.

Upper-Division Courses

PE 330. 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, special play days, and field meets.

PE 332. Outdoor Education Leadership. 3 hours.
Background and trends of the camping and outdoor education movement; includes brief study of related programs such as Girl and Boy Scouts, Camp Fire Girls, 4-H clubs, and YMCA with assistance of specialists in these fields. Work in practical outdoor skills. Relationship to public school programs.

PE 337, 338, 339. Officiating Sports. 1 hour each term.
Actual practice in officiating varsity scrimmages, junior varsity and freshman scrimmages, men and women's intramural sports, and activities in the Women's Recreational Association program.

PE 343. Organization and Administration of Physical Education. 3 hours.
Planning and organizing the use of buildings, grounds, and recreational areas for the physical education program; purchasing and care of equipment; budgeting; scheduling.

PE 371. Kinesiology. 3 hours.
The study of human motion. Implications for the learning and teaching of physical education activities and coaching of sports at the varsity level. Includes a brief review of anatomy and physiology.

PE 447. Principles of physical Education. (g) 3 hours.
The scientific basis and background of physical education, its aims, objectives, and standards; the place of physical education in the general education program, the present trend in physical education, and the practical problems of the public-school teacher.

Physical Education for Men

Upper-Division Courses

*PE 346. Coaching of Basketball. 2 hours.
Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching, and management of games.

* Students are responsible for payment of greens fees at the golf course.
*PE 347. Coaching of Football. 2 hours.
Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching, and management of games.

*PE 348. Coaching of Baseball. 2 hours.
Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching, and management of games.

*PE 349. Coaching of Track and Field. 2 hours.
Demonstration and discussion of the fundamentals and skills of each of the track and field events, methods of instruction, philosophy of coaching, and management of meets.

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

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.

Home Economics

Lower-Division Courses

HEc 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. Offered on demand only.

HEc 202. Foods, Nutrition, and Cookery. 3 hours.
Basic principles of food preparation, menu making, and meal service. Offered on demand only.

Upper-Division Courses

HEc 301. Consumer Economics. 3 hours.
The specific financial problems which are faced by individual and family groups. Consideration given to study of budgeting, home operation, legal aspects of home, investments, installment buying and insurance.

Humanities

Professors: Dale (department chairman), Albin, McClure.
Associate Professor: Bellamy.
Assistant Professors: Harding, Hill, Mulder.
Instructors: Baker, Dortmund, Duncan, Johnson, Nadon, Rose, Scott, Stump.

Writing

Lower-Division Courses

Wr 111, 112, 113. English Composition. 3 hours each term.
A sequence to help the student communicate effectively by developing his abilities in the four communication skills: writing, speaking, reading, and listening. The course is concerned with the practical forms of communication: exposition, argument, and criticism.
Wr 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 elementary 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 Wr 156: Wr 155 or one year of high-school typing or consent of instructor.

Wr 218. Creative Writing. 3 hours.
Opportunity and encouragement for those who wish to express themselves through literary mediums. Prerequisite: demonstrated skill in writing; Wr 111, 112, 113.

Upper-Division Courses

Wr 414. Advanced Composition. (g) 3 hours.
Designed to offer advanced instruction and practice in the field of writing with some attention to the rules of composition.

English

Lower-Division Courses

Eng 1. Remedial Clinic: Speech, Reading, or Writing. No credit.
Speech: Establishment of proper habits of pronunciation, articulation, phona­tion, and diction. Elective open to any student, but required of all teacher candidates adjudged deficient in speech and voice.
Reading: A careful diagnosis is made of the reading difficulties exhibited by individual students and corrective therapy is planned to meet these needs.
Writing: A review of fundamentals. Primarily for upperclassmen whose written work has fallen below the desired level of proficiency.

Eng 107, 108, 109. World Literature. 3 hours each term.
A sequence in narrative prose, drama, and poetry. Complete books are studied so that the student may be familiar with some of the masterpieces in Western-world literature.

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 247. Appreciation of Drama. 3 hours.
Principles and techniques of acting. Problems in analysis and interpretation of dramatic literature.

Upper-Division Courses

Eng 340, 341, 342. 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 361. Contemporary Literature. 3 hours.
Contemporary novel; modern poetry and drama with emphasis on the development of new literary forms, new concepts, attitudes, and movements.

Eng 366. The Development of the English Novel. 3 hours.
A study of the English novel from its beginning to the end of the nineteenth century.
Eng 367. The Development of the American Novel. 3 hours.
A study of the American novel from its beginning to the early twentieth century.

Eng 368. The Development of the Contemporary Novel. 3 hours.
A study of the representative examples of the twentieth-century novel. The course is designed to promote critical awareness of the main characteristics and formative influences of contemporary literature.

Eng 380, 381, 382. American Literature. 3 hours each term.
A study of the content, form, and history of American letters, including the intellectual and environmental forces which shaped the literature.

Eng 388 (Lib 388). Children's Literature and Library. 3 hours.
Designed to acquaint the student with many excellent books written for children from the nursery school age through pre-adolescence. Attention will also be given to the problems connected with the purchase of books and the establishment and maintenance of an elementary school library. (Applicable as Education on elementary degree requirements and certification.)

Eng 457. Forms and Meaning of Poetry. (g) 3 hours.
A general study of the forms, subject matter, and purposes of non-dramatic poetry, with emphasis on the poetry in English, including the epic, lyric, satirical, and narrative. An important aspect of this course is to prepare the secondary teacher adequately to use poetry in the language arts program.

Eng 458. Forms and Meaning of Prose. (g) 3 hours.
A general study of prose writings designed to enable the student to understand better the uses of nonfictional prose in English and American culture, including the development of modern prose style and usage. An important aspect of this course is to prepare the secondary teacher of language arts adequately to utilize non-fictional prose in the language arts program.

Eng 459. Forms and Meaning of Drama. (g) 3 hours.
A general study of the development of drama from its origin to the present, with particular emphasis on the forms, subject matter, and purposes of drama written in English. An important aspect of this course is to prepare the secondary teacher of language arts adequately to utilize drama in the language arts program.

Eng 489 (Lib 489). Literature for Adolescents. (g) 3 hours.
Designed to acquaint students with literature of interest to junior and senior high school pupils.

Eng 490. Development of the English Language. (g) 3 hours.
The growth of the English language from its beginning to the present day, emphasizing modern usage.

Eng 494. Nature of the English Language. (g) 3 hours.
A general view of the English language with emphasis on modern American language. Differs from Eng 490 in that the study is more intense and deals with advanced grammar, syntax, phonology, and semantics for teachers of secondary language arts. Eng 490 is recommended as preparation for this course, but it is not a prerequisite.

Humanities, Philosophy, and Religion

Upper-Division Courses

Hum 405. Reading and Conference. Hours to be arranged.

Hum 407. Seminar. Hours to be arranged.
Phi 311, 312. Philosophy. 3 hours each term.
Historical introduction to philosophy through consideration of problems in the nature of knowledge, metaphysics, logic, ethics, aesthetics, and theology. A survey of life adjustment through materialism, idealism, dualism, pragmatism, and positivism.

R 460. Comparative Religion. 3 hours.
A study and comparison of the great religions of the world.

Graduate Courses
Hum 507. Seminar. Hours to be arranged.
Hum 511, 512. Contemporary Developments in the Humanities. 3 hours each term.
Emphasis upon the search for values in the modern world as reflected in forces shaping contemporary philosophies, trends in contemporary literature, and developments in language study, with implications for public school personnel. Selected readings from leading contemporary thinkers and writers.

Journalism
Lower-Division Courses
J 211. Introduction to Journalism. 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: Wr 111 or equivalent.

J 351, 352, 353. Journalism Projects. 1 hour each term.
Application of journalistic techniques and principles; experience on student publications. Maximum of six hours.

Modern Languages
Lower-Division Courses
RL 50, 51, 52. First-Year French. 4 hours each term.
An introduction to French, stressing reading and speaking. Exercises in elementary composition and grammar. Not open to students with background of high school French.

RL 101, 102, 103. Second-Year French. 4 hours each term.
Study of selected texts of representative authors; review of grammar; considerable attention to oral use of the language.

RL 60, 61, 62. First-Year Spanish. 4 hours each term.
Elements of pronunciation, grammar, reading and conversation. Not open to students with background of high school Spanish.

Grammar, composition; reading of modern Spanish authors; conversational drill, including student discussion of current topics and systematic vocabulary building.

Upper-Division Courses
RL 311, 312, 313. Survey of French Literature. 2-3 hours each term.
Masterpieces of various periods; general survey. Prerequisite: two years of college French or equivalent.
RL 341, 342, 343. **Survey of Spanish Literature.** 2-3 hours each term.
Masterpieces of various periods; general survey. Prerequisite: two years of
college Spanish or equivalent.

**Speech**

**Lower-Division Courses**

Sp 111. **Fundamentals of Speech I.** 3 hours.
Course to give the student opportunity to develop poise and confidence in
speech and to organize and present material effectively.

Sp 112. **Fundamentals of Speech II.** 3 hours.
Continuation of Speech 111.

Sp 120. **Voice and Diction.** 3 hours.
Study and practice of the principles of tone production. Phonetic analysis
of English sounds as a basis for correct and effortless speech.

Sp 144. **Choral Reading.** 1 hour.
Group reading of poetry and rhythmic prose. A non-technical course designed
for elementary teachers who desire a richer experience in juvenile literature
and who want to develop an approved technique for the teaching and enjoy­
ment of oral expression.

Sp 239. **Oral Interpretation.** 3 hours.
Interpretation of modern prose, poetry, and one-act plays; correction of arti­
ficiality, affectation and self-consciousness. Programs for public presentation
are studied and prepared.

Sp 244, 245, 246. **Stagecraft.** 1 hour each term.
Problems in the construction of scenery, stage properties, and lighting; stage
management and construction of various types of settings, including realistic
and suggestive.

Sp 255. **Make-Up.** 1 hour.
Purpose and techniques of application of theatrical make-up; the use of
make-up in the various theatrical media.

Sp 270. **Projects in Public Speaking.** 3 hours.
Training and participation in debating, oratory, and extempore speaking. Prerequisite: consent of instructor.

**Upper-Division Courses**

Sp 351. **Techniques of Acting.** 3 hours.
Principles of acting technique; problems in the analysis and presentation of
character.

Sp 354. **Play Production.** 3 hours.
Studies and applications of the fundamental principles underlying play pro­
duction and direction.

Sp 356. **Theory of Acting.** 3 hours.
Principles and techniques of acting. Problems in analysis and interpretation
of dramatic literature.

Sp 370. **Phonetics.** 3 hours.
A study of the sounds used in speech, their production, determination, and the
physical and psychological problems involved in their perception. Emphasis
upon the application of sound to the listening and speaking activities of chil­
dren.
Sp 371. **Speech Science.** 3 hours.
A study of the anatomy, psychology, and physics of speech.

Sp 392. **Principles and Techniques of Speech Correction.** 3 hours.
Introduction to nature and etiology of typical speech defects and a functional analysis of speech mechanisms. Development of speech sounds and deviations, testing devices, and basic procedures in prevention and correction of speech problems.

Sp 411. **Speech for the Classroom Teacher.** (g) 3 hours.
Designed to give the prospective teacher poise, flexibility, and confidence in the physical and vocal aspects of presenting materials to a class, clarity in organization of materials; and ability to gain and sustain interest. Improvement in personal effectiveness sought through class criticism and instruction. Presentation of lesson plans and expositions, oral reading, informal talks.

Sp 412. **Advanced Speech.** 3 hours.
Selected readings on the principles of the speech arts, illustrated by exercises in the various types of vocal communication. Prerequisite: consent of instructor.

Sp 415. **Dramatics in the School.** (g) 3 hours.
A study of the role of drama as an activity in the secondary school. Begins with the introduction of drama (theater) into schools of the western world as a literary club activity and traces it up to its present status as a recognized academic discipline. It further includes materials necessary for understanding the development of the drama and theory of dramatic productions.

Sp 484, 485. **Clinical Practice in Speech Correction.** (g) 2-3 hours each term.
Actual case experience for student clinicians in the diagnosis and treatment, under supervision, of speech-defective children and adults.

Sp 493. **Principles and Techniques of Speech Correction.** (g) 3 hours.
Designed to survey the field of speech defects and to acquaint classroom teachers with an understanding of typical speech defects among children and the basic techniques for their prevention and correction. Emphasis is placed on speech problems which classroom teachers may be called upon to manage. Includes analysis of speech mechanics, recognition of defects, formation of sounds, testing devices, and techniques for remediation and prevention.

**Library Science**

*Professor: Dale
Assistant Professor: Hofstetter*

Lib 388 (Eng 388). **Children's Literature and Library.** 4 hours.
Designed to acquaint the student with many excellent books written for children from the nursery school age through pre-adolescence. Attention will also be given to the problems connected with the purchase of books and the establishment and maintenance of an elementary school library.

Lib 390. **Book Selection and Reference Materials.** 3 hours.

*Courses in library science applicable to standardization requirements as established by the state department of education.*
Lib 391. Classification and Cataloging. 3 hours.
Introduction of principles of cataloging and classification. Knowledge and techniques required to construct a simple card catalog. Attention given to basic catalog card forms, name and subject entries, filing, shelf listing, and mechanical preparation of books.

Lib 392. Administration of School Libraries. 3 hours.
The organization, management, and function of school libraries including the order procedure necessary to acquire books and other instructional materials. Consideration given to charging methods, binding and book repairing. Problems of objectives, standards, and evaluation, housing and equipment. Methods of familiarizing students and faculty with library and corollary resources.

Lib 489 (Eng 489). Literature for Adolescents. (g) 3 hours.
Designed to acquaint students with literature of interest to junior and senior high school pupils.

Business Administration

BA 111, 112, 113. Constructive Accounting. 3 hours each term.
First Term: Introduction to accounting terminology and fundamentals; recording of data necessary for determining profit or loss in the preparation of financial statements. Two lectures, one two-hour laboratory.
Third Term: Departmental and branch accounting; elementary introduction to the functions of cost accounting; analysis and interpretation of financial statements; introduction to budget construction. Courses must be taken in sequence.

Science and Mathematics
Professor: Postl (department chairman), Barrows.
Associate Professor: Thompson.
Assistant Professors: Cummins, Jaffer, Walker
Instructors: Caley, Fulmer, Neiland, Tibbits

Pre-General Engineering

Lower-Division Courses

GE 101, 102, 103. Engineering Concepts. 3 hours each term.
Lectures and elementary problems dealing with basic concepts common to all fields of engineering; engineering analysis and methods of work. Prerequisite: Mth 100 or equivalent.

General Science

Lower-Division Courses

GS 201, 202, 203. Foundations of Physical Science. 4 hours each term.
A general education sequence in the natural sciences serving as an introduction to the various branches of the physical sciences, their basic terminology, fundamental laws, procedures, and interrelations. The historical background showing the mode of development of these fields and of scientific attitudes is stressed. Two lectures, one two-hour laboratory period.
Upper-Division Courses

GS 311, 312, 313. Natural History of Oregon. 3 hours each term.

The earth and life history of Oregon; kinds and distribution of contemporary plant and animal life; interrelations of plants and animals and their environment; conservation of natural resources; collection, identification, and field study of representative plants and animals. Prerequisite: Bi 101, 102, 103, or equivalent. Two lectures, one three-hour laboratory period.

GS 405. Reading and Conference. Hours to be arranged.

GS 407. Seminar. Hours to be arranged.

GS 411. History of Science. (g) 3 hours.

A brief history of the development of science, its social implications, and the growth of scientific method and philosophy. Prerequisite: upper-division standing.

Graduate Courses

Sc-Mth 507. Seminar. Hours to be arranged.

Sc 511, 512. Contemporary Developments in the Sciences and Mathematics. 3 hours each term.

Emphasis upon the more important phases of contemporary developments in the natural sciences and mathematics. Evaluation in terms of historical background, the true aims of science, and the effect upon society. Review of related regional problems and resources. Selected readings. GS 511 is required of graduate students in elementary education. GS 512 stresses the biological sciences and is designed for secondary teachers.

Sc 513. Contemporary Developments in the Sciences and Mathematics. 3 hours.

Stresses contemporary developments in the physical sciences. Designed for secondary school science teachers.

Biological Sciences

Lower-Division Courses

Bi 101, 102, 103. General Biology. 3 hours each term.

Place of man in relation to other forms of life, with particular reference to heredity, nervous system, organic evolution; importance of animal and plant forms as sources of food, shelter, clothing, and medicines, and as sources of disease. Two lectures, one two-hour laboratory period.

Bot 201, 202, 203. General Botany. 3 hours each term.

Introductory study of plant life, including a survey of the chief groups of the plant kingdom, with special emphasis on the morphology and physiology of the seed plant, taxonomy and ecology, plant distribution, and man's use of the plants. Two lectures, one three-hour laboratory period.

Z 201, 202, 203. General Zoology. 3 hours each term.

Introductory study of animal life, dealing with the principles of animal biology; morphology, physiology, life histories of representative types of the animal kingdom. Two lectures, one three-hour laboratory period.

Upper-Division Courses

Z 324, 325. Comparative Vertebrate Anatomy. 4 hours each term.

Comparison and gross dissection of organ systems in selected vertebrate types with emphasis on similarities and differences and evolutionary patterns. Prerequisite: zoology or consent of instructor. Two lectures, two three-hour laboratory periods.
Z 326. Comparative Vertebrate Embryology. 4 hours.
Comparative study of the embryological development of representative vertebrate forms with emphasis on the evolutionary development of the vertebrate pattern. Prerequisite: zoology or consent of the instructor. Two lectures, two three-hour laboratory periods.

Z 331, 332. Anatomy and Physiology. 3 hours each term.
The structure and function of living systems with emphasis on the human body. Prerequisite: one year of a laboratory science. Two lectures, one three-hour laboratory period.

Z 474. Entomology. (g) 3 hours.
Introduction to the study of insects, including their relationships to man and other animals. Two lectures, one three-hour laboratory period.

Bi 341. Genetics. 3 hours.
The principles of heredity and their application to agriculture, medicine, and human genetics; nature of gene action; genetics and evolution. Prerequisite: zoology or consent of instructor.

Bi 452. Evolution. (g) 3 hours.
Evidences of evolution; mechanisms of evolution, including genetic variation, selection, and other factors. Three lectures.

Bi 453. Bioecology. (g) 3 hours.
Interaction between living animals, plants, and their environment. Two lectures, one three-hour laboratory period.

Bi 458. Field Biology. (g) 3 hours.
Advanced training in systematics, life histories, and field methods in selected areas of biology. One lecture, two three-hour laboratories.

Bi 460. Preparation of Biological Materials. (g) 3 hours.
Procurement, preparation, use, and care of biological materials for teaching and experimentation. One lecture, two three-hour laboratory periods.

**Physical Sciences**

**Lower-Division Courses**

Ph 161. Photography. 2 hours.
For students interested in photography as an avocation. Elementary work with hand camera; developing, printing, enlarging. One lecture, one three-hour laboratory period.

Ch 101, 102, 103. Elementary Chemistry. 4 hours each term.
A terminal course in the fundamentals of chemistry. Does not serve as a foundation for further work in chemistry. Two lectures, one three-hour laboratory, and one recitation period.

Ch 201, 202, 203. General Chemistry. 4 hours each term.
A standard first-year sequence with major emphasis on inorganic chemistry. The laboratory work during the spring term is largely devoted to qualitative analysis. Three lectures, one three-hour laboratory period.

Ph 201, 202, 203. General Physics. 4 hours each term.
A year sequence in the study of energy and physical phenomena; including the fundamental principles of mechanics, heat, sound, light, electricity, magnetism, and a brief introduction to modern physics. Prerequisite: Mth 100 or equivalent. Three lectures, one three-hour laboratory period.
G 212. **Geology.** 3 hours.
A brief study of the agents responsible for the shaping of the earth’s surface features with reference to regional examples whenever practical. Some work in identification of common rocks and minerals included. Optional field trips. Three lectures, no laboratory.

### Upper-Division Courses

**Ch 311. Qualitative Analysis.** 4 hours.
Classical theory and semi-micro practice in the classification, separation, and identification of the common cations and anions. Prerequisite: Ch 203. Two lectures, two three-hour laboratory periods.

**Ch 312, 313. Quantitative Analysis.** 4 hours each term.
Fundamental principles of quantitative analysis. Laboratory work consists largely of standard volumetric and gravimetric procedures. Two lectures, two three-hour laboratory periods.

**Ch 334, 335, 336. Organic Chemistry.** 4 hours each term.
A study of the carbon compounds of both the aliphatic and aromatic series. Prerequisite: Ch 203. Three lectures, one three-hour laboratory period.

**Ch 417. Advanced Inorganic Chemistry.** (g) 3 hours.
A comprehensive study of the chemistry of the elements and their compounds, including nuclear, atomic, and molecular structures.

**Ph 311, 312, 313. Introduction to Modern Physics.** 3 hours each term.
An introduction to atomic and nuclear physics, radio-activity, special theory of relativity, photoelectric effect, and X-rays. Prerequisite: Ph 203 and Mth 203 or consent of the instructor. Three lectures.

**Ph 421. Modern Physics.** (g) 3 hours.
An introduction to developments in physics after 1895. Study of the fundamentals of the kinetic theory, atomic and nuclear physics, electromagnetic waves, special theory of relativity, and radioactivity. Students who have earned credit in Ph 311, 312, 313 are not permitted to enroll in this course. Three lectures.

**GS 424. Astronomy.** (g) 3 hours.
A descriptive study of the various members of the solar system, stars, and constellations, as well as some recent ideas on the structure and origin of the universe. Includes study of the basic instruments used in astronomy and observations through a telescope.

**G 450. Rocks and Minerals.** (g) 3 hours.
Identification of common minerals; origin and occurrence of sedimentary, igneous, and metamorphic rocks; includes laboratory work.

### Mathematics

**Lower-Division Courses**

**Mth 5. Elementary Mathematics.** 3 hours.
Numerical calculations, designed for students entering with a deficiency in mathematics. Credit does not count toward graduation.

**Mth 60. Elementary Algebra.** 4 hours.
For students entering with less than one year of high school algebra.

**Mth 70. Elementary Geometry.** 4 hours.
For students entering without high school geometry.
Mth 100. Intermediate Algebra. 4 hours.
For students entering with only one year of high school algebra. Prerequisite: Mth 60 or equivalent.

Mth 101. College Algebra. 4 hours.
Review of high school algebra, with emphasis on the number system, logarithms, progressions, binomial series, theory of equations, determinants. Prerequisite: Mth 100 or equivalent.

Mth 102. Trigonometry. 4 hours.
Trigonometric functions for general angles, solution of triangles, addition formulas, trigonometric equations, graphs, complex numbers, and DeMoivre’s theorem. Prerequisite: Mth 100 or equivalent.

Mth 103. Analytic Geometry. 4 hours.
The straight line, circle, conics, translation and rotation of axes, parametric equations, and polar coordinates. Planes and lines in three dimensions. Prerequisite: Mth 102 or equivalent.

Mth 111, 112, 113. Essentials of Mathematics. 3 hours.
Primarily a background course but with emphasis on numbers and measurements. Designed to acquaint students with some of the more basic concepts from the areas of algebra and geometry with some introduction to logarithms, scientific notation, significant figures, and trigonometry.

Mth 200. Introduction to Differential and Integral Calculus. 4 hours.
Slope of a curve, derivative of a function, limits, differentiation and integration of elementary functions with applications. Prerequisite: Mth 102.

Mth 201, 202, 203. Differential and Integral Calculus. 4 hours each term.
Sequence courses for students majoring in the physical sciences, mathematics, or engineering. Prerequisite: Mth 101, 102, 103.

Upper-Division Courses

Mth 311. Foundation of Mathematics. 3 hours.
Mathematical background information and theory essential for teaching in the elementary school.

Mth 314. Advanced College Algebra. 3 hours.
An extension of the work in algebra given in freshman mathematics. Prerequisite: one year of college mathematics.

Mth 325. Elements of Statistical Methods. 3 hours.
An introduction to sample theory, organization and classification of data, distributions, measurement of central tendencies, and relative position, correlation, and reliability. Prerequisite: junior standing and consent of instructor.

Mth 415. Modern Geometry. (g) 3 hours.
Modern development in geometry based on plane geometry of Euclid, dealing with the geometry of triangles and circles. Prerequisite: one year of college mathematics or consent of instructor.

Nursing

Lower-Division Courses

Nur 111. Background of Nursing. 3 hours.
The historical background of modern social and health movements; the relation of these to the evolution of nursing as a profession.
Social Science

Professor: HAINES (department chairman)
Associate Professors: CHARLES, CHRISTENSEN
Assistant Professors: CHATHAM, HESS, NOXON
Instructor: MEANS

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 fur­
nishing the background for all social sciences and laying a basis for under­
standing 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 adjust­
ments for happy and effective living; means and methods of modifying per­
sonality deficiencies.

Upper-Division Courses

SSc 405. Reading and Conference. Hours to be arranged.
SSc 407. Seminar. Hours to be arranged.
SSc 411. Contemporary Problems. 3 hours.
A study of modern social, political, and economic problems from the stand­
point of sociology, economics, psychology, biology, genetics, and the interfer­
ence of civilization with the process of natural selection.

SSc 413. Cultural Anthropology. (g) 3 hours.
A survey of the principal findings of the cultural and physical anthropol­
ogists, regarding ancient, primitive, and modern men and their culture. Em­
phasis upon ethnological aspects.

SSc 492. Ideologies of the Twentieth Century. (g) 3 hours.
Capitalism, Communism, Socialism, and Fascism, considered as politico­
economic systems. Totalitarian methods contrasted with democratic methods.

SSc 493. International Organizations. (g) 3 hours.
Arrangements for national security; balance of power, collective security,
those preparing for secondary teaching to better understand the relations
between nations and the efforts toward peace.

Graduate Courses

SSc 507. Seminar. Hours to be arranged.
SSc 511, 512. Contemporary Developments in the Social Sciences. 3 hours
each term.
Considerations of main developments, trends, and thinking of leaders in the
various social science areas. Study of processes through which logical con­
cclusions concerning problems of society can be formulated. Readings from se­
lected articles and books highlighting current thinking.
SSc 513. Social Problems in American Democracy. 3 hours.
A selected list of problems in the United States such as conservation problems, the nation's health, crime, etc. Designed to give factual and interpretive background for secondary teachers.

SSc 514. Economic Problems in American Democracy. 3 hours.
Selected economic problems of both a general and specific nature. The aim is to give prospective secondary teachers a firm foundation of both theoretical and applied materials in various phases of United States economic-industrial situations and problems.

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; capitalism and alternative economic systems.

Ec 325. Labor Economics. 3 hours.
Sources and nature of labor problems, labor market, wages, unions, law related to employer and union tactics, effects of levels of employment. Pre-requisite: Ec 201, 202, 203, or consent of instructor.

Geography

Lower-Division Courses

Geog 105, 106, 107. Introductory 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 Courses

Geog 313. Geography of the Pacific Northwest. 3 hours.
Economic study of the distribution of population and industries of Oregon and the Pacific Northwest in relation to the geographic environment of the entire area; special emphasis will be placed on Oregon.

Geog 326. Geography of Europe. 3 hours.
The geographic backgrounds of European civilization; present-day regional and political adjustment 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.

Geog 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 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.
Geog 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.

Geog 331. Geography of Asia. 3 hours.
A study of 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.

History

Lower-Division Courses

Hst 101, 102, 103. 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.

Hst 201, 202, 203. United States History and Government. 3 hours each term.
A study of the development of the American nation, with emphasis on its political and social concepts. Attention is given to the factual and casual functions of its government, and to the adaptations that have been made to changing social and economic conditions.

Upper-Division Courses

Hst 341, 342, 343. Europe since 1789. 3 hours each term.
Political, social, economic, and cultural trends from the French Revolution to the present. Fall: 1789 to 1870; Winter: 1870 to 1929; Spring: 1929 to the present.

Hst 390. History of the Far East. 3 hours.
Political, economic and diplomatic history of the Far East with specific emphasis on contemporary situation.

Hst 476, 477. History of the West. 3 hours each.

Hst 478. History of the Pacific Northwest. (g) 3 hours.
Historical and cultural development of the Pacific Northwest.

Hst 492. World Problems. (g) 3 hours.
Consideration given to current and significant political, economic, and social problems of the nations in relation to American culture.

Political Science

Upper-Division Courses

PS 380, 381, 382. Comparative Governments. 3 hours each term.
Study of organization of functions of local, county, and state governments with special attention to Oregon. National government. Comparative study of governments of selected foreign nations.
Sociology

Lower-Division Courses

Soc 204, 205, 206. **General 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.

Soc 338. **Marriage and the Family.** 3 hours.
The growth and development of the family throughout its life cycle. The family and personality development, dating, courtship, mate selection, engagement, marital and family adjustment, family crises.

Soc 347. **Social Welfare Resources and Organization.** 3 hours.
The various types of social welfare resources which teachers, nurses, and other professionals can use to help people with social and emotional problems; methods of organizing these resources for the meeting of human needs.

Soc 443. **The Field of Social Work.** 3 hours.
A survey of the development of the social services, with emphasis on current American trends.
# Degrees Awarded

## 1957-58

### Degree of Master of Science

**Elementary Education**

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Robert Edward Albritton</td>
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<tr>
<td>Nick Gus Babos</td>
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<td>Evelyn Wilson Haberly</td>
<td>Myrtle Point</td>
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<td>Coquille</td>
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<td>Robert R. Henry</td>
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<td>Harold Nelson Howard</td>
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<td>Robert Wayne Job</td>
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<td>Helen M. Zistel</td>
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### Degree of Bachelor of Science

**Elementary Education**

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<td>Tillamook</td>
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<td>Kenneth F. Bach</td>
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<td>Salem</td>
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<td>Edith Elaine Barker</td>
<td>Albany</td>
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<td>Millard Everett Bates</td>
<td>Salem</td>
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<td>Pauline Anne Beachler</td>
<td>St. Helens</td>
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<tr>
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<td>Newberg</td>
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<td>Florence Reid Beaty</td>
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<tr>
<td>Lyla McKinney Beckgreen</td>
<td>Estacada</td>
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<tr>
<td>Edna Marie Beem</td>
<td>Milwaukee</td>
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<tr>
<td>Joan Bernice Belcher</td>
<td>Abbots</td>
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<td>Violet Marie Mortensen</td>
<td>Bell, Eugene</td>
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<td>Norma Fender Benedict</td>
<td>McMinnville</td>
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<td>Verna May Bier</td>
<td>Eugene</td>
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<td>Beverly Carolyn Bluhm</td>
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<td>Marye Ruth Cole Bodmer</td>
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<td>Hilde Martha Boeder</td>
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<td>Gertrude Schreuders Boring</td>
<td>Creswell</td>
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<td>James Allen Bottorff</td>
<td>Monmouth</td>
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<td>Noami Jean Bowers</td>
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<td>Alice Wakeman Bowman</td>
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<td>Bernice Lile Carner</td>
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<td>John Elwell Carpenter</td>
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<tr>
<td>Vernus Joyce Carr</td>
<td>Harve DeGrace, Md.</td>
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<tr>
<td>Dennis Leonard Chamberlain</td>
<td>Columbia City</td>
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</tbody>
</table>

*Graduate with Honors*

---

Marilyn Rachel Chandler, Albany  
Velva Ramsey Christensen, Vernonia  
Carol Miller Chanfield, Dallas  
Lillian Leach Cody, Portland  
Gladys Julia Collins, Dundee  
Iris Mary Coonrod, Albany  
Glyds Lorraine Cooper, Tangent  
Amy Hiner Copley, Waldport  
Elizabeth Violet Coover, Coos Bay  
Lois E. Elliott Cruzan, Lebanon  
Catherine Cummins, Monmouth  
Audrey W. Cutts, Albany  
Donovan John Dahlgren, Sweet Home  
Glen Allen Davidson, Sweet Home  
Marjorie Helen Ford Davis, Springfield  
*Aurora Lee Deaver, Monmouth*  
*Nan Iliff Denhem, Salem*  
Hazel Bernice Donaldson, Hillsboro  
Helen Black Douglas, North Bend  
Ernest Hays Drapela, Salem  
Cora Bell Driscoll, Centralia, Wash.  
Dottie M. Wormer Dueltgen, Portland  
Mary Alma Edmonds, Astoria  
Patricia Dorine Edmondson, Salem  
Milton Eugene Ellis, Dallas  
Lilliam Wergin Engler, Portland  
Gertrude M. Ensley, Independence  
Josephine Arntson Erp, Astoria  
DeArcy McVey Evans, Halsey  
Harriett W. Everson, Hillsboro  
Lyle S. Fetter, Albany  
Adda Faye Glover Finigan, Goble  
Vera Elizabeth Fitzgerald, Foster  
Dorothy May Storms Fink, LaCenter, Wash.  
Elsie Marie Flink, Portland  
Maebelle Fosdick, Portland
Lois Lavern Fox, Scio
Alma Smith Friedie, Portland
Robert Roland Funk, Salem
Carol Jean Gaston, Wenatchee, Wash.
Erma Grace Gilbert, Tillamook
Pearl U. Robison Girt, Estacada
Irene May Glascott, Gervais
Nancy Lee Goodrich, Portland
Alma Smith Friedle, Portland
Robert Roland Funk, Salem
Carol Jean Gaston, Wenatchee, Wash.
Erma Grace Gilbert, Tillamook
Pearl U. Robison Girt, Estacada
Irene May Glascott, Gervais
Nancy Lee Goodrich, Prineville
Lillian Green, Corvallis
Elton Gene Gregory, Mill City
Dessie A. Griffin, Silverton
Esther Lewis Gustafson, Portland
Harriet L. Hall, Ione
Hazel Lavinia Hall, Redmond
Phasie Belle Watkins Hamilton, Rainier
Ethel Cates Hargrove, Salem
Luella May Harris, Portland
Mary Berniece Harrison, Salem
Ruth Scott Haskins, Salem
Glenna Marie Jacob Hauenstein, McMinnville
Amelia Gertrude Hayes, Cornelius
Martha Hess Heilmann, Astoria
Wilma Wood Henkle, Lake Grove
Delorne Henry, Umpqua
Iva Ross Hightower, Sweet Home
Vera Hightower, Sweet Home
Vernon Howard Hoefer, Albany
Carol Denise Ferguson Hoye, Gresham
Alice Baxter Hoffert, Scio
Belva Waggoner Hoisington, Dallas
Venita Mae Hopkins, Sherwood
Winifred Martin Horner, Clackamas
Beverly Joyce Horttor, Monmouth
Harold Arthur Hoy, Monmouth
Ray F. Huff, Mt. Edgecumbe, Alaska
Robert H. Huffman, Willamina
Norma Jean Hurst, Aurora
Darlene Louise Imel, Corvallis
David Jackson Imel, Cottage Grove
Donald Caldwell Irvine, Coos Bay
Enid Waterman Jackson, Portland
Joan Dorene Jacobs, Eugene
Beverly Jean Nicholas Jellison, Jefferson
Joanne Jeane Jensen, Dallas
Henrietta Anna Jesse, Banks
Donald Jones, Forest Grove
Suzanne Marie Juha, Beaverton
Ruth Faye Kautu Kangas, Cutter City
Richard M. Kemper, Salem
Joan Jean Shortridge Kern, Albany
Rita Marilyn Ketchum, Bandon
Nancy Jane Kiltifer, Albany
S. Louise Kimber, Portland
Genevieve M. King, Corvallis
Cornelius F. Kliwer, Dallas
Ruby Kline, Portland
Ruby Keith Barnes Krauss, Sutherlin
Grant Leroy Kremers, Lebanon
Miles Tennant Kring, Salem
Harriet M. Krom, Garden Home
Hazel M. Ferris Kulkian, Beaverton
Delores Yvonte LaFountaine, Monmouth
Kathryn Lambert, St. Helens
Robert L. Lauterdale, Monmouth
Lucy Alice Layton, Astoria
Jean Miriam Lauterdale, Pendleton
Evelyn Adams Lewis, Clackamas
Lois Rachel Lidke, Salem
Elizabeth Carlisle Lienkemper, Portland

Azelia Duke Lindberg, Cloverdale
Joy Maxine Lindi, Portland
Alice Head Linn, The Dalles
Margaret McCoy Loring, Salem
James Richard Louthan, Salem
Claire Gertrude Lovelace, Portland
Florence Alberta Camp Lowery, Coos Bay
Gladys Ina Lucas, Sweet Home
Bette Frick Lundy, Salem
Maurice James Macy, Dallas
Noami G. Martin, Tacoma, Wash.
Ronald Peter Martin, Honolulu, Hawaii
Io Ann Mary, Salem
Pauline Wilma Matthes, Coos Bay
Frances Nina Gonsline McClure, Portland
Norma Anita McComb, Estacada
Marjorie Mae White McDonald, Monmouth
Mary Jane McIntee, Salem
Dorothy Carolyn McKinney, Lebanon
Hallie May McLain, Brownsville
Ruth Putt Reeh<span> </span>Meheany, Scio
Nellie Rosella Leep Michael, Yachats
Gladys Fern Bentley Mills, Beaverton
Gene Gordon Mulkey, Silverton
Thelma Ann Coble Mulkey, Portland
Margaret Strandberg Munford, Cornelius
Joyce Landers Murray, Tygh Valley
Chloe McBee Nance, Beaverton
Ray Alvin Nairn, Dallas
Florence E. Neild, Portland
Elise Catherine Nelson, Portland
Milton Paul Ness, Bend
Shirley Woodbury Newberry, Salem
Alberta Ruth Newton, Salem
Laurene Nora Kemp Newton, Independence
Loretta Claire Niemi, Astoria
Muriel E. Nothinger, Foster
Orpha Haworth Nusbaum, Portland
Rhea Powers Nye, Salem
Jeanette Kay O’Hern, Salem
Helga Augusta Olson, Rainier
Wayne Lowell Osborn, Monmouth
Madeline Mason Otto, Salem
Geraldine Lee Owens, Monmouth
Truett Johnson Owens, Salem
Marcia Rae Pomer, Monmouth
Anna Helen Poppas, Portland
Jean Adrienne Patton, Salem
Edna Lillian Pease, Gales Creek
Ronald Gene Petrie, Salem
Elizabeth Jean Phelps, Philomath
Martha A. Plunkett, Dallas
Rosaline Mink Poe, Salem
Norma Rae Ponsford, Monmouth
Richard Dean Purkerson, Monmouth
Loretta Mae Twombly Quant, Mitchell
Ronald L. Rainsbury, Bay City
Karl Martin Rehm, Salem
Lois Nadeane Reif, Prineville
Gladys M. Thurston Rhoades, Waldport
Eugene Walter Richards, Portland
Nellie B. Montgomery Richards, Hood River
Glenna Lee Ridenour, Dallas
Anna Johnson Rinell, Kelso, Wash.
Annie Jean Roberts, Oregon City
Julia Rotbrock, Sonoma, California
Leah M. Rounsevelle, Oswege

*Chorlotte Sumako Sakamoto, Lakaiwa, Hawaii
Pearl S. M. Salter, Salem

* Graduate with Honors.
Degree of Bachelor of Science

Secondary Education

Craig Martin Baker, Myrtle Point
Bertram William Becker, Monmouth
Leslie Howard Biggart, Monmouth
Dwaine Charles Brandt, Monmouth
John Lee Brentlinger, Independence
Roy Leo Christiansen, Salem
George Quentin Davidson, Corvallis
Gene Duane Dunaway, Falls City
Gleason J. Eakin, Mill City
Claire Royce Elwood, Salem
George Robert Evans, Salem
Gordon Michael Ford, St. Helens
Ervin Carl Garrison, Monmouth
Wyman Lyndel Gernhart, Hillsboro
Zeldon Wendell Gernhart, Hillsboro
Larry Dean Gower, Aumsville
Lynn A. Huston, Harrisburg

Joseph Franklin Hooven, Bay City
Richard S. Jones, Oceanlake
John Lawson LaFontaine, Monmouth
Roy W. Mullin, Jr., Monmouth
Carol Theodore Owens, Monmouth
Karol Keith Richard, Lebanon
Rudolph Robert Richard, Lebanon
William George Ritchie, Salem
Andrew Gene Rosaschi, Glide
George Dodson Slawson, Monmouth
Richard Joseph Sonnen, Woodburn
*Richard Thomas Tanner, Cornelius
James Alvin Wall, Dallas
H. T. Walters, Marcela
*Carolyn Verda White, Lebanon
Ronald A. Witzel, Salem

Degree of Bachelor of Science

General Studies

Sandra Miriam Bliven, Salem
Robert Eugene Buckley, Corvallis
Gary Loudon Campbell, Salem

Richard Edwin Coats, Salem
John Scott Humphrey, Salem

* Graduate with Honors
### Summary of Enrollment and Graduates, 1957-58

#### Enrollment by Terms and Classes, Regular Sessions, 1957-58

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<th>Fall 1957</th>
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<td><strong>Totals by Terms</strong></td>
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#### Cumulative Enrollment for Regular Session

**Distributed by Class, Sex, and Curriculum**

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#### Cumulative Enrollment for Summer Session, 1957

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#### Enrollment for Summer Session, 1957 and Regular Session, 1957-58

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#### Summary of Diplomas and Degrees

##### B.S. Degrees

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<td>28 57 85</td>
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<td><strong>Total</strong></td>
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97
Oregon State System of Higher Education

John Reese Richards, Ph.D., Chancellor State System of Higher Education; Professor.

David W. E. Baird, M. D., LL. D., Dean of Medical School; Professor of Medicine.
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Frank Brown Bennett, Ed. D., President, Eastern Oregon College; Professor.

Herbert Arnold Bork, M. S., C. P. A., Comptroller and Bursar, State System of Higher Education; Dean; Professor.
B. A. (1924), Wisconsin; C. P. A. (1926); M. S. (1940), Oregon State. With System since 1934, comptroller since 1934.


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B. S. (1921), M. S. (1922), Wisconsin; Ph. D. (1931), Oregon. With System since 1927, Secretary of Board since 1953.

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August Leroy Strand, Ph. D., Ed. D., President, Oregon State College; Professor.

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Charles D. Byrne, Ed.D..............................1950-1955
INDEX

Academic Calendar, 6-7
Academic Procedure, 28-31
Accreditation, 23
Activities, 41
Administrative Officers, 13
Admission Requirements, 25-27

Bacteriology Curriculum, 53
Biology, 54
Biological Sciences, 85
Bookstore, 36
Botany, 54
Business Administration, 84
Business Administration Curriculum, 54
Business and Technology Curriculum, 55

Certificates, Special, 48
Change-of-Program Fee, 32
Chemistry Curriculum, 55
Class Standing, 29
Concurrent Registration, 28
Courses, Description of, 67-92
Course Numbering System, 29
Curricula, 45

Dads Club, 44
Degrees Awarded, 1957-58, 93-95
Degrees, Awarding of, 30
Degrees and Certificates, 27-28
Dramatics, 41

Economics, 90
Education, 70
Education and Psychology, 70
Elementary Education Curriculum, 45
Elementary School Principals' and Supervisors' Certificates, 50
English, 79
Engineering Curriculum, 55
Enrollment and Graduates, 1957-58, 97
Exceptional Children, Requirements for General Certificate to Teach, 48
Expenses, Student, 34-35

Facilities, 23-24
Faculty, Oregon College of Education, 13-21
Fees and Deposits, 31-33
Fee Refunds, 33
Forensics, 41
Forestry Curriculum, 55

Geography, 90
Geology Curriculum, 55
General Information, 23-44
General Science, 84

General Social Science, 89
General Studies, 50
Grades and Grade Points, 29
Graduation Expenses, 33
Graduate Qualifying Examination Fee, 33
Graduate Study, Admission to Candidacy, 63
Graduate Study, Division of, 63

Health, 76
Health Service, 36
History, 91
History of Oregon College of Education, 23
Home Economics, 78
Home Economics Curriculum, 56
Honors, 39
Honors Program, 30-31
Humanities, 78
Humanities, Philosophy and Religion, 80

Industrial-Arts Education Curriculum, 56
Insurance, Accident and Sickness, 37

Journalism, 81
Junior Certificate, 51

Kindergarten Curriculum, 45

Late-Registration Fee, 32
Library Fines and Charges, 33
Library Science, 83
Living Accommodations, Regulations, 33-35
Loan Funds, 37
Lower-Division Liberal Arts and Sciences, 51
Lower-Division in Liberal Arts and Sciences, Curriculum, 52

Master's Degree Curriculum, Elementary, 65
Master's Degree Curriculum, Secondary, 66
Mathematics, 87
Mathematics Curriculum, 56
Military Obligation, 43
Modern Languages, 81
Mother's Club, 44
Music, 41, 68
Music Course Fees, 32

New Student Week, 36
Non-Resident Fee, Regulations Governing, 31-32
Nursing, 88

Organizations, 41

101
Physical Education, 76
Physical Education for Men, 77
Physical Education Curriculum, 56
Physics Curriculum, 56
Physical Science, 86
Placement and Follow Up, 45
Political Science, 91
Predentistry Curriculum, 57
Pre-General Engineering, 84
Prejournalism Curriculum, 58
Prelaw Curriculum, 59
Premedicine Curriculum, 59
Prenursing Curriculum, 60
Prepharmacy Curriculum, 60
Pre-Professional Curriculum, 53
Preveterinary Curriculum, 60
Professional and Honor Societies, 42
Psychology, 75
Publications, Student, 43

Questions and Answers about
Oregon College of Education, 9-12

Remedial Reading Certificate, 49

Scholarships, 39
Scholarship Regulations, 30
Science and Mathematics, 84
Secondary Education Curriculum, 47
Self-Support, 35
Service Honoraries, 42
Social Activities, 42
Social Science, 89
Sociology, 92
Speech, 82
Speech Correction Certificate, 49
Student Personnel Program, 35
Student Welfare, 35
Summer Session, 1960, 61-62

Transcript Fee, 32
Withdrawals, 29
Writing, 78

Zoology Curriculum, 61