

IN MEMORIAM—END OF AN ERA AT OCE

# OREGON COLLEGE of EDUCATION

MONMOUTH, OREGON

OREGON STATE SYSTEM  
OF HIGHER EDUCATION  
**BULLETIN**



CATALOG  
**1963-64**  
ISSUE

Oregon State System of Higher Education  
BULLETIN

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for  
Oregon College of Education  
Monmouth, Oregon

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Oregon College of Education

Inside Photographs by ALLEN DEVOE

**Oregon**  
**College of Education**  
**CATALOG**



**Monmouth, Oregon**

## **Oregon State System of Higher Education**

The Oregon State System of Higher Education, as organized in 1932 by the State Board of Higher Education following a 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 Oregon State University at Corvallis, the University of Oregon at Eugene, Portland State College at Portland, Oregon College of Education at Monmouth, Southern Oregon College at Ashland, Eastern Oregon College at La Grande, and Oregon Technical Institute at Klamath Falls. The University of Oregon Medical School and the University of Oregon Dental School 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.

At 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. Southern Oregon College also offers a four-year program in business.

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 of Oregon and Oregon State University, 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.

Terminal courses in technical and semi-professional areas are offered at Oregon Technical Institute.

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  
Post Office Box 5175  
Eugene, Oregon

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\* Board members are appointed to six-year terms by the Governor of Oregon with confirmation by the State Senate.

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## Oregon College of Education

### Fall Quarter 1963

- Freshman Days and registration of entering students  
*Monday through Saturday, September 23-28*
- Registration of returning students.....*Saturday, September 28*
- Classes begin .....*Monday, September 30*
- Late registration fee effective.....*Monday, September 30*
- Last day for new registration or addition of a  
new course .....*Saturday, October 12*
- Change of program fee effective.....*Monday, October 14*
- Last day for dropping a course without being responsible  
for grade .....*Saturday, October 26*
- Thanksgiving vacation .....*Thursday-Sunday, November 28-December 1*
- Final examinations.....*Monday-Saturday, December 16-21*
- Fall quarter ends .....*Saturday, December 21*

### Winter Quarter 1964

- Registration .....*Monday, January 6*
- Classes begin .....*Tuesday, January 7*
- Late registration fee effective .....*Tuesday, January 7*
- Last day for new registration or addition of a  
new course .....*Saturday, January 18*
- Change of program fee effective.....*Monday, January 20*
- Last day for dropping a course without being  
responsible for grade.....*Saturday, February 1*
- Final examinations.....*Monday-Saturday, March 16-21*
- Winter quarter ends.....*Saturday, March 21*

# Academic Calendar

## Spring Quarter 1964

Registration .....	Monday, March 30
Classes begin .....	Tuesday, March 31
Late registration fee effective.....	Tuesday, March 31
Last day for new registration or addition of a new course .....	Saturday, April 11
Change of program fee effective.....	Monday, April 13
Last day for dropping a course without being responsible for grade .....	Saturday, April 25
Memorial Day, Holiday.....	Saturday, May 30
Final Examinations.....	Monday-Saturday, June 8-13
Commencement.....	Friday, June 12
Spring quarter ends.....	Saturday, June 13

## Summer Session 1964

Registration .....	Monday, June 22
Classes begin.....	Tuesday, June 23
Late registration fee effective.....	Tuesday, June 23
Last day for new registration or addition of a new course .....	Monday, June 29
Change of program fee effective.....	Tuesday, June 30
Independence Day, Holiday.....	Saturday, July 4
Last day for dropping a course without being responsible for grade.....	Monday, July 6
Final examination .....	Thursday-Friday, August 13-14
Summer Session ends.....	Friday, August 14

## Fall Quarter 1964

Freshman Days and registration of entering students Monday through Saturday, September 21-26	
Registration of returning students.....	Saturday, September 26
Classes begin.....	Monday, September 28
Thanksgiving, Holiday.....	Thursday-Sunday, November 26-29
Fall quarter ends.....	Saturday, December 19

### MARCH 1964

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### APRIL 1964

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### JUNE 1964

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### JULY 1964

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# 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, 1955-1961; Leonard William Rice, 1962-.

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 of 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:

"Accredited by the National Council for Accreditation of Teacher Education for the preparation of elementary and secondary teachers 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 schools in the area. The college campus occupies an area of approximately 75 acres.

## Instructional

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

**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 1889 to 1902. The first section of this building, which is reflective of modified Gothic architecture, was constructed in 1871. Additions have been made at different times on the north, south and west. The historic building has stood as a symbol of the institution for its many years, and until recently held aloft the inspiring tower which fell in the Columbus Day storm, 1962. Other portions of the building were also damaged or destroyed, including that portion of the building which contained the main auditorium, many offices and classrooms. Replacement of all or parts of the historic building are planned and some work is presently underway.

**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 1,000. On the lower floor there are showers, dressing rooms, and two handball courts. The new indoor Wolverton Memorial Pool adjoins the physical education building.

**Library** (1951). The library, a modern, two-story building, contains 55,000 books and bound periodicals, and several thousand uncataloged pamphlets and documents. Five 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, latest editions of 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.

**Educational Media Center.** The educational media center, on the ground level of the library building, serves as a depository for teaching materials and equipment, as an audio-visual center for projection services on campus and in laboratory schools, and an information center for teaching materials and audio-visual techniques. The center is equipped to produce teaching materials, such as motion pictures, slides, charts and graphs which are not available commercially. Closed circuit television, operated by the center, provides opportunity for classroom observation and experimental teaching. Certain campus classes and production and television studios are a part of the center.

**Maple Hall** (1914). After serving as a student center through the past decade, this building is now used as an activity room for physical education classes.

**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.

**Campus Elementary School** (1916, 1948, 1958). The building houses the student 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.

**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.

**Physical Plant Building** (1960). To replace the old central Heating Plant which became inadequate as the campus grew, a new building was constructed to house central heating facilities, physical plant shops, and storage facilities.

**West House** (1924). Until 1962 this colonial type building was used as a women's dormitory. Because of crowded office conditions due to the expansion of services by the college, this building now houses a multiple clinic specializing in assistance to children having special education problems, including the areas of Speech and Hearing and Reading.

### Living

**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 35 men. All rooms are multiple.

**Cottage** (1917). A two-story house of red brick and shingled walls is a part of the dormitory group, housing 29 women.

**Jessica Todd Hall** (1912, 1921). Accommodates 170 women. Single and double rooms are available. Built at two different periods the building has several unusual and attractive features resulting from recent modernization.

**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.

**Student Center Building** (1960). This beautiful modern building provides a center for student life on the campus. It includes kitchen and dining room facilities for all dormitory residents, a coffee shop, lounges, offices, and committee rooms for student and other activities. Located in the basement are the college store and a large recreational area for various kinds of games. The dining room doubles as a ballroom.

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

**Arbuthnot Hall.** Katherine Arbuthnot Hall, a modern, tastefully appointed dormitory for women dedicated January 27, 1963, provides accommodations for 162 women students. The building is named in honor of Miss Katherine Arbuthnot, who was a member of the faculty from 1913 to 1947 when she retired with the rank of assistant professor in geography and head of the geography department.

## Degrees and Certificate

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

Bachelor of Science and Bachelor of Arts: elementary, junior high, and senior high school, and general studies.

Master of Science: elementary and secondary education, with several areas of educational specialization.

## Admission Requirements

In order to be admitted to 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*
  - a. Students with no preparation beyond high school graduation apply on the official form, Application for Admission to Oregon Higher Institutions. These forms may be obtained from the high school principal or superintendent or from the registrar, Oregon College of Education.
  - b. Application forms for transfer students must be obtained from the registrar, Oregon College of Education.
2. *Official records*
  - a. Beginning freshmen must furnish complete (four-year) high school records showing credits earned and graduation certified by the principal or superintendent of the school.
  - b. Students with previous college work must file complete official records of all school work beyond the eighth grade, including an original transcript from each college or university attended. College records must be certified by the registrar of the institution where the work was undertaken. If the high school record is adequately shown on the college transcripts, another record direct from the high school is not necessary.

All records should be filed with the registrar at least four 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.

## Placement Examinations

All beginning freshmen planning to enter Oregon College of Education must complete the following college entrance examination board placement tests prior to registration for classes: scholastic aptitude test, intermediate mathematics achievement test, and English composition achievement test. These tests are used for counseling and placement purposes but may be the basis of admission if the required high school GPA has not been achieved.

Arrangements to take these tests during the senior year in high school should be made through the high school principal. Persons without access to such an arrangement must write directly to the college entrance examination board for information about taking the tests.\* They should be completed as early in the summer as possible.

The results of these tests must be received by the Registrar's Office, Oregon College of Education, Monmouth, Oregon, at least two weeks prior to registration. Special arrangements will be necessary if the tests are not completed prior to arrival on the campus.

\* Information concerning fees, scheduled examination dates, and examination centers may be obtained from the College Entrance Examination Board, P. O. Box 27896, Los Angeles 27, California. Official scores are submitted by the CEEB upon student request.

### Health Examination

Entering students are required to furnish to the health service at least four weeks prior to the opening of school a record of physical condition, including immunizations. It is the responsibility of the student to arrange for a health examination with his own physician, to be reported on forms supplied by the college. Delay in furnishing this record may cause a delay in completing registration.

### Advanced Placement Program

Students who complete college-level work in high school under the advanced placement program sponsored by the college entrance examination board and who receive satisfactory grades in examinations administered by the board may, on admission to the college, be granted placement or credit, or placement and credit, toward a bachelor's degree. The amount of credit allowable will be determined on the basis of the curriculum the student follows and the grade received in the examination.

### Freshman Standing

Oregon residents being admitted to first-year (freshman) standing must have:

- a. Completed the following uniform entrance requirements approved by the institutions of higher education in Oregon: Graduation from a standard high school with 19 required units, including 3 units in English, 2 units in social science, 1 unit in mathematics, 1 unit in the natural sciences, and 2 units in health and physical education.
- b. Achieved one of the following:
  - (1) A 2.00 (C) grade-point average or above in all high school subjects taken toward graduation, or
  - (2) A score of 880 or higher on the scholastic aptitude test of the college entrance examination board, or (See footnote on page 12.)
  - (3) A minimum grade-point average of 2.00 (C) on 12 term hours of college-level course work, or on 9 term hours in a prescribed program in a regular collegiate summer session, including a course in English composition and two or more courses from the areas of humanities, social science, or science-mathematics.

Students classified as nonresidents and registering as freshmen must have:

- a. Graduated from an accredited high school and completed the distribution of subject matter required for Oregon residents.
- b. Achieved one of the following:
  - (1) A 2.75 (B-) grade-point average or above in all high school subjects taken toward graduation, or
  - (2) A score of 887 or higher on the scholastic aptitude test of the college entrance examination board, or (See footnote on page 00.)
  - (3) A minimum grade-point average of 2.00 (C) on 12 term hours of college-level course work, or on 12 term hours in a prescribed program in a regular collegiate summer session including courses specified for resident students.

Students who have not graduated from high school, in order to gain admission, must have:

- a. Obtained the Certificate of Equivalency from the state department of education based on required scores in the general educational development (GED) tests.

**EARLY ADMISSION TO FRESHMAN STANDING.** Oregon residents who have completed seven semesters of high school with a GPA of 2.50 or higher, or who have earned a combined score of 950 on the college entrance examination board scholastic aptitude test may be granted admission to the college prior to their graduation from high school. In order to be granted early admission at the end of the seventh semester, qualified high school seniors should have their high school principal complete the Certificate of High School Performance and mail it to the director of admissions, Oregon College of Education.

### **Advanced Standing**

Transfer students from other colleges, regardless of residence, are required to present a 2.00 (C) grade-point average and evidence of eligibility to return to any and all colleges previously attended. A student transferring fewer than 12 term hours must satisfy the entrance requirements for both transfers and entering freshmen.

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

### **Foreign Students**

Admission of students from abroad is limited to those who plan to prepare for teaching in their own homeland. Requirements for admission are based on an outstanding background of preparation which would make the student eligible for university admission in his own country. Normally, only students working toward the bachelor's degree in the field of elementary or secondary education will be accepted.

Students with college credit to transfer are admitted as beginning freshmen, with advanced standing, if any, to be determined after matriculation and further study of records submitted.

Students from abroad will be expected to guarantee financial responsibility because of limited financial assistance available from Oregon College of Education.

### **Graduate Standing**

(See Graduate Study section)

## **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.

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 con-

nection 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.

On April 23, 1963, the State Board of Higher Education tentatively approved a tuition and fee charge of \$98.00 per term for Oregon residents and a charge of \$178.00 per term for non-residents.

**Regulations Governing Nonresident Fee.** Under the regulations of the Oregon state board of higher education, a minor student whose parents are bona fide residents of Oregon qualifies for enrollment under the resident fee; a student whose domicile is independent of his father qualifies for enrollment under the resident fee if he presents convincing evidence that he established his domicile in Oregon three months prior to his first registration and that he has not been a student at a collegiate institution during this period.

All other students are required to pay the nonresident fee, with the following exceptions:

- a. A student who holds a degree from an accredited college or university. (However, a nonresident student with a Bachelor's degree enrolled in a curriculum at the University of Oregon Medical or Dental Schools leading to the degree of Doctor of Medicine or Doctor of Dental Medicine is required to pay the nonresident fee.)
- b. A student attending a summer session.
- c. A student paying part-time fees.

A student who has been classified as a nonresident may be reclassified as a resident:

- a. In the case of a minor, if his nonresidence parents have moved to Oregon and have established a bona fide residence in the state, or
- b. In the case of a student whose domicile is independent of that of his father, if the student presents convincing evidence that he has established his domicile in Oregon and that he has resided in the state for at least twelve consecutive months immediately prior to the term for which reclassification is sought.

A student whose official record shows a domicile outside of Oregon is prima facie a nonresident and the burden is upon the student to prove that he is a resident of Oregon. If his scholastic record shows attendance at a school outside of Oregon, he may be required to furnish further proof of Oregon domicile.

If any applicant has questions concerning the rules governing the administration of these policies, he should consult the office of the registrar at OCE.

### Special Fees

**Part-time Students' and Auditors' Fee.** Part-time students and auditors (7 hours or less) will pay a fee of \$11.00 per credit hour per term; the minimum fee is \$22.00. Payment of the part-time fee entitles the student to all services maintained by Oregon College of Education for the benefit of students. (This fee is subject to adjustment to reflect total fee changes approved by the State Board of Higher Education.)

**Late-Registration Fee.** Full-time students registering after registration day of any term pay a late-registration fee of \$5.00 for the first day and \$1.00 for each additional day. Part-time students pay \$1.00 a week.

**Return-of-Check Fee.** 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 per course for each change they may wish to make in their program 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.

**Applied Music Fee.** For courses in applied music the additional fees per term range from \$25.00 to \$47.50.

**Graduate Qualifying Examination Fee.** Students desiring to take this examination will be charged \$1.00 to \$15.00.

### **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 freshman 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 students should not live in the dormitories.



Historic Campbell Hall Tower—Destroyed in Columbus Day Storm, 1962



Informality is the keynote in the OCE Student Center Coffee Shop

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.

**DORMITORY ACCOMMODATIONS—BOARD AND ROOM:** Halls of residence are maintained for men and women. Each room is attractively furnished, with each hall having coin-operated laundry facilities, snack areas, lounges, pianos, soft drink dispensers, and many other facilities. Dining facilities are located in the Student Center building for all hall residents.

Dormitory accommodations are for room and board, and are contracted for by the Student FOR THE FULL SCHOOL YEAR, unless the student should elect to withdraw from the Institution, when such contract would be considered void.

Application for residency in dormitories must be completed on an official form, to be duly signed by the student, and must be accompanied by a room deposit of fifty dollars (\$50.00), ALL OF WHICH WILL BE APPLIED TO THE FIRST INSTALLMENT OF BOARD AND ROOM CHARGES of the applicant. No room reservations are held unless all of the above provisions are fully complied with.

Board-and-room rates for dormitories are as follows:

	<i>Board per Month</i>	<i>Room per term</i>	
		<i>Single</i>	<i>Multiple</i>
Arbuthnot and Maaske .....	59.00	125.00	85.00
Todd .....	59.00	117.50	80.00
Cottage, Arnold Arms, Village .....	59.00	102.50	70.00

When dormitory reservations are cancelled, a full refund of the fifty dollar (\$50.00) deposit will be made ONLY IF CANCELLATION is made prior to August 15, 1963 on reservations for the fall term; and on reservations for winter and spring term, only when cancellation is made at least 14 days prior to the official opening date of said term. Students found ineligible for admission will have the full deposit refunded to them.

**NO REFUNDS** can be made for meals which are missed, nor are students allowed to transfer their meal tickets. Improper use of meal tickets, or the allowance of unauthorized persons to sleep in the dormitories will result in disciplinary action.

Board-and-room fees are payable in advance, not later than the 10th day of each month.

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.

At the end of any term, no grades will be issued to students who are in default of payment of any regular, or assessed, dormitory charge.

Room-and-board rates are subject to change at any time, but only by action of the State Board of Higher Education.

The charges for rooms cover the period of the college term with dormitories opening at 2:00 P. M. of the day prior to the first scheduled day of the academic calendar, and closing on the last scheduled day of each term.

Any refunds for charges for periods of less than a month are calculated at a daily rate, based on the monthly rate.

If a student withdraws from the dormitory but does not withdraw from the institution, he must pay all board-and-room charges for the entire school year remaining, unless he provides a substitute occupant, not then presently in dormitories, acceptable to the Dormitory Director.

**Housing for Married Students.** For married students, Oregon College of Education provides nine buildings containing forty-four apartments. These buildings are the property of the college. The apartments are partially furnished and rent for \$36.00 to \$45.00 per month with water and garbage disposal furnished.

**Off-Campus Houses.** A limited number of approved houses in Monmouth offer housekeeping rooms and apartments for junior and senior 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 over-all 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.

Items	First Term (13 Weeks)	Year (35 Weeks)
Institutional fees .....	\$ 98.00	\$ 294.00
Books and Supplies .....	35.00	75.00
Board and room .....	220.00	650.00
Incidentals .....	25.00	75.00
Totals .....	\$ 378.00	\$1094.00

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.

## Financial Aids

Many opportunities for financial assistance and employment are available for students at Oregon College of Education. A variety of scholarships and loan funds has been established. Part-time work opportunities are available at the college and in the community.

## Scholarships

### State Scholarships

By action of the state legislature, scholarships in limited number have been established for students attending the institutions of higher learning in the state system of higher education for the year 1963-64. Value of certain scholarships are subject to adjustment to reflect fee changes approved by the State Board of Higher Education.

*Scholarships for Oregon Residents.* The following scholarships are available to students in the upper third of their high school class who are residents

of Oregon and who need financial assistance. They are available also to students with previous college experience who have a current term and a cumulative grade-point average of 2.50. At least 50 percent of the scholarships are awarded to entering freshmen.

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

**Part-Tuition-and-Fee Scholarships.** The state scholarship commission awards part-tuition-and-fee scholarships in equal number to  $2\frac{1}{2}\%$  of the college's annual enrollment. These awards carry a value of \$41.00 per term, or \$123.00 for the 1963-64 school year. They are open to students in any curriculum.

**District and County Scholarships.** The state scholarship commission awards annually throughout the state system of higher education one scholarship for each state legislative seat and one for each county. These scholarships carry a value of \$123.00 per year at Oregon College of Education and are awarded for a period not to exceed four years, subject to satisfactory scholastic achievement term by term. They are transferable to other institutions of higher learning in the state system of higher education, but recipients must first attend for one year the institution making the award.

**Teacher-Education Scholarships.** Full-tuition-and-fee scholarships are available to students in elementary teacher education for the year 1963-64. These awards amount to waiver of all tuition and fees, a total of \$234.00 for the year.

**Special Cash Scholarships.** The state legislature has authorized a very limited number of special cash scholarships to be awarded by the state scholarship commission to residents of Oregon with outstanding academic achievement and financial need for use at any four-year accredited institution of higher learning in Oregon. These awards have a possible annual value of \$500.00 (depending upon individual need), with the amount subject to review each year by the commission. They are renewable for a total of four years provided eligibility is maintained. Special application forms are available at the office of the high school principal and must be submitted directly to State Scholarship Commission, Box 5175, Eugene, Oregon, by March 1.

*Scholarships for Foreign Students.* Scholarships are available in limited number to students from foreign countries and to displaced persons. These awards carry a value in the amount of part- or full-tuition-and-fee costs and include the nonresident fee. Complete information may be obtained by writing the Registrar, Oregon College of Education, Monmouth, Oregon.

### Other Scholarships

**Oregon Congress of Parents and Teachers Scholarships.** The Oregon Congress of Parents and Teachers shall offer a limited number of teacher education scholarships to apply on tuition, renewable for 3 years (12 terms) to outstanding students preparing to teach in Oregon at the elementary or secondary school level. The scholarships may be used to attend any state supported college or university in Oregon that prepares teachers. The awards are limited to Oregon residents. Application forms are available in the high school principal's office and should be filed with the Oregon Congress of Parents and Teachers, 603 Loyalty Bldg., Portland 4, Oregon, by March 1.

**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.

**P.E.O. Scholarships.** Two scholarships in the sum of \$250.00 each are awarded annually to girls who are residents of Oregon by the Oregon State Chapter of P.E.O. These awards are to be used during the junior or senior year at a college or university in the state of Oregon. Applications should be obtained from and filed with the Scholarship Chairman of the State Chapter of P.E.O.

**Eastern Star Scholarships.** Five scholarships of \$100.00 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.

**Oregon State Employees Association Scholarships.** Three \$300.00 scholarships are made annually by the Oregon State Employees Association to students attending institutions in the state system of higher education. The applicant's parent or legal guardian must be a member of OSEA. Selection is based upon scholastic achievement and financial need. Scholarship application forms are available from the high school principal or the registrar, Oregon College of Education, and must be submitted to the OCE registrar by March 1. The applicant must also obtain from the president of the OSEA chapter where the required membership is held a form for certification of eligibility to be sent to the OSEA Scholarship Committee, 1515 State Street, Salem, Oregon, by March 1.

**Western Fence and Wire Works, Inc. Scholarship.** An annual scholarship in the amount of \$350.00 furnished by Zanley F. Galton, Portland, has been established with the state scholarship commission by the Western Fence and Wire Works, Inc. It is to be awarded by the commission to a son or daughter of an employee of the company for attendance at any institution within the Oregon State system of higher education. Application should be made directly to the State Scholarship Commission, Box 5175, Eugene, Oregon.

## 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 benefitted 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.

**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.

**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.

**Educational Loan Foundation Fund, IOOF.** Provides loans to qualified students who have completed at least one year of college.

**The Federation of Women's Clubs Educational Fund.** Provides loans to a limited number of students.

**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.

**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.

**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.

**The J. S. Landers Loan Fund.** Named in memory of Joseph S. Landers, president of the college 1921-1932, this is an emergency fund to meet immediate needs of students. Loans are made in small amounts and are for a short time only.

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

**Roben J. Maaske Memorial Student Loan Fund.** This fund has been established in memory of the late Roben J. Maaske, president of the college 1950-1955, to provide loans to worthy and deserving students preparing for teaching.

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

**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 \$300.00 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.

**Monmouth Chamber of Commerce Loan Fund.** This fund is available to carefully selected students.

**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.

**National Defense Education Act Loan Fund.** By act of Congress this fund was established to assure that "no student of ability will be denied an opportunity for higher education because of financial need." Though not limited to students preparing for teaching, the loan arrangement is especially attractive to such students. Up to one-half the amount borrowed may be cancelled for those who enter the teaching profession in public schools and continue in it for five years. A "superior academic background" is required of applicants.

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

**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.

**Rachel Phillips Loan Fund.** 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.

**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.

**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.

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

**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.

**Ada Murray Memoial Loan Fund.** Established in 1962 by the Hood River County O.E.A., this fund is available to all students with preference given to students from Hood River County.

**United Student Aid Funds Loan.** The Oregon College of Education Alumni Association has provided this loan fund in conjunction with a National Philanthropic Foundation. Students who are of sophomore, junior, or senior standing and who are progressing toward a degree may be eligible for this loan.

## Employment

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.

## 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.

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

An effective counseling program insures personalized help for every student 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.

The Counseling Center offers specialized counseling and testing services to any student who has a personal question with which he wants help. The staff is available to discuss with the student his plans for the future, his potential ability to succeed in college, the appropriateness of his vocational goals, his command of study skills, and any other matter concerning his personal or social adjustment. In addition, if appropriate, a student may take various tests that will enable him to obtain objective evidence of his skills, vocational interest, and personality characteristics. A special fee of \$5.00 is charged for the full educational and vocational testing services of the Counseling Center.

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.

**Discipline.** The president has final authority in all matters of student discipline and, subject to review by the chancellor, in the regulations of student organizations and institutions whose actions may affect the welfare or policy of the institution.

### **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, fire-sides, and assemblies acquaint students with the many aspects of college life, its responsibilities and possibilities. Advisers assist the student in preparing his academic schedule. At this time, vocational interest and special aptitude tests are administered. The students sign the Freshman walk and become familiar with other OCE traditions. Freshman Initiation ceremonies are planned, Freshman class government is organized, and general orientation to the college curricular and co-curricular programs takes place.

### **Campus Store**

A self-service campus store is maintained by the college through which students may 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 hospital 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: \$6.00 per call from 7:00 to 9:00 p.m.; \$7.00 from 9:00 p.m. to midnight; and \$9.00 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.

**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.

### **Placement**

The placement bureau assists students who prepare for teaching to obtain teaching positions. Close relation with the schools and school officials of the state is maintained so as to insure the placing of graduates in the positions suited to their preparation and qualifications. 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 \$5.00. The credentials compiled by the placement secretary are made available to school officials upon request.

### **Follow-Up Services**

During their first year of teaching in Oregon, all teacher graduates are visited by a member of the academic staff. This visitation program serves to assist the graduate in evaluating his personal experiences and make further professional adjustments.

### **Alumni Association**

The graduates of 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.

The Oregon College of Education Alumni Loan Fund and participation in the National Defense Education Act and United Student Aid Funds loan programs are possible through the financial support of the Alumni Association.

Life memberships at \$35.00 and annual memberships at \$3.00 entitle alumni to the privileges of the Alumni Association, and to the OCEAN, which is published four times during the school year. 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 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. The organizations meet at various times during the year, holding joint meetings during Folks Festival at the OCE campus.

## **Student Activities**

Various activities and organizations of alumni and of students add their incentive and direction to the program and ideals of the college. These activities and organizations 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.

Focal point of student activities is the student-commons, which is an integral part of the educational life at the college. It serves adequately the needs of students, faculty, alumni and guests for cultural, recreational and social pursuits. The center helps to make free time activity of students a cooperative factor with study.

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.

## **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 faculty, 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.

## **Organizations**

### **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.

### **Student Government**

A strong student council, through its elected representatives of the student body, and its various appointed officers and committees, shares with the faculty many administrative responsibilities, and coordinates the activities of the various campus clubs and organizations.

### **Scholastic Honorary Organizations**

Election to membership in scholastic honor societies is on the basis of high scholarship and honors students for outstanding academic achievement.

Theta Delta Phi, national honorary fraternity for men, is open to students achieving a 3.0 average for two consecutive terms.

Sigma Epsilon Pi, women's scholastic honorary, is open to students achieving a 3.25 average for two terms.

### Professional Honor Societies

Student interest in professional areas is encouraged through professional honor societies. Election to membership is on the basis of special fitness or attainment in the respective departmental or professional field.

**Phi Beta Sigma**, a national honorary fraternity in education, aims to develop scholarship, service, and professional attitudes. Membership is by invitation.

**Kappa Pi**, 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, stimulates interest in dramatic activities. The Kappa Mu chapter was chartered in 1947. Election to membership is on the basis of active participation in dramatic activities.

### Service Honoraries

Several service honoraries offer selected students an opportunity to work together on worthwhile educational and recreational activities and to perform service functions for the associated students in many ways.

**Staff and Key** is a women's service club. To be a member of this organization a girl must have been on 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 women exhibiting 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.

**Intercollegiate Knights**, Wolf Knights chapter, is a national 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 basis of loyalty, character, and willingness to work.

### Special Interest Organizations

The special needs and interests of students are effectively served by special interest groups and classes of many types. Student government encourages the organization of special groups to serve particular interests of students.

**Classes.** 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.

**Independent Students** is an organization open to all students living in off-campus residences and to commuting students. This group sponsors social and recreational activities for students unable to participate in dormitory living.

**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 the teaching program.

**Dormitory Living Groups** have their own government for effective democratic living. Each dormitory sponsors social and recreational programs in cooperation with the Associated Students and the Interdormitory Council.

**Co-Weds**, an organization of student wives and married women students, meets together for social and educational activities of particular interest to young married women.

**Upstagers** is a drama club for students interested in all areas of play production and drama. One-act plays, dramatic readings, and other dramatic activities are encouraged through this organization.

**D'OCE-Do**, the square dance club, sponsors campus folk and square dance activities and demonstrations.

**International Relations Club** sponsors and programs debates on topics of current international affairs. Membership is open to all students.

**Outing Club** and the **Schussmeisters** (ski club) sponsor appropriate activities for students.

**Young Democrats and Young Republicans** sponsor political assemblies, discussions, and other activities for students interested in public affairs.

**Varsity "O"** is an organization composed of men who have earned their varsity letter in intercollegiate athletic competition.

**Hui O Aloha** (Hawaiian Students Club) is an organization which strengthens the ties between Hawaii and the continent by creating a better understanding of the Hawaiian Islands through group association and other activities. Membership is open to students who have resided in Hawaii for at least one year.

**Music Educators National Conference** (M.E.N.C.), Student Chapter, is a national organization for students interested in music education. Meetings feature speakers and performers in the field. M.E.N.C. also acts as a service group by assisting in the organization of concerts, receptions, student recitals, and other musical activities.

**Wolvettes** is the "pep club" for women who are interested in furthering school spirit.

**Band** is a class available to students with musical ability. The band sponsors concerts, plays at ball games, and conducts other musical activities.

**Choir** is a class open to students with singing ability and sponsors concerts on campus and in surrounding communities.

**The Campus Christian Council** coordinates many of the activities of the separate religious and church-affiliated groups on the campus and sponsors an annual Religious Emphasis Week for the campus community. Wesley Foundation, Lutheran Club, Westminster Foundation, Newman Club, Christian Science Club and Inter-Varsity Christian Fellowship provide students and faculty members ample opportunity for many rewarding religious and social activities.

**W.R.A.**, the women's recreational association, coordinates the women's intramural and intercollegiate recreational program. Blazers are awarded to women students who qualify for awards according to the point requirements specified in the WRA constitution.

### 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 Word** is a handbook published each year for new students.

**Wolf Calls**, the student-faculty directory, is published each year by the associated students with the cooperation of Sigma Epsilon Pi.

### Other Student Activities

In addition to clubs and organizations, a large variety of student activities enhance the cultural atmosphere of the campus and provide educational, recreational, social, and leadership opportunities for interested students.

#### 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, golf, swimming and bowling. Freshman and junior varsity schedules are maintained in most of the sports.

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

*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, archery, and bowling.

#### 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.

#### Music

Through various means, effort is made on the campus to stress the cultural benefits of music. Musical organizations have great value to the participating students and develop musical appreciation throughout the institutions. Band, choir, and other musical ensembles are available to students.

### **Assemblies and Concerts**

A variety of assembly programs encourages interest in political, literary, artistic, and other areas. The college sponsors a series of musical concerts either on this campus or in cooperation with other nearby colleges, which provides opportunities for the students to extend their music education by personal attendance at operas, ballet, and other musical programs.

### **Awards**

As an incentive to exceptional achievement in scholarship and activities, or in special fields of endeavor, many honors and awards have been made available to students.

**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.

**Phi Delta Kappa**, national men's honorary education fraternity, presents an award each year to the outstanding senior man in education.

**Other Awards.** Numerous other awards are presented annually in recognition of outstanding achievement in drama, journalism, leadership, scholarship, intramural and intercollegiate athletics, mathematics, physics, and other areas.

# Requirements for Degrees and Certificate

## Certificate

Completion of the prescribed program of lower-division work qualifies one for an associate in arts certificate.

### General Requirements:

- a. Term Hours: Minimum, 93
- b. Grade-Point Average: Minimum, 2.00 (C)
- c. English Composition: 9 term hours
- d. Fundamentals of Speech: 3 term hours
- e. Physical Education: 6 term hours in activity courses
- f. Personal Hygiene

### Group Requirements:

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

## 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, 192 including at least 45 in upper-division in the elementary school, junior high school, and general studies curricula, and at least 62 in upper-division in the senior high school curriculum.
2. Grade-Point Average (GPA): Minimum 2.00 (C) on all college work and all work completed in residence at Oregon College of Education. (See Teacher Education curricula for grade point requirements.)
3. Residence: Minimum, 45 of the last 60 term hours. General extension classes taken through Oregon state system of higher education (not including correspondence study) may partially satisfy the residence requirement, but two full terms out of the last 60 hours must be completed on the Oregon College of Education campus. Two 8-week summer sessions of 12 hours each will meet this requirement.
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 meet the institutional requirements listed above, and the course requirements in one specified curriculum for the degree of 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.

**Application for Degree.** All students who intend to receive a degree from Oregon College of Education must make application by filing the proper form in the registrar's office early in the senior year. All college academic and financial obligations must be satisfied before any degree will be conferred.

**Graduation with Honors.** The faculty at 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. Normally, the determination of grade point averages for honors purposes will be made at the end of winter term of the student's senior year.

**Application for Teaching Certificate.** All teaching certificates are issued by the superintendent of public instruction in the state department of education, Salem. To be eligible, an applicant (1) must have attained the age of 18 years; (2) shall furnish satisfactory evidence of proper educational preparation; (3) shall furnish satisfactory evidence of United States citizenship; and (4) shall, if the superintendent of public instruction requires such, furnish satisfactory evidence of good moral character, mental and physical health, and such other evidence as may be deemed necessary to establish the fitness of such applicant to serve as a teacher.

Application is made by submitting the required form, which is available in the placement office, to the state department of education, Salem, along with the regular \$5.00 fee and an official transcript of college record, which is obtained from the registrar's office for a \$1.00 fee.

New certification regulations, effective July 1, 1965, will involve some changes in the above requirements. Further information can be obtained from the state department of education.

### **Advanced Degrees**

For advanced degree requirements see Graduate Study section, page 63.

# Academic Procedures and Regulations

The academic year of 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 field of knowledge such as history or English.

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

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

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

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 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, 37 or fewer hours; sophomores, 38-95 hours; juniors, 96-141 hours; seniors, within 51 hours of meeting requirements for graduation from a specific curriculum with required 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:

0-49	Courses which do not carry credit applicable toward an academic degree.
50-99	Courses in the first year of foreign language, elementary algebra, geometry, and other courses of similar level.
100-299	Courses on the lower-division level.
300-499	Courses on the upper-division level.
400-499 with designation (G) or (g)	Upper-division courses which may be taken for graduate credit.
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)
406, 506	Special Individual Studies
407, 507	Seminar

**Dropping a Course.** A student may drop from a course (or courses) without being responsible for his grade up to the scheduled date shown on the academic calendar. If a student drops a course at any time after that date, a grade of *Dr.* will be recorded if the work is satisfactory (*C* or better) at the time of dropping, or a grade of *F* will be recorded if the work is unsatisfactory (*D* or *F*) at the time of dropping. This grade will be figured into the term grade-point average along with those for courses carried the full term.

**Withdrawal from School.** A student may withdraw from the college without being responsible for grades up to the scheduled date shown on the academic calendar. If he withdraws after that date, he is responsible for his grades at the time of withdrawal; if he is doing satisfactory work (*C* or better), he will receive grades of *W* for all his courses; if not, grades of *F* will be recorded for all courses in which he is doing unsatisfactory work (*D* or *F*). The student will then be subject to appropriate academic action at the close of the term. It should be noted, however, that in situations of emergency (accidents, prolonged illness, etc.) a student may be permitted to withdraw without penalty at any time upon approval of the academic requirements committee.

**Procedures.** The form for *dropping a course* may be obtained in the registrar's office. It must be completed with instructor's and adviser's signatures and *returned to the registrar's office* before the action can be considered official. The instructor is then notified to that effect.

In order to have official and clear *withdrawal from school*, a student must fill out the necessary withdrawal papers, obtain the signatures of instructors, adviser, and dean, and *return the forms to the registrar's office*. All obligations to the school must be met in order to receive honorable dismissal. *Under no circumstances will the withdrawal be official until this procedure has been completed.*

**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. Any student not achieving profitable and creditable progress toward graduation may be suspended at the discretion of the academic requirements committee.

**Awarding of Degrees.** Degrees are awarded by 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. Upon request, a statement of degree can be furnished whenever requirements are completed at a time other than the term degrees are awarded.

# Undergraduate Curricula

## Honors Program

As a significant part of its various curricula, OCE offers an honors program 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 freshman week. Participation in OCE's honors 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.

**Sophomore Program.** Sophomores who have successfully completed the freshman honors program, or who have otherwise demonstrated superior ability, are invited to participate in the sophomore honors program. Participation in this program is purely voluntary. Emphasis of the sophomore honors program is upon United States history and culture.

**Junior Program.** Juniors who have successfully completed the sophomore honors program, or who have been nominated by faculty members, are invited to participate in the junior honors program. Participation in this program is purely voluntary. The junior honors program consists of one quarter of rigorous work in philosophies of education and two quarters of great issues in American education. The latter segment of the course is taught by a number of Oregon's outstanding educational leaders, with the aim of better preparing future leaders.

**Senior Program.** To encourage the articulate mastery of a subject in depth, the senior honors student is required to pursue an individual study project in his field of major interest, culminating in the presentation of his findings through a thesis. Coordination is achieved through a fortnightly interdisciplinary colloquium centering on a student-chosen theme that links the individual projects. (The 1961-62 theme was "Human Implications of Technology.")

**Departmental Programs.** 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 research, laboratory or teaching assistants.

## 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 has as its major responsibility the preparation of elementary, junior high, and senior high school teachers and the provision of leadership in teacher education.

At OCE a two-fold educational objective is sought:

1. To provide a broad general education with academic specialization for the prospective teacher.

2. To develop a well-defined philosophy of education and to provide professional preparation for effective teaching at the elementary, junior high, and senior high school levels.

The college realizes that its obligation to the citizens of Oregon is not discharged solely through 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 effectively influence the pupils to be taught.

## Levels of Preparation

Oregon College of Education attempts to meet the second objective stated above by offering three curricula leading to certification for teaching: elementary school, junior high school, and senior high school. The kindergarten and elementary curriculum is designed to prepare teachers for grades kindergarten through 8 in an 8-4 plan of organization. The junior high school curriculum is designed to provide more adequate preparation for teaching in grades 7, 8, and 9 in schools with an organized junior high school program. The senior high school curriculum is designed to prepare teachers for grades 10 through 12 in a senior high school organization (grades 9 through 12 in a four-year high school). (Under present certification regulations in Oregon a person may teach in a regularly organized junior high school on either an elementary or a secondary certificate. After July 1, 1965, eligibility to teach at a specific level will be determined by the satisfactory completion of norm requirements for the desired level and teaching areas and recommendation of the teacher education institution.)

## Admission to Teacher Education

Students planning to qualify for certification to teach in the public schools of Oregon normally make application to the undergraduate teacher education committee during the third term of their sophomore year for admission to Teacher Education by filing an application form, references, and a health report, and by completing satisfactorily the required tests. Lower-division requirements must also be met before any student can be fully approved for admission. Transfer students with junior standing interested in teacher preparation should clarify their status during their first term on the campus.

Information and application forms may be obtained from the office of the committee, MES 121. Students must be admitted to Teacher Education before they are eligible to enroll in designated professional courses.

## Admission to Student Teaching

Application and approval for Teacher Education does not guarantee approval for Student Teaching. Students should apply for approval for Student Teaching early in the term prior to the time they expect to student teach, or before.

**Elementary School.** In order to be admitted to elementary student teaching (grades 1-8), the candidate must have met the following requirements:

1. Attained senior standing (within 51 hours of meeting requirements for graduation with required scholarship).
2. Completed 24 of the prerequisite hours in professional courses including two of the three methods courses, Ed 357, Ed 358, and Ed 359.
3. Satisfied all screening requirements of the undergraduate teacher education committee.

**Junior High School.** In order to be admitted to student teaching in the junior high school curriculum (grades 7, 8, 9), the candidate must have met the following requirements:

1. Attained senior standing (within 51 hours of meeting requirements for graduation with required scholarship).
2. Completed 22 of the prerequisite hours in professional courses including Teaching in the Junior High School (Ed 342) and one special methods.
3. Satisfied all screening requirements of the undergraduate teacher education committee.

**Senior High School.** In order to be admitted to student teaching in the senior high school curriculum (grades 9-12), the candidate must have met the following requirements:

1. Attained senior standing (within 51 hours of meeting requirements for graduation with required scholarship).
2. Completed 15 of the prerequisite hours in professional courses including Principles of Secondary Teaching (Ed 314).
3. Satisfied all screening requirements of the undergraduate teacher education committee.

**Transfer Students.** In order to be admitted to student teaching, transfer students must have met the following requirements:

1. Attained senior standing and completed course requirements listed above.
2. Satisfied all screening requirements of the undergraduate teacher education committee.
3. Spent at least one term preceding student teaching as a full-time student on campus at Oregon College of Education.

Any transfer student with previous work in education, either undergraduate or graduate, who desires to be admitted to student teaching at OCE, may be required to furnish a statement of eligibility from the department of education in the institution from which he transferred

## Teacher Education Programs

### Kindergarten Curriculum

Students who complete the requirements in the elementary school curriculum for the degree of bachelor of science or bachelor of arts 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 Degree (Elementary School).]

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 by including in their degree program Preprimary Education (Ed 451) and Student Teaching: Kindergarten (Ed 414), 3-5 hours.

### Elementary School Curriculum

Students who complete satisfactorily the requirements in the elementary school curriculum for the degree of bachelor of science or bachelor of arts become eligible for certification to teach in the elementary schools of Oregon. All certificates are issued by the superintendent of public instruction upon recommendation of the teacher education institution. (Elementary certificates obtained under present certification regulations entitle the holder to teach in regularly organized junior high schools. After July 1, 1965, eligibility to teach at a specific level will be determined by the satisfactory completion of norm requirements for the desired level.)

#### \*Requirements for the Bachelor's Degree (Elementary School).

1. B.S. Degree:
  - a. Grade-Point Average: a 2.00 cumulative in all college work, in all work taken at OCE, in major area, and in each minor.
  - b. Major: Elementary Education  
Minimum, 36 hours, all upper-division
  - c. Academic Minor: Social Science, Humanities, or Science-Mathematics.  
Minimum, 36 hours
  - d. Teaching Minor (optional):
    1. Art
    2. Physical Education
    3. Music
    4. Special Education† to be approved.
2. B.A. Degree:
 

Completion of all requirements given under 1, plus two years of college work in a modern foreign language.‡

	Term Hours		
	F	W	S
English Composition (Wr 111, 112, 113) .....	3	3	3
Fundamentals of Speech (Sp 111) .....	..	..	3
History of Western Civilization (Hst 101, 102, 103) .....	3	3	3
General Biology (Bi 101, 102, 103) .....	3	3	3
Essentials of Mathematics (Mth 111, 112, 113) .....	3	3	3
Physical Education (PE 111-115) <sup>1</sup> .....	1	1	1
Electives <sup>2</sup> .....	3	3	..
	16	16	16

<sup>1</sup> See footnote 1 on page 41.

<sup>2</sup> See footnote 2 on page 41.

<sup>3</sup> See institutional requirements, page 31.

† OCE offers preparation for several special education certificates, for which some of the courses may be completed at the undergraduate level. See Description of Courses, page 73, and Graduate Study, page 63. Students should confer early in their study program with the appropriate adviser, whose name can be obtained in the registrar's office.

‡ One year of this requirement may be satisfied by two or more years of the same language in high school.

## Second Year

General Psychology (Psy 201) .....	3	..	..
Human Development (Psy 311) .....	..	3	..
Psychology of Adolescence (Psy 312) .....	..	..	3
School in American Life (Ed 310) .....	..	..	3
History of the United States (Hst 201, 202, 203) .....	3	3	3
Introductory Geography (Geog 105, 106) .....	3	3	..
World Literature (Eng 107, 108, 109) .....	3	3	3
Foundations of Physical Science (GS 201, 202, 203) .....	4	4	4
Physical Education (PE 111-115) <sup>1</sup> .....	1	1	1
	17	17	17

## Third Year

Drawing (A 221), Design (A 222), Art Education (Elementary) (A 323)	3	3	3
Music Fundamentals (Mus 381, 382), Music Education (Elem.)			
(Mus 383) .....	3	3	3
Mathematics for Elementary Teachers (Mth 311) .....	..	..	3
Educational Psychology: Learning (Ed 312) <sup>2</sup> .....	3	..	..
Educational Psychology: Evaluation (Ed 313) <sup>2</sup> .....	3	..	..
Methods and Materials: Language Arts and Social Science (Ed 358) <sup>2</sup> .....	..	3	..
Methods and Materials: Science and Mathematics (Ed 359) <sup>2</sup> .....	..	3	..
Audio-Visual Aids (Ed 435) <sup>2</sup> .....	..	3	..
Methods and Materials: Reading (Ed 357) .....	..	..	3
Electives <sup>2</sup> .....	3	3	3
	15	18	15

Fourth Year<sup>4</sup>

	Total Term Hours for Year
Student Teaching (and seminar) (Ed 415) .....	15
Physical Education in the Grades (Ed 344) .....	3
Children's Literature (Eng 388) or Literature for Adolescents (Eng 489) .....	3
School Health Program (Ed 351) .....	3
History of the Pacific Northwest (Hst 478) .....	3
Electives <sup>2</sup> .....	18
	45

## Junior High School Curricula

Students who complete satisfactorily the requirements in any junior high school curriculum for the degree of bachelor of science or bachelor of arts become eligible for certification to teach in the junior high schools of Oregon. Under present certification regulations, students meet the requirements for the provisional A secondary certificate and are required to complete a full year of approved study beyond the bachelor's degree for full certification. After July 1, 1965, eligibility to teach at a specific level will be determined by the satisfactory completion of norm requirements for the desired level in both professional and subject-matter areas. These new regulations may necessitate some changes in the curricula described below. All certificates are issued by the superintendent of public instruction upon recommendation of the teacher education institution.

Preparation for junior high school teaching in the broad areas of social science, humanities, science, and mathematics is offered. Each student must prepare himself in at least two of these areas.

<sup>1</sup> Students majoring in elementary education are required to take the following courses: Basic Rhythms (PE 111), Gymnastics and Self Testing Activities (PE 112), Beginning Swimming (PE 113), Games and Relays (PE 115), an Individual Sport (PE 114), and a Team Sport (PE 115). It is permissible to earn credit in two activity courses each term, only one of which may carry a 100 number.

<sup>2</sup> Students majoring in elementary education are required to complete an academic minor of 36 hours in humanities (including literature, speech-and-drama, or foreign language), social science, or science-mathematics. Curriculum patterns for the humanities minor choices and for optional teaching minors in art, music, and physical education are available in the registrar's office. See footnote on page 72 for information about an optional teaching minor in special education.

<sup>3</sup> Ed 312, 313, 358, 359, and 435 may be taken in integrated blocks in lieu of individual class enrollment.

<sup>4</sup> The order in which fourth-year courses are taken depends upon the term in which the student completes his student teaching. Student teaching may be taken fall, winter, or spring term provided the prerequisites have been met.

**\*Requirements for the Bachelor's Degree (Junior High School).**

## 1. B.S. Degree:

- a. Grade-Point Average: a 2.00 cumulative in all college work, in all work taken at OCE, in major area, and in each teaching area.
- b. Major: Secondary Education.  
Minimum, 36 hours, all upper-division.
- c. Two Teaching Areas: selected from Social Science, Humanities, Science, Mathematics.  
Minimum, 30 hours beyond lower-division requirements in each area.

## 2. B.A. Degree:

Completion of all requirements given under 1, plus two years of college work in a modern foreign language.<sup>†</sup>

**HUMANITIES—SOCIAL SCIENCE AREAS**

	Term Hours		
	F	W	S
<b>First Year</b>			
English Composition (Wr 111, 112, 113) .....	3	3	3
Fundamentals of Speech (Sp 111) .....	3	..	..
Introduction to Music and its Literature (Mus 201) .....	..	3	..
Art Appreciation (A 127) or Art History (A 251) .....	..	..	3
Science or mathematics sequence to be selected from:			
General Biology (Bi 101, 102, 103) <sup>1</sup> )			
General Botany (Bot 201, 202, 203) <sup>1</sup> )			
General Zoology (Z 201, 202, 203) <sup>1</sup> )			
Foundations of Physical Science (GS 201, 202, 203) )			
Elementary Chemistry (Ch 101, 102, 103) )	3-4	3-4	3-4
General Chemistry (Ch 201, 202, 203) )			
Geology (G 201, 202, 203) )			
General Physics (Ph 201, 202, 203) )			
Three consecutive terms from Mth 100, 101, 102, 103 )			
World Literature (Eng 107, 108, 109) .....	3	3	3
History of Western Civilization (Hst 101, 102, 103) .....	3	3	3
Physical Education (PE 100 and 200 courses) <sup>2</sup> .....	1	1	1
	16-17	16-17	16-17

**Second Year**

General Psychology (Psy 201) .....	3	..	..
Human Development (Psy 311) .....	..	3	..
Psychology of Adolescence (Psy 312) .....	..	..	3
School in American Life (Ed 310) .....	..	..	3
Shakespeare (Eng 201 or 202 or 203) .....	3	..	..
Development of the English Novel (Eng 366) .....	..	3	..
English Literature (Eng 342) .....	..	3	3
History of the United States (Hst 201, 202, 203) .....	3	3	3
Introductory Geography (Geog 105, 106, 107) .....	3	3	3
Physical Education (PE 100 and 200 courses) <sup>2</sup> .....	1	1	1
Electives <sup>3</sup> .....	3	3	..
	16	16	16

\* See institutional requirements, page 31.

<sup>†</sup> One year of this requirement may be satisfied by two or more years of the same foreign language in high school.

<sup>1</sup> Students selecting General Biology, General Botany or General Zoology must also take Intermediate Algebra (Mth 100) or equivalent.

<sup>2</sup> Students are required to complete six activity courses selected from at least four areas: Rhythms, Gymnastics and Self-Testing Activities, Aquatics, Individual and Dual Sports, and Team Sports. These may be either 100 or 200 courses. It is permissible to earn credit in two activity courses each term, only one of which may carry a 100 number.

<sup>3</sup> By proper selection of electives, and in some cases completion of extra hours, it is possible to prepare in an additional field of study, such as art, music, physical education, speech-and-drama, or foreign language. Curriculum patterns are available in the registrar's office.

	Term Hours		
	F	W	S
<b>Third Year</b>			
Educational Psychology: Learning (Ed 312) .....	3	..	..
Educational Psychology: Evaluation (Ed 313) .....	3	..	..
Teaching in the Junior High School (Ed 342) .....	..	4	..
Special Secondary Methods (Humanities) (Ed 408) (Wr 414 prere- quisite) .....	..	..	3
Special Secondary Methods (Social Science) (Ed 408) .....	..	..	3
Reading Instruction in the Secondary School (Ed 341) .....	..	..	3
Nature of the English Language (Eng 494) .....	3	..	..
Advanced Composition (Wr 414) .....	..	3	..
American Literature (Eng 380, 381) .....	3	3	..
Principles of Sociology (Soc 307) and approved sociology elective .....	3	3	..
American Governments (PS 201, 202) .....	3	3	..
Electives <sup>3</sup> .....	..	..	6
	18	16	15

	Fourth Year <sup>1</sup>	Total Term Hours for Year
Audio-Visual Aids (Ed 435) .....		3
Student Teaching (and seminar) (Ed 416) .....		15
Literature for Adolescents (Eng 489) .....		3
Cultural Anthropology (SSc 413) .....		3
World Problems (Hst 492) .....		3
History of the Pacific Northwest (Hst 478) .....		3
Upper-division geography .....		3
Electives <sup>3</sup> .....		11-14
		44-47

## SCIENCE-MATHEMATICS AREAS

	Term Hours		
	F	W	S
<b>First Year</b>			
English Composition (Wr 111, 112, 113) .....	3	3	3
Fundamentals of Speech (Sp 111) .....	3	..	..
Introduction to Music and its Literature (Mus 201) .....	..	3	..
Art Appreciation (A 127) or Art History (A 251) .....	..	..	3
World Literature (Eng 107, 108, 109) or Shakespeare (Eng 201, 202, 203) .....	3	3	3
General Botany (Bot 201, 202, 203) .....	3	3	3
College Algebra, Trigonometry, Analytic Geometry (Mth 101, 102, 103)	4	4	4
Physical Education (PE 100 and 200 courses) <sup>2</sup> .....	1	1	1
	17	17	17

<b>Second Year</b>			
General Psychology (Psy 201) .....	3	..	..
Human Development (Psy 311) .....	..	3	..
Psychology of Adolescence (Psy 312) .....	..	..	3
School in American Life (Ed 310) .....	..	..	3
Social science sequence to be selected from:			
History of Western Civilization (Hst 101, 102, 103) )			
Introductory Geography (Geog 105, 106, 107) )			
History of the United States (Hst 201, 202, 203) )			
Principles of Economics (Ec 201, 202, 203) )	3	3	3
American Governments (PS 201, 202, 203) )			
Anthropology (Soc 214, 215, 216) )			
General Zoology (Z 201, 202, 203) .....	3	3	3
General Chemistry (Ch 201, 202, 203) .....	4	4	4
Physical Education (PE 100 and 200 courses) <sup>2</sup> .....	1	1	1
Electives <sup>3</sup> .....	3	3	..
	17	17	17

<sup>1</sup> The order in which fourth-year courses are taken depends upon the term in which the student completes his student teaching. Student teaching may be taken fall, winter, or spring term provided the prerequisites have been met.

<sup>2</sup> See footnote 2 on page 42.

<sup>3</sup> See footnote 3 on page 42.

	Term Hours		
	F	W	S
<b>Third Year</b>			
Educational Psychology: Learning (Ed 312) .....	3	..	..
Educational Psychology: Evaluation (Ed 313) .....	3	..	..
Teaching in the Junior High School (Ed 342) .....	..	4	..
Special Secondary Methods (Science) (Ed 408) .....	..	..	3
Mathematics for Secondary Teachers (methods) (Mth 418) .....	..	..	3
Reading Instruction in the Secondary School (Ed 341) .....	..	..	3
General Physics (Ph 201, 202, 203) .....	4	4	4
Earth Sciences: Astronomy (GS 424), Basic Meteorology (Ph 390), Elements of Geology (G 351) .....	3	3	3
Electives <sup>1</sup> .....	3	5	..
	16	16	16
<b>Fourth Year<sup>2</sup></b>			
	Total Term Hours for Year		
Audio-Visual Aids (Ed 435) .....	3		
Student Teaching (and seminar) (Ed 416) .....	15		
Preparation of Biological Materials (Bi 460) .....	4		
Upper-division electives in science or mathematics .....	9		
Electives <sup>3</sup> .....	11		
	42		

### Senior High School Curricula

Students who complete satisfactorily the requirements in any senior high school curriculum for the degree of bachelor of science or bachelor of arts become eligible for certification to teach in the four-year and senior high schools of Oregon. Under present certification regulations, students meet the requirements for the provisional A secondary certificate and are required to complete a full year of approved study beyond the bachelor's degree for full certification. After July 1, 1965, eligibility to teach at a specific level will be determined by the satisfactory completion of norm requirements for the desired level in both professional and subject-matter areas. All certificates are issued by the superintendent of public instruction upon recommendation of the teacher education institution.

Majors for senior high school teaching are offered in the areas of social science, humanities, biological science, physical science and mathematics, one of which must be selected by the student. It is possible for students to meet additional teaching norms established by the state department of education in other subjects taught in high school.

#### \*Requirements for the Bachelor's Degree (Senior High School).

1. B.S. Degree:
  - a. Grade-Point Average: a 2.00 cumulative in all college work, in all work taken at OCE, in major area, and in each minor.
  - b. Major: Social Science, Humanities, Biological Science, Physical Science or Mathematics.  
Minimum, 63 hours, 27 upper-division.
  - c. Minor: Secondary Education.  
Minimum, 36 hours, all upper-division.
  - d. Teaching Minor (optional): Fulfillment of requirements for one or more teaching norms established by the state department of education in other subjects taught in high school.
2. B.A. Degree:
 

Completion of all requirements given under item 1, plus two years of college work in a modern foreign language.‡

<sup>1</sup> See footnote on page 42.

<sup>2</sup> See footnote 1 on page 43.

\* See institutional requirements, page 31.

‡ One year of this requirement may be satisfied by two or more years of the same foreign language in high school.

## SOCIAL SCIENCE MAJOR

	Term Hours		
	F	W	S
<b>First Year</b>			
English Composition (Wr 111, 112, 113) .....	3	3	3
Fundamentals of Speech (Sp 111) .....	3	..	..
Introduction to Music and its Literature (Mus 201) .....	..	3	..
Art Appreciation (A 127) or Art History (A 251) .....	..	..	3
World Literature (Eng 107, 108, 109) or Shakespeare (Eng 201, 202, 203) .....	3	3	3
History of Western Civilization (Hst 101, 102, 103) .....	3	3	3
Introductory Geography (Geog 105, 106, 107) .....	3	3	3
Physical Education (PE 100 and 200 courses) <sup>1</sup> .....	1	1	1
	16	16	16
<b>Second Year</b>			
General Psychology (Psy 201) .....	3	..	..
Human Development (Psy 311) .....	..	3	..
Psychology of Adolescence (Psy 312) .....	..	..	3
School in American Life (Ed 310) .....	..	..	3
Science or mathematics sequence to be selected from:			
General Biology (Bi 101, 102, 103) <sup>2</sup> .....	3-4	3-4	3-4
General Botany (Bot 201, 202, 203) <sup>2</sup> .....			
General Zoology (Z 201, 202, 203) <sup>2</sup> .....			
Foundations of Physical Science (GS 201, 202, 203) .....			
Elementary Chemistry (Ch 101, 102, 103) .....			
General Chemistry (Ch 201, 202, 203) .....	3	3	3
Geology (G 201, 202, 203) .....			
General Physics (Ph 201, 202, 203) .....			
Three consecutive terms from Mth 100, 101, 102, 103 .....	3	3	3
History of the United States (Hst 201, 202, 203) .....			
Principles of Economics (Ec 201, 202, 203) .....			
Physical Education (PE 100 and 200 courses) <sup>1</sup> .....			
Electives <sup>3</sup> .....	1	1	1
	3	3	3
	16-17	16-17	16-17
<b>Third Year</b>			
Educational Psychology: Learning (Ed 312) .....	3	..	..
Educational Psychology: Evaluation (Ed 313) .....	3	..	..
Principles of Secondary Teaching (Ed 314) .....	..	3	..
Special Secondary Methods (Social Science) (Ed 408) .....	..	..	3
Principles of Sociology (Soc 307) and sociology electives .....	3	3	3
American Governments (PS 201, 202) .....	3	3	..
Foreign Governments (PS 327) .....	..	..	3
Approved social science elective group to be selected from:			
Europe since 1789 (Hst 341, 342, 343) .....	3	3	3
Latin America (Hst 350, 351, 352) .....			
Colonial America (Hst 484), The New Nation (Hst 485), and Civil War and Reconstruction (Hst 458) .....			
History of the West (Hst 476, 477), and History of the Far East (Hst 390) .....	3	3	3
Three upper-division geography courses .....	3	3	3
Three related courses chosen by student and approved by department chairman .....			
Electives <sup>3</sup> .....	3	3	3
	18	15	15
<b>Fourth Year<sup>4</sup></b>			
Audio-Visual Aids (Ed 435) .....	3		
Student Teaching (and seminar) (Ed 416) .....	15		
History of the Pacific Northwest (Hst 478) .....	3		
Cultural Anthropology (SSc 413) .....	3		
World Problems (Hst 492) .....	3		
Electives <sup>3</sup> .....	18-21		
	45-48		

<sup>1</sup> Students are required to complete six activity courses selected from at least four areas: Rhythms, Gymnastics and Self-Testing Activities, Aquatics, Individual and Dual Sports, and Team Sports. These may be either 100 or 200 courses. It is permissible to earn credit in two activity courses each term, only one of which may carry a 100 number.

<sup>2</sup> Students selecting General Biology, General Botany or General Zoology must also take Intermediate Algebra (Mth 100) or equivalent.

<sup>3</sup> By proper selection of electives, it is possible to prepare in an additional field of study selected from art, music, physical education, speech-and-drama, or foreign language. Curriculum patterns are available in the registrar's office.

<sup>4</sup> See footnote 4 on page 41.

## HUMANITIES MAJOR

	Term Hours		
	F	W	S
<b>First Year</b>			
English Composition (Wr 111, 112, 113) .....	3	3	3
Fundamentals of Speech (Sp 111) .....	3	..	..
Introduction to Music and its Literature (Mus 201) .....	..	3	..
Art Appreciation (A 127) or Art History (A 251) .....	..	..	3
Science sequence to be selected from:			
History of Western Civilization (Hst 101, 102, 103) )			
Introductory Geography (Geog 105, 106, 107) )			
History of the United States (Hst 201, 202, 203) ) .....	3	3	3
Principles of Economics (Ec 201, 202, 203) )			
American Governments (PS 201, 202, 203) )			
Anthropology (Soc 214, 215, 216) )			
World Literature (Eng 107, 108, 109) .....	3	3	3
Physical Education (PE 100 and 200 courses) <sup>1</sup> .....	1	1	1
Electives <sup>2</sup> .....	3	3	3
	16	16	16
<b>Second Year</b>			
General Psychology (Psy 201) .....	3	..	..
Human Development (Psy 311) .....	..	3	..
Psychology of Adolescence (Psy 312) .....	..	..	3
School in American Life (Ed 310) .....	..	..	3
Science or mathematics sequence to be selected from:			
General Biology (Bi 101, 102, 103) <sup>3</sup> )			
General Botany (Bot 201, 202, 203) <sup>3</sup> )			
General Zoology (Z 201, 202, 203) <sup>3</sup> )			
Foundations of Physical Science (GS 201, 202, 203) ) .....	3-4	3-4	3-4
Elementary Chemistry (Ch 101, 102, 103) )			
General Chemistry (Ch 201, 202, 203) )			
Geology (G 201, 202, 203) )			
General Physics (Ph 201, 202, 203) )			
Three consecutive terms from Mth 100, 101, 102, 103 )			
English Literature (Eng 340, 341, 342) .....	3	3	3
Development of the English Novel (Eng 366) .....	3	..	..
Oral Interpretation (Sp 239) .....	..	3	..
Physical Education (PE 100 and 200 courses) <sup>1</sup> .....	1	1	1
Electives <sup>3</sup> .....	3	3	3
	16-17	16-17	16-17
<b>Third Year</b>			
Educational Psychology: Learning (Ed 312) .....	3	..	..
Educational Psychology: Evaluation (Ed 313) .....	3	..	..
Principles of Secondary Teaching (Ed 314) .....	..	3	..
Special Secondary Methods (Humanities) (Ed 408) (Wr 414 pre-requisite) .....	..	..	3
Nature of the English Language (Eng 494) .....	3	..	..
Advanced Composition (Wr 414) .....	..	3	..
Shakespeare (Eng 201 or 202 or 203) .....	..	..	3
American Literature (Eng 380, 381) .....	3	3	..
Development of the American Novel (Eng 367) .....	..	..	3
Electives <sup>3</sup> .....	6	6	6
	18	15	15
<b>Fourth Year<sup>4</sup></b>			
		Total Term	
		Hours for Year	
Audio-Visual Aids (Ed 435) .....			3
Student Teaching (and seminar) (Ed 416) .....			15
Development of the Contemporary Novel (Eng 368) or Contemporary Literature (Eng 361) .....			3
Development of the English Language (Eng 490) .....			3
Literature for Adolescents (Eng 489) .....			3
Philosophy (Phl 311) .....			3
Senior Seminar .....			3
Humanities electives—approved .....			6
Electives <sup>3</sup> .....			6-9
			45-48

<sup>1</sup> See footnote 1 on page 45.<sup>2</sup> See footnote 3 on page 45.<sup>3</sup> See footnote 2 on page 45.<sup>4</sup> The order in which fourth-year courses are taken depends upon the term in which the student completes his student teaching. Student teaching may be taken fall, winter or spring term provided the prerequisites have been met.

## BIOLOGICAL SCIENCE MAJOR

	Term Hours		
	F	W	S
English Composition (Wr 111, 112, 113) .....	3	3	3
Fundamentals of Speech (Sp 111) .....	..	3	..
Art Appreciation (A 127) or Art History (A 251) .....	..	..	3
Social science sequence to be selected from:			
History of Western Civilization (Hst 101, 102, 103) )			
Introductory Geography (Geog 105, 106, 107) )			
History of the United States (Hst 201, 202, 203) )	3	3	3
Principles of Economics (Ec 201, 202, 203) )			
American Governments (PS 201, 202, 203) )			
Anthropology (Soc 214, 215, 216) )			
General Botany (Bot 201, 202, 203) .....	3	3	3
Intermediate Algebra, College Algebra, Trigonometry, Analytic Geometry (Mth 100, 101, 102, 103) <sup>1</sup> .....	4	4	4
Physical Education (PE 100 and 200 courses) <sup>2</sup> .....	1	1	1
Electives <sup>3</sup> .....	3	..	..
	17	17	17

## Second Year

General Psychology (Psy 201) .....	3	..	..
Human Development (Psy 311) .....	..	3	..
Psychology of Adolescence (Psy 312) .....	..	..	3
School in American Life (Ed 310) .....	..	..	3
Introduction to Music and its Literature (Mus 201) .....	..	3	..
World Literature (Eng 107, 108, 109) or Shakespeare (Eng 201, 202, 203) .....	3	3	3
General Chemistry (Ch 201, 202, 203) .....	4	4	4
General Zoology (Z 201, 202, 203) .....	3	3	3
Physical Education (PE 100 and 200 courses) <sup>2</sup> .....	1	1	1
Electives <sup>3</sup> .....	3	..	..
	17	17	17

## Third Year

Educational Psychology: Learning (Ed 312) .....	3	..	..
Educational Psychology: Evaluation (Ed 313) .....	3	..	..
Principles of Secondary Teaching (Ed 314) .....	..	3	..
Preparation of Biological Materials (Bi 460) (methods) .....	..	..	4
Natural History of Oregon (GS 311, 312, 313) .....	3	3	3
Anatomy and Physiology (Z 334, 335) .....	3	3	..
Genetics (Bi 341) .....	..	..	3
Electives <sup>3</sup> .....	6	6	6
	18	15	16

Fourth Year<sup>4</sup>

	Total Term Hours for Year
Audio-Visual Aids (Ed 435) .....	3
Student Teaching (and seminar) (Ed 416) .....	15
Approved electives in biological science .....	6
Electives <sup>3</sup> .....	17
	41

<sup>1</sup> Two consecutive terms are required depending on student's score in placement test. Student may take a third term of mathematics or enroll later in an elective 4-hour biological science course.

<sup>2</sup> See footnote 1 on page 45.

<sup>3</sup> See footnote 3 on page 45.

<sup>4</sup> See footnote 4 on page 46.

## PHYSICAL SCIENCE MAJOR

	Term Hours		
	F	W	S
English Composition (Wr 111, 112, 113) .....	3	3	3
Fundamentals of Speech (Sp 111) .....	..	3	..
Art Appreciation (A 127) or Art History (A 251) .....	..	..	3
Social science sequence to be selected from:			
History of Western Civilization (Hst 101, 102, 103) )			
Introductory Geography (Geog 105, 106, 107) )			
History of the United States (Hst 201, 202, 203) )	3	3	3
Principles of Economics (Ec 201, 202, 203) )			
American Governments (PS 201, 202, 203) )			
Anthropology (Soc 214, 215, 216) )			
General Chemistry (Ch 201, 202, 203) .....	4	4	4
College Algebra, Trigonometry, Analytic Geometry (Mth 101, 102, 103) .....	4	4	4
Physical Education (PE 100 and 200 courses) <sup>1</sup> .....	1	1	1
	15	18	18

## Second Year

General Psychology (Psy 201) .....	3	..	..
Human Development (Psy 311) .....	..	3	..
Psychology of Adolescence (Psy 312) .....	..	..	3
School in American Life (Ed 310) .....	..	..	3
Introduction to Music and its Literature (Mus 201) .....	..	3	..
World Literature (Eng 107, 108, 109) or Shakespeare (Eng 201, 202, 203) .....	3	3	3
General Physics (Ph 201, 202, 203) .....	4	4	4
Differential and Integral Calculus (Mth 201, 202, 203) .....	4	4	4
Physical Education (PE 100 and 200 courses) <sup>1</sup> .....	1	1	1
	15	18	18

## Third Year

Educational Psychology: Learning (Ed 312) .....	3	..	..
Educational Psychology: Evaluation (Ed 313) .....	3	..	..
Principles of Secondary Teaching (Ed 314) .....	..	3	..
Special Secondary Methods (Science) (Ed 408) .....	..	..	3
Introduction to Modern Physics (Ph 311, 312, 313) .....	3	3	3
Organic Chemistry (Ch 334, 335) .....	4	4	..
Quantitative Analysis (Ch 312) .....	..	..	4
Electives <sup>2</sup> .....	3	6	6
	16	16	16

Fourth Year<sup>3</sup>

	Total Term Hours for Year		
Audio-Visual Aids (Ed 435) .....		3	
Student Teaching (and seminar) (Ed 416) .....		15	
Approved upper-division electives in science and mathematics .....		6	
Electives <sup>3</sup> .....		18	
		42	

## MATHEMATICS MAJOR

	Term Hours		
	F	W	S
English Composition (Wr 111, 112, 113) .....	3	3	3
Fundamentals of Speech (Sp 111) .....	..	3	..
Art Appreciation (A 127) or Art History (A 251) .....	..	..	3
Social science sequence to be selected from:			
History of Western Civilization (Hst 101, 102, 103) )			
Introductory Geography (Geog 105, 106, 107) )			
History of the United States (Hst 201, 202, 203) )	3	3	3
Principles of Economics (Ec 201, 202, 203) )			
American Governments (PS 201, 202, 203) )			
Anthropology (Soc 214, 215, 216) )			
General Biology (Bi 101, 102, 103) or General Botany (Bot 201, 202, 203) or General Zoology (Z 201, 202, 203) .....	3	3	3
College Algebra, Trigonometry, Analytic Geometry (Mth 101, 102, 103) .....	4	4	4
Physical Education (PE 100 and 200 courses) <sup>1</sup> .....	1	1	1
Electives <sup>3</sup> .....	3	..	..
	17	17	17

<sup>1</sup> See footnote 1 on page 45.<sup>2</sup> See footnote 3 on page 45.<sup>3</sup> See footnote 4 on page 46.



Todd Hall is a woman's dormitory in traditional style at OCE.



**A modern health and physical education plant centers OCE Sports**

	Term Hours		
	F	W	S
<b>Second Year</b>			
General Psychology (Psy 201) .....	3	..	..
Human Development (Psy 311) .....	..	3	..
Psychology of Adolescence (Psy 312) .....	..	..	3
School in American Life (Ed 310) .....	..	..	3
Introduction to Music and its Literature (Mus 201) .....	..	3	..
World Literature (Eng 107, 108, 109) or Shakespeare (Eng 201, 202, 203) .....	3	3	3
General Physics (Ph 201, 202, 203) .....	4	4	4
Differential and Integral Calculus (Mth 201, 202, 203) .....	4	4	4
Physical Education (PE 100 and 200 courses) <sup>1</sup> .....	1	1	1
	15	18	18
<b>Third Year</b>			
Educational Psychology: Learning (Ed 312) .....	3	..	..
Educational Psychology: Evaluation (Ed 313) .....	3	..	..
Principles of Secondary Teaching (Ed 314) .....	..	3	..
Mathematics for Secondary Teachers (Mth 417, 418, 419) (Mth 418 is the designated special methods course) .....	3	3	3
Introduction to Modern Physics (Ph 311, 312, 313) .....	3	3	3
Electives <sup>2</sup> .....	6	6	9
	18	15	15
<b>Fourth Year<sup>3</sup></b>			
	Total Term Hours for Year		
Audio-Visual Aids (Ed 435) .....	3		
Student Teaching (and seminar) (Ed 416) .....	15		
Approved upper-division electives in science or mathematics .....	9		
Electives <sup>2</sup> .....	15		
	42		

## General Studies

The general studies degree program is designed to provide broad preparation in the three areas of social science, humanities, and science-mathematics. The purpose of this program is to give students the opportunity to obtain, in a smaller state-supported college, a liberal education with emphasis on breadth rather than specialization.

### \*Requirements for the Bachelor's Degree

1. B.S. Degree:
  - a. Grade-Point Average: a 2.00 cumulative in all college work and in all work taken at OCE.
  - b. Major: Minimum, 63 hours, 27 upper-division.
    1. Social Science: Minimum of 18 hours in history, 18 hours in psychology, sociology, and anthropology, 18 hours in political science and economics, and 9 hours in geography.
    2. Humanities: Minimum of 27 hours in literature, 9 hours in art, music, and drama, and 6 hours in philosophy. (See 2 below.)
    3. Science-Mathematics: Sequences of 9-12 hours in mathematics, biology, and chemistry or physics<sup>‡</sup>; and advanced sequences in two of these fields.

<sup>1</sup> See footnote 1 on page 45.

<sup>2</sup> See footnote 3 on page 45.

<sup>3</sup> See footnote 4 on page 46.

\* See institutional requirements, page 31.

<sup>‡</sup> Students who select science-mathematics as the major area and are particularly interested in biology may substitute Foundations of Physical Science (GS 201, 202, 203) for the physics or chemistry requirement.

- c. First Minor: Minimum, 36 hours including two year sequences.
  1. Social Science.
  2. Humanities. (See 2 below.)
  3. Science-Mathematics.
- d. Second Minor: Minimum, 24 hours including two year sequences.
  - (1) Social Science.
  - (2) Humanities. (See 2 below.)
  - (3) Science-Mathematics.
2. B.A. Degree:

Completion of all requirements given under 1, plus two years of college work in a modern foreign language.\* (The credit earned in college to meet this language requirement may be applied to a humanities major, a humanities first minor, or a humanities second minor.)

The general studies degree curriculum allocates the 192 term hours required for graduation as follows:

Major (including 27 upper-division)	63
First minor	36
Second minor	24
General requirements	18
Free electives	51
	<hr/>
	192

	Term Hours		
	F	W	S
<b>First Year</b>			
†English Composition (Wr 111, 112, 113) .....	3	3	3
‡Fundamentals of Speech (Sp 111) .....	..	3	..
Sequence in social science .....	3	3	3
Sequence in humanities (literature) .....	3	3	3
Sequence in biological science, physical science, or mathematics .....	3-4	3-4	3-4
†Physical Education (PE 100 and 200 courses) .....	1	1	1
Electives .....	2-3	..	2-3
	<hr/>	<hr/>	<hr/>
	16	16-17	16
<b>Second Year</b>			
Sequence in social science .....	3	3	3
Sequence in humanities .....	3	3	3
Sequence in science-mathematics .....	3-4	3-4	3-4
†Physical Education (PE 100 and 200 courses) .....	1	1	1
Electives or requirements in the major or minor areas .....	5-6	5-6	5-6
	<hr/>	<hr/>	<hr/>
	16	16	16

#### Third and Fourth Years

Total of 96 term hours to complete requirements for the four-year program. Advisers will have complete details and will assist in the preparation of each student's program.

Lower-division sequences in social science, humanities, and science-mathematics are given on page 51. In the general studies program, psychology courses apply as social science and music and art courses apply as humanities. Thus, Psy 201, 202, 203, General Psychology, counts as a social science sequence and Mus 201, 202, 203, Introduction to Music and its Literature, is a humanities sequence. Although one sequence in a humanities minor must be literature, courses in foreign language are acceptable in a humanities major or minor; however, BA 211, 212, 213, Fundamentals of Accounting, although cataloged in the humanities section, cannot be applied as a humanities course.

\* One year of this requirement may be satisfied by two or more years of the same foreign language in high school.

‡ These courses are necessary for graduation but do not satisfy major or minor requirements.

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

2. **ORIENTATION.** Providing students with a period of exploratory contact which will enable the institution to assist them in making a wise selection of specialization on the basis of their abilities and aptitudes.

**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 these groups representing comprehensive areas of knowledge are required for these certificates. The three groups are: social science, humanities, and science-mathematics. The group requirements are: one sequence of at least nine term hours in each of the three groups and one additional sequence of nine term hours or more in any one of the same three groups. At least one sequence must be numbered 200-210.

Year sequences applicable in meeting group requirements are:

### SOCIAL SCIENCE GROUP

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. History of the United States, 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.

PS 201, 202, 203. American Governments, 3 hours each term.

Soc 214, 215, 216. Anthropology, 3 hours each term.

### HUMANITIES GROUP

Eng 107, 108, 109. World Literature, 3 hours each term.

Eng 201, 202, 203. 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.

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

GS 201, 202, 203. Foundations of Physical Science, 4 hours each term.

Ch 101, 102, 103. Elementary Chemistry, 4 hours each term.

Ch 201, 202, 203. General Chemistry, 4 hours each term.

Ph 201, 202, 203. General Physics, 4 hours each term.

G 201, 202, 203. Geology, 4 hours each term.

Three consecutive terms of Mth 100, 101, 102, 103. Intermediate Algebra, College Algebra, Trigonometry, Analytic Geometry, 4 hours each term.

Mth 201, 202, 203. Differential and Integral Calculus, 4 hours each term.

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

#### \*Associate in Arts

	Term Hours		
	F	W	S
<b>First Year</b>			
English Composition (Wr 111, 112, 113) .....	3	3	3
Fundamentals of Speech (Sp 111) .....	..	3	..
Sequence in social science .....	3	3	3
Sequence in science-mathematics .....	3-4	3-4	3-4
Personal Hygiene (HE 151) .....	2	..	..
Physical Education (PE 100 and 200 courses) .....	1	1	1
Electives .....	3-4	2-3	5-6
	16	16	16

#### Second Year

Sequence in humanities .....	3	3	3
Second sequence in one of three groups .....	3-4	3-4	3-4
Physical Education (PE 100 and 200 courses) .....	1	1	1
Electives .....	7-8	7-8	7-8
	15	15	15

## Preprofessional Curricula

Oregon College of Education offers opportunity for preprofessional preparation leading to later specialization. Two types of program are included in the following suggested study plans:

1. One- or two-year curricula in lower-division courses planned to prepare students for later specialization within a four-year degree program in the major field indicated.
2. One-, two-, or three-year curricula including prerequisites for admission to a professional school leading to a professional degree after more than four years.

It is suggested that the student planning such a program work closely with his adviser and consult with his major school before he is ready to transfer. The list of sequence courses available for selection where choice is indicated is found on page 51.

### AGRICULTURE

(For majors in Animal Science, Fish and Game Management, Food Science and Technology, Horticulture, and others)

	Term Hours		
	F	W	S
<b>First Year</b>			
English Composition (Wr 111, 112, 113) .....	3	3	3
Fundamentals of Speech (Sp 111) .....	..	3	..
Introduction to Journalism (J 211) .....	..	..	3
Principles of Economics (Ec 201, 202, 203) .....	3	3	3
General Botany (Bot 201, 202, 203) .....	3	3	3
General Chemistry (Ch 201, 202, 203) .....	4	4	4
Personal Hygiene (HE 151) .....	2	..	..
Physical Education (PE 100 and 200 courses) .....	1	1	1
	16	17	17

\* See certificate, page 31.

**ART**

	Term Hours		
	F	W	S
<b>First Year</b>			
English Composition (Wr 111, 112, 113) .....	3	3	3
Sequence in social science .....	3	3	3
General Psychology (Psy 201, 202, 203) .....	3	3	3
Sequence in humanities .....	3	3	3
Art Appreciation (A 127) .....	3	..	..
Drawing (A 221), Design (A 222) .....	..	3	3
Lettering (A 216) .....	1	..	2
Physical Education (PE 100 and 200 courses) .....	1	1	1
	<u>16</u>	<u>16</u>	<u>18</u>

**BIOLOGY**

<b>First Year</b>			
English Composition (Wr 111, 112, 113) .....	3	3	3
Fundamentals of Speech (Sp 111) .....	..	3	..
Sequence in social science or humanities .....	3	3	3
Sequence in biological science .....	3	3	3
College Algebra, Trigonometry, Analytic Geometry (Mth 101, 102, 103) .....	4	4	4
Personal Hygiene (HE 151) .....	2	..	..
Physical Education (PE 100 and 200 courses) .....	1	1	1
Electives .....	..	..	3
	<u>16</u>	<u>17</u>	<u>17</u>

**Second Year**

Sequence in humanities or social science .....	3	3	3
Sequence in biological science .....	3	3	3
General Chemistry (Ch 201, 202, 203) .....	4	4	4
French (RL 50, 51, 52 or 101, 102, 103) .....	4	4	4
Physical Education (PE 100 and 200 courses) .....	1	1	1
	<u>15</u>	<u>15</u>	<u>15</u>

**BOTANY**

<b>First Year</b>			
English Composition (Wr 111, 112, 113) .....	3	3	3
Fundamentals of Speech (Sp 111) .....	..	..	3
Sequence in social science or humanities .....	3	3	3
General Botany (Bot 201, 202, 203) .....	3	3	3
College Algebra, Trigonometry (Mth 101, 102) .....	4	4	..
Personal Hygiene (HE 151) .....	2	..	..
Physical Education (PE 100 and 200 courses) .....	1	1	1
Electives .....	..	3	4
	<u>16</u>	<u>17</u>	<u>17</u>

**Second Year**

Sequence in humanities or social science .....	3	3	3
General Zoology (Z 201, 202, 203) .....	3	3	3
General Chemistry (Ch 201, 202, 203) .....	4	4	4
Physical Education (PE 100 and 200 courses) .....	1	1	1
Electives (French recommended for major) .....	4	4	4
	<u>15</u>	<u>15</u>	<u>15</u>

**BUSINESS ADMINISTRATION**

<b>First Year</b>			
English Composition (Wr 111, 112, 113) .....	3	3	3
Sequence in social science .....	3	3	3
World Literature (Eng 107, 108, 109) .....	3	3	3
College Algebra, Trigonometry, Analytic Geometry (Mth 101, 102, 103) .....	4	4	4
Physical Education (PE 100 and 200 courses) .....	1	1	1
Electives .....	3	3	3
	<u>17</u>	<u>17</u>	<u>17</u>

	Term Hours		
	F	W	S
<b>Second Year</b>			
Principles of Economics (Ec 201, 202, 203) .....	3	3	3
Fundamentals of Accounting (BA 211, 212, 213) .....	3	3	3
Fundamentals of Speech (Sp 111, 112) .....	3	3	..
Elements of Statistical Methods (Mth 325) .....	..	..	3
General Psychology (Psy 201, 202, 203) .....	3	3	3
Electives .....	3	3	3
	15	15	15

**BUSINESS ADMINISTRATION AND TECHNOLOGY**

<b>First Year</b>			
English Composition (Wr 111, 112, 113) .....	3	3	3
Fundamentals of Speech (Sp 111) .....	..	3	..
Introductory Geography (Geo 105, 106, 107) or Principles of Economics (Ec 201, 202, 203) .....	3	3	3
Fundamentals of Accounting (BA 211, 212, 213) .....	3	3	3
*Sequence in science .....	3-4	3-4	3-4
Intermediate Algebra (Mth 100) .....	4	..	..
Physical Education (PE 100 and 200 courses) .....	1	1	1
Electives .....	..	..	3
	17-18	16-17	16-17

**CHEMISTRY**

<b>First Year</b>			
English Composition (Wr 111, 112, 113) .....	3	3	3
Sequence in social science or humanities .....	3	3	3
General Chemistry (Ch 201, 202, 203) .....	4	4	4
College Algebra, Trigonometry, Analytic Geometry (Mth 101, 102, 103) .....	4	4	4
Physical Education (PE 100 and 200 courses) .....	1	1	1
	15	15	15

**Second Year**

Sequence in humanities or social science .....	3	3	3
General Physics (Ph 201, 202, 203) .....	4	4	4
Qualitative Analysis (Ch 311) .....	4	..	..
Quantitative Analysis (Ch 312, 313) or Organic Chemistry (Ch 334, 335) .....	..	4	4
Differential and Integral Calculus (Mth 201, 202, 203) .....	4	4	4
Physical Education (PE 100 and 200 courses) .....	1	1	1
	16	16	16

**FORESTRY**

<b>First Year</b>			
English Composition (Wr 111, 112, 113) .....	3	3	3
Fundamentals of Speech (Sp 111) .....	..	..	3
Principles of Economics (Ec 201, 202, 203) .....	3	3	3
General Botany (Bot 201, 202, 203) .....	3	3	3
College Algebra, Trigonometry, Analytic Geometry (Mth 101, 102, 103) .....	4	4	4
Personal Hygiene (HE 151) .....	2	..	..
Physical Education (PE 100 and 200 courses) .....	1	1	1
Electives .....	..	3	..
	16	17	17

**GEOLOGY**

<b>First Year</b>			
English Composition (Wr 111, 112, 113) .....	3	3	3
Principles of Economics (Ec 201, 202, 203) .....	3	3	3
Geology (G 201, 202, 203) .....	4	4	4
College Algebra, Trigonometry, Analytic Geometry (Mth 101, 102, 103) .....	4	4	4
Physical Education (PE 100 and 200 courses) .....	1	1	1
	15	15	15

\* Specific course to be determined by field of specialization.

**HOME ECONOMICS**

	Term Hours		
	F	W	S
English Composition (Wr 111, 112, 113) .....	3	3	3
Fundamentals of Speech (Sp 111) .....	..	3	..
Introduction to Music and its Literature (Mus 201) .....	3	..	..
History of Western Civilization (Hst 101, 102, 103) .....	3	3	3
World Literature (Eng 107, 108, 109) .....	3	3	3
General Chemistry (Ch 201, 202, 203) .....	4	4	4
Physical Education (PE 100 and 200 courses) .....	1	1	1
Electives .....	..	..	3
	17	17	17

**INDUSTRIAL-ARTS EDUCATION**

First Year			
English Composition (Wr 111, 112, 113) .....	3	3	3
Fundamentals of Speech (Sp 111) .....	..	3	..
General Psychology (Psy 201, 202) .....	3	3	..
History of the United States (Hst 201, 202, 203) .....	3	3	3
Foundations of Physical Science (GS 201, 202, 203) .....	4	4	4
Intermediate Algebra (Mth 100) .....	..	..	4
Personal Hygiene (HE 151) .....	..	..	2
Physical Education (PE 100 and 200 courses) .....	1	1	1
Electives .....	3	..	..
	17	17	17

**JOURNALISM**

First Year			
English Composition (Wr 111, 112, 113) .....	3	3	3
Fundamentals of Speech (Sp 111) .....	..	..	3
History of Western Civilization (Hst 101, 102, 103) or History of the United States (Hst 201, 202, 203) .....	3	3	3
World Literature (Eng 107, 108, 109) .....	3	3	3
Introduction to Journalism (J 211) .....	..	3	..
General Biology (Bi 101, 102, 103) .....	3	3	3
Physical Education (PE 100 and 200 courses) .....	1	1	1
Electives (music or art) .....	3	..	..
	16	16	16

**Second Year**

Principles of Economics (Ec 201, 202, 203) .....	3	3	3
American Governments (PS 201, 202, 203) .....	3	3	3
Sequence in anthropology, geography, or psychology .....	3	3	3
English Literature (Eng 340, 341, 342) or American Literature (Eng 380, 381) .....	3	3	3
Foundations of Physical Science (GS 201, 202, 203) .....	4	4	4
Physical Education (PE 100 and 200 courses) .....	1	1	1
	17	17	17

**MATHEMATICS**

First Year			
English Composition (Wr 111, 112, 113) .....	3	3	3
Fundamentals of Speech (Sp 111) .....	..	..	3
Sequence in humanities or social science .....	3	3	3
General Chemistry (Ch 201, 202, 203) .....	4	4	4
College Algebra, Trigonometry, Analytic Geometry (Mth 101, 102, 103) .....	4	4	4
Personal Hygiene (HE 151) .....	..	2	..
Physical Education (PE 100 and 200 courses) .....	1	1	1
	15	17	18

**Second Year**

Sequence in social science or humanities .....	3	3	3
General Physics (Ph 201, 202, 203) .....	4	4	4
Differential and Integral Calculus (Mth 201, 202, 203) .....	4	4	4
Physical Education (PE 100 and 200 courses) .....	1	1	1
Electives .....	3	3	3
	15	15	15

**MICROBIOLOGY**

	Term Hours		
	F	W	S
<b>First Year</b>			
English Composition (Wr 111, 112, 113) .....	3	3	3
Fundamentals of Speech (Sp 111) .....	..	3	..
Sequence in social science or humanities .....	3	3	3
General Zoology (Z 201, 202, 203) .....	3	3	3
General Chemistry (Ch 201, 202, 203) .....	4	4	4
Personal Hygiene (HE 151) .....	2	..	..
Physical Education (PE 100 and 200 courses) .....	1	1	1
Electives .....	..	..	3
	16	17	17

**MUSIC**

<b>First Year</b>			
English Composition (Wr 111, 112, 113) .....	3	3	3
World Literature (Eng 107, 108, 109) .....	3	3	3
General Biology (Bi 101, 102, 103) .....	3	3	3
Music Theory I (Mus 111, 112, 113) .....	4	4	4
Applied Music—instrumental or voice (Mus 190) .....	1	1	1
Band, Orchestra, or Chorus (Mus 195, 197) .....	1	1	1
Physical Education (PE 100 and 200 courses) .....	1	1	1
	16	16	16

**Second Year**

Fundamentals of Speech (Sp 111) .....	..	..	3
General Psychology (Psy 201, 202) .....	3	3	..
Sequence in social science .....	3	3	3
Introduction to Music and its Literature (Mus 201, 202, 203) .....	3	3	3
Music Theory II (Mus 211, 212, 213) .....	3	3	3
Keyboard Harmony (Mus 214, 215, 216) .....	1	1	1
Applied Music—instrumental or voice (Mus 190) .....	1	1	1
Band, Orchestra, or Chorus (Mus 195, 197) .....	1	1	1
Physical Education (PE 100 and 200 courses) .....	1	1	1
	16	16	16

**PHYSICAL EDUCATION**

<b>First Year</b>			
English Composition (Wr 111, 112, 113) .....	3	3	3
Fundamentals of Speech (Sp 111) .....	..	..	3
General Psychology (Psy 201, 202) .....	3	3	..
World Literature (Eng 107, 108, 109) .....	3	3	3
General Biology (Bi 101, 102, 103) or General Chemistry (Ch 201, 202, 203) .....	3-4	3-4	3-4
Personal Hygiene (HE 151) .....	2	..	..
Physical Education (PE 100 and 200 courses) .....	1	1	1
Electives .....	..	3	3
	15-16	16-17	16-17

**PHYSICS**

<b>First Year</b>			
English Composition (Wr 111, 112, 113) .....	3	3	3
Sequence in social science or humanities .....	3	3	3
General Chemistry (Ch 201, 202, 203) .....	4	4	4
College Algebra, Trigonometry, Analytic Geometry (Mth 101, 102, 103) .....	4	4	4
Personal Hygiene (HE 151) .....	1	2	..
Physical Education (PE 100 and 200 courses) .....	1	1	1
	15	17	15
<b>Second Year</b>			
Sequence in social science or humanities .....	3	3	3
General Biology (Bi 101, 102, 103) or General Zoology (Z 201, 202, 203) .....	3	3	3
General Physics (Ph 201, 202, 203) .....	4	4	4
Differential and Integral Calculus (Mth 201, 202, 203) .....	4	4	4
Physical Education (PE 100 and 200 courses) .....	1	1	1
	15	15	15

**ZOOLOGY****First Year**

	Term Hours		
	F	W	S
English Composition (Wr 111, 112, 113) .....	3	3	3
Sequence in humanities or social science .....	3	3	3
General Zoology (Z 201, 202, 203) .....	3	3	3
General Chemistry (Ch 201, 202, 203) .....	4	4	4
College Algebra, Trigonometry, Analytic Geometry (Mth 101, 102, 103) .....	4	4	4
Physical Education (PE 100 and 200 courses) .....	1	1	1
	18	18	18

**Second Year**

Sequence in social science or humanities .....	3	3	3
General Botany (Bot 201, 202, 203) .....	3	3	3
Comparative Vertebrate Embryology (Z 326) .....	4	..	..
Comparative Vertebrate Anatomy (Z 324) .....	..	4	..
Genetics (Bi 341) .....	..	..	3
Physical Education (PE 100 and 200 courses) .....	1	1	1
Electives .....	6	6	6
	17	17	16

The preprofessional curricula which follow include those offered at Oregon College of Education to meet prerequisite requirements for admission to a professional school leading to a professional degree, which in almost all cases calls for more than four years of study. Wherever a three-year preprofessional program is required or desired, it is possible to qualify for a bachelor of science or bachelor of arts degree in general studies as well as the professional degree, provided required courses and electives are carefully selected as indicated in the curricular patterns.

All students should work carefully from the beginning of their study at OCE with the appropriate faculty adviser in order to become informed about the professional schools in which they may be interested and to assure study programs that meet all requirements. The name of the adviser for each program can be obtained in the registrar's office.

**ARCHITECTURE****Preprofessional First Year**  
(Two years required)

	Term Hours		
	F	W	S
English Composition (Wr 111, 112, 113) .....	3	3	3
Sequence in social science .....	3	3	3
Sequence in humanities (literature) .....	3	3	3
College Algebra, Trigonometry, Analytic Geometry (Mth 101, 102, 103) .....	4	4	4
Drawing (A 221), Design (A 222) .....	3	3	..
Lettering (A 216) .....	..	..	2
Personal Hygiene (HE 151) .....	..	..	2
Physical Education (PE 100 and 200 courses) .....	1	1	1
	17	17	18

**LAW****Preprofessional Program**

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 in which the student completes his prelegal work—but not less than 140 term hours.

The prelegal program should include courses satisfying all lower-division requirements of the university and a minimum of 36 term hours of credit in courses in the general area of social science. The first-year basic college course in accounting is desirable. It is suggested that the student follow the first three years of the general studies degree program with a major in social science. (See General Studies, page 49.)

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 seeking admission to 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.

### HEALTH SCIENCES

#### PREDENTISTRY

It is strongly recommended that predental students devote at least three years to their predental education. Although the minimum period required by the Council of Dental Education of the American Dental Association is two years, only those students who have completed a two-year program with a superior grade-point average will be considered for admission to dental school. It is improbable that any student with a grade-point average of less than 2.25 will be accepted for admission.

Students at Oregon College of Education who plan to enter dental school before receiving a baccalaureate degree should arrange their study program so that they may qualify for the bachelor of science or bachelor of arts degree in general studies after satisfactory completion of one or two years in dental school. This will be possible only if their three-year predental program includes not less than 144 term hours and meets all requirements for the degree, except for upper-division science courses which can be transferred from dental school to apply on the major in science-mathematics and complete the total number of hours needed for graduation. (See General Studies, page 49.)

The following three-year curriculum includes all subjects required for admission to the University of Oregon Dental School or other approved dental schools, elective courses recommended for broad background preparation in both cultural and scientific fields, and the basic pattern established for the bachelor's degree in general studies.

	Term Hours		
	F	W	S
<b>First Year</b>			
*English Composition (Wr 111, 112, 113) .....	3	3	3
*General Biology (Bi 101, 102, 103) .....	3	3	3
*General Chemistry (Ch 201, 202, 203) .....	4	4	4
*College Algebra, Trigonometry, Analytic Geometry (Mth 101, 102, 103) .....	4	4	4
Physical Education (PE 100 and 200 courses) .....	1	1	1
	15	15	15
<b>Second Year</b>			
First sequence in social science (history, economics, anthropology) .....	3	3	3
First sequence in humanities (literature) .....	3	3	3
*Quantitative Analysis (Ch 312) .....	4	..	..
*Organic Chemistry (Ch 334, 335) .....	..	4	4
*General Physics (Ph 201, 202, 203) .....	4	4	4
Physical Education (PE 100 and 200 courses) .....	1	1	1
	15	15	15
<b>Third Year</b>			
Fundamentals of Speech (Sp 111) .....	..	3	..
Second sequence in social science (psychology, sociology) .....	3	3	3
Second sequence in humanities (literature, foreign language) <sup>1</sup> .....	3-4	3-4	3-4
Two biological science courses selected from:			
Comparative Vertebrate Embryology (Z 326) .....	..	..	4
Comparative Vertebrate Anatomy (Z 324) .....	..	4	..
Genetics (Bi 341) .....	3	..	..
Electives (to complete first and second minors) <sup>2</sup> .....	8-9	4-5	7-8
	18	18	18

\* Courses required by the Council on Dental Education of the American Dental Association. The science courses indicated by course number and the suggestions for sequences are elective courses recommended by the council.

<sup>1</sup> If literature is selected instead of foreign language, the extra credits indicated should be used to complete an additional course in the humanities minor.

<sup>2</sup> Approved courses in art are recommended.

## PREMEDICAL TECHNOLOGY

Medical Technology is a twelve-month professional program requiring three years of preprofessional college work. It is recommended that students preparing for this professional field at Oregon College of Education plan to qualify for the bachelor of science or bachelor of arts degree by including in their program not less than 144 term hours and all requirements for the general studies degree, except for upper-division science courses transferable from the year of professional study. These courses will apply to the major in science-mathematics and complete the total number of hours needed for graduation. (See General Studies, page 49.)

The following curriculum includes the minimum course requirements for admission to the professional school as well as the basic plan for the general studies degree. The student's credentials must be approved by the Registry of Medical Technologists of the American Association of Clinical Pathologists prior to admission.

	Term Hours		
	F	W	S
<b>First Year</b>			
English Composition (Wr 111, 112, 113) .....	3	3	3
Fundamentals of Speech (Sp 111) .....	..	3	..
Sequence in humanities or social science .....	3	3	3
*General Biology (Bi 101, 102, 103) .....	3	3	3
*College Algebra, Trigonometry, Analytic Geometry (Mth 101, 102, 103) .....	4	4	4
Physical Education (PE 100 and 200 courses) .....	1	1	1
	14	17	14
<b>Second Year</b>			
Sequence in social science .....	3	3	3
Sequence in humanities .....	3	3	3
*Electives in biological science .....	3-4	3-4	3-4
*General Chemistry (Ch 201, 202, 203) .....	4	4	4
Physical Education (PE 100 and 200 courses) .....	1	1	1
Electives (to apply on first or second minor) .....	3-4	3-4	..
	18	18	14-15
<b>Third Year</b>			
Sequence in social science or humanities .....	3	3	3
*Electives in biological science .....	3	3-4	..
Sequence in chemistry .....	4	4	4
Electives (to complete first and second minors) .....	6	6	6
	16	16-17	16

## PREMEDICINE

Oregon College of Education offers a premedical curriculum which meets the general criterion of a program planned to include not only adequate scientific preparation but also the type of broad education which leads to an understanding of the world in which we live. Admission to medical school is based upon two types of qualifications: the applicant must present evidence of good character, proper attitude, and sincere interest in the study of medicine; he must also have demonstrated sufficient intellectual ability to undertake satisfactorily the study of medicine, as determined by his premedical scholastic record and scores on the Medical College Admissions Test. Admission is on a competitive basis.

Students must have completed satisfactorily not less than three years of college work (at least 144 hours) before entering medical school and must qualify for the bachelor's degree before being eligible to begin the third year of professional preparation. The following three-year premedical curriculum leads to a bachelor of science or bachelor of arts degree in general studies with a major in science-mathematics and includes all requirements other than those which can be met by transfer of credit from medical school. (See General Studies, page 49.)

\* Courses required for admission to the professional program.

	Term Hours		
	F	W	S
<b>First Year</b>			
*English Composition (Wr 111, 112, 113) .....	3	3	3
*General Biology (Bi 101, 102, 103) .....	3	3	3
*General Chemistry (Ch 201, 202, 203) .....	4	4	4
*College Algebra, Trigonometry, Analytic Geometry (Mth 101, 102, 103) .....	4	4	4
Physical Education (PE 100 and 200 courses) .....	1	1	1
	15	15	15
<b>Second Year</b>			
First sequence in social science .....	3	3	3
First sequence in humanities (literature) .....	3	3	3
*Quantitative Analysis (Ch 312) .....	4	..	..
*Organic Chemistry (Ch 334, 335) .....	..	4	4
*General Physics (Ph 201, 202, 203) .....	4	4	4
Physical Education (PE 100 and 200 courses) .....	1	1	1
	15	15	15
<b>Third Year</b>			
Fundamentals of Speech (Sp 111) .....	..	3	..
Second sequence in social science .....	3	3	3
Second sequence in humanities (literature, foreign language) <sup>1</sup> .....	3-4	3-4	3-4
*Two biological science courses selected from:			
Comparative Vertebrate Embryology (Z 326) .....	..	..	4
Comparative Vertebrate Anatomy (Z 324) .....	..	4	..
Genetics (Bi 341) .....	3	..	..
Electives (to complete first and second minors) .....	8-9	4-5	7-8
	18	18	18

#### PRENURSING

The School of Nursing of the University of Oregon 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 one year of prenursing study at Oregon College of Education. The nursing curriculum is completed at the University of Oregon School of Nursing in three years and one summer session.

	Term Hours		
	F	W	S
<b>First Year</b>			
English Composition (Wr 111, 112, 113) .....	3	3	3
Fundamentals of Speech (Sp 111) .....	..	..	3
Sequence in social science .....	3	3	3
World Literature (Eng 107, 108, 109) .....	3	3	3
General Chemistry (Ch 201, 202, 203) .....	4	4	4
Nutrition (HE 325) .....	..	3	..
Physical Education (PE 100 and 200 courses) .....	1	1	1
	14	17	17

#### PREPHARMACY

Oregon College of Education offers the prepharmacy curriculum which prepares students for admission to Oregon State University School of Pharmacy. The pharmacy curriculum at Oregon State is four years of professional study during which time courses in the humanities and social sciences are also taken. A total of five academic years with 240 credit hours is required for the bachelor's degree.

\* Courses required for admission to medical school.

<sup>1</sup> If literature is selected instead of foreign language, the extra credits indicated should be used to complete an additional course in the humanities minor.

	Term Hours		
	F	W	S
<b>First Year</b>			
English Composition (Wr 111, 112, 113) .....	3	3	3
Fundamentals of Speech (Sp 111) .....	..	..	3
General Zoology (Z 201, 202, 203) .....	3	3	3
General Chemistry (Ch 201, 202, 203) .....	4	4	4
Intermediate Algebra, College Algebra (Mth 100, 101) .....	4	4	..
Personal Hygiene (HE 151) .....	..	2	..
Physical Education (PE 100 and 200 courses) .....	1	1	1
Electives .....	..	..	3
	15	17	17

## PREVETERINARY

Oregon College of Education offers a two-year preparatory curriculum for students planning to enter a professional school of veterinary medicine. This curriculum is designed to meet the minimum requirements necessary to be considered for admission into the schools of veterinary medicine at Colorado State University, Ft. Collins; Washington State University, Pullman; or the University of California, Davis. Since specific admission requirements vary, the student should become informed about these schools early in his preprofessional study. A limited number of Oregon residents may attend without paying out-of-state fees under the compact which the state of Oregon has through the Western Interstate Commission for Higher Education.

Although the minimum requirement for admission is two years, it is highly desirable that the preveterinary student plan an additional year of study at OCE in order to qualify for the bachelor of science or bachelor of arts degree as well as the professional degree. A three-year preprofessional program of not less than 144 term hours can be planned to include all the requirements for the general studies degree except for upper-division science courses transferable from the professional school to complete the major in science-mathematics and the total number of hours required for graduation. (See General Studies, page 49, and similar suggested curricula under Predental and Premedicine in this section of the catalog.)

	Term Hours		
	F	W	S
<b>First Year</b>			
English Composition (Wr 111, 112, 113) .....	3	3	3
Fundamentals of Speech (Sp 111) .....	..	..	3
General Zoology (Z 201, 202, 203) .....	3	3	3
General Chemistry (Ch 201, 202, 203) .....	4	4	4
Intermediate Algebra, College Algebra, Trigonometry, Analytic Geometry (Mth 100, 101, 102, 103) (Three consecutive courses) .....	4	4	4
Physical Education (PE 100 and 200 courses) .....	1	1	1
	15	15	18

**Second Year**

Sequence in humanities or social science .....	3	3	3
Three biological science courses selected from:			
Genetics (Bi 341), Comparative Vertebrate			
Anatomy (Z 324), Comparative Vertebrate			
Embryology (Z 326), General Botany (Bot 201, 202, 203) .....	4	4	4
Quantitative Analysis (Ch 312) .....	4	..	..
Organic Chemistry (Ch 334, 335) .....	..	4	4
General Physics (Ph 201, 202, 203) .....	4	4	4
Physical Education (PE 100 and 200 courses) .....	1	1	1
	16	16	16

## Summer Session 1964

Oregon College of Education has been authorized by the state board of higher education to offer a summer session of eight weeks and an intersession of three weeks in 1964.

**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 Oregon College of Education, however, must satisfy regular entrance requirements. Those 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, 1964. 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 a college or university, with 12 quarter hours cataloged as Education.
2. Attained senior standing and completed at least one year of teaching experience.
3. Received credit in student teaching at the elementary or secondary level from an accredited college or university and attained senior standing at OCE.

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 eight-week session.

**Expenses.** Detailed information regarding tuition, fees, board and room, and other expenses will be available in the summer session catalog.

**Course Offerings.** The courses to be offered will be announced in a special bulletin to be available in March, 1964. 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.

The curriculum includes courses for the beginning freshman who wishes to begin his college work during the summer session.

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.

Catalog, including summer session schedule, may be obtained by writing to Registrar, Oregon College of Education, Monmouth, Oregon.

**Workshop Offerings.** A number of workshops will be available for experienced teachers, offered primarily for professional growth. Only nine hours of credit in workshop courses may be applied to the bachelor's degree.

To secure information concerning the graduate program  
at Oregon College of Education write to:

Secretary  
Committee on Graduate Study  
Oregon College of Education  
Monmouth, Oregon

# Graduate Study

Oregon College of Education offers study beyond the bachelor's degree for both elementary and secondary teachers, which includes work leading to the degree of master of science in education. The curriculum for secondary teachers permits students to concentrate their work in one area selected from social science, humanities, biological science, physical science, or general science. Curricula are also available in other areas such as: childhood education, teaching the deaf, and several aspects of special education.

While the work is confined largely to summer sessions, a growing list of offerings is 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 students, of subject matter, 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.
4. To offer opportunity for specialization in professional preparation at the graduate level.

## General Regulations

Permission to take graduate courses does not constitute admission to candidacy for the degree of master of science in education. Hence, two classes of graduate students are recognized: (1) those who wish to continue their education but do not wish to earn the degree, and (2) those who wish 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 apply credit so earned toward a degree. Whether the student is adequately prepared to enroll for a particular course is determined by the head of the department and the instructor in charge.

Students whose preparation is inadequate in undergraduate elementary or secondary teacher education may be required to complete additional work at the undergraduate level.

Any student within 12 term hours of completing the bachelor's degree may enroll in approved courses to be reserved for graduate credit.

Students who wish to become candidates for the degree of master of science in education follow programs organized in conformity with the rules and regulations which follow.

**Admission to Candidacy for the Degree.** A graduate of any accredited college or university may apply for admission to candidacy by filing a written application with the secretary of the committee on graduate study. This application should be submitted as soon as the candidate has decided to work toward the master's degree—at least not later than the date of completion of the first 12

hours of graduate course work. In order to qualify the student must have completed:

1. The requisite preparation to hold (a) a regular five-year Oregon elementary or a secondary provisional teaching certificate, or the equivalent for out-of-state students, or (b) as a temporary minimum for elementary teachers, requisite preparation to hold an Oregon emergency teaching certificate. In no case will the degree be granted until requirements for *regular Oregon five-year certification* (or, for out-of-state students the satisfactory completion of a program of preparation comparable to that required for a *regular Oregon five-year certificate*) have been met, except, for (a) candidates in the program for teaching the deaf, for whom the requirement is Certificate A of the Conference of Executives of American Schools for the Deaf, and (b) those in the special education program, for whom the requirement is a regular general Oregon elementary or secondary teaching certificate and the state certificate for the selected area of special education.
2. An undergraduate program (secondary candidates) in the selected teaching area comparable to the program in effect at Oregon College of Education. (A student in the process of clearing any deficiencies may be approved for admission if all other requirements have been met.)
3. A preliminary qualifying examination.
4. Twelve term hours of graduate study with a minimum grade-point average of 3.00 (B) on the Oregon College of Education campus or in the Portland summer session. Nine of these 12 term hours must have been taken concurrently. (A student when applying for admission to candidacy must have a GPA on *all graduate work* earned to that date of 3.00 (B) or better. See minimum GPA Requirement.)
5. The filing of official, original transcripts from all institutions where undergraduate and graduate credit has been earned.
6. A personal conference with appropriate members of the graduate faculty when so directed.

Failure to comply with these requirements may result in delay in completion of the degree program.

**Transfer of Graduate Credit.** Upon appropriate action by the committee on graduate study graduate credit may be applied from (1) accredited institutions, (2) Portland summer session, or (3) general extension classes.

Normally, a total of not to exceed 21 term hours of approved graduate credit may be transferred from other collegiate institutions and/or Portland summer session with the possibility of an additional 12 hours as indicated under "minimum residence requirement." No more than 15 of these transfer credits will be accepted from extension programs of collegiate institutions.

Regardless of the number of graduate credits transferred, it is understood that the student will complete the courses specified as required in the program.

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

**Graduates of Unaccredited Institutions.** Such applicants may be admitted to graduate courses as special students. After at least 12 concurrent hours of planned graduate study completed in one term at Oregon College of Education with grades of B or better, such students may, if meeting the other requirements for admission, be considered for candidacy and may petition for credit in courses completed as special students.

**Minimum Requirement in Professional Courses.** A minimum of 54 upper-division and graduate term hours in the professional area of education and related psychology is required of all students.

**Minimum GPA Requirement.** In order to be admitted to, and/or retained in, the graduate program, a candidate must earn and maintain at all times a grade-point average of 3.00 (B) in *all graduate work*. A student accumulating 9 quarter hours of C grades, or lower, in graduate courses will be dropped as a candidate for the master's degree. A grade of D is not applicable in the program and requires special attention by the committee on graduate study to determine the candidate's future status.

**Minimum Residence Requirement.** A minimum of 24 term hours of graduate credit must be earned in residence on the campus, with at least 9 taken concurrently. By permission of the committee on graduate study 12 of the 24 term hours required in residence may be completed in the Portland summer session. However, when such permission has been granted, the candidate must still complete 9 concurrent hours on the OCE campus.

**Maximum Load.** The maximum load for graduate students is 16 term hours in a regular term and 13 term hours in an eight-week summer session of graduate courses or any combination of graduate and undergraduate courses.

**Tuition and Fees.** Students with baccalaureate degrees from accredited institutions will pay tuition and fees as set forth in the current catalog for resident undergraduates. A fee of not to exceed \$15.00 may be charged for preliminary qualifying examination.

**Time Limit.** Only those courses and requirements completed within a period of seven years prior to the actual completion of the program will apply. This includes all residence credit, all applicable transfer credit, and required comprehensive examination. If a thesis is involved it must be accepted within this seven-year limit. However, credit earned between seven and ten years prior to the completion of the program may, in certain cases, be approved by action of the committee on graduate study, upon petition.

**Teaching Experience.** One year of successful legal teaching on a valid state certificate or, in certain cases, comparable experience approved by the committee on graduate study, is required before the degree may be granted.

**Thesis.** The writing of a thesis is not required for the master of science degree, but it is recommended for the students planning to take work toward the doctorate. 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. The thesis problem and title must be approved by the committee on graduate study prior to commencement of the study.

**Final Comprehensive Examination.** Each student must satisfactorily complete a final comprehensive examination covering his program. This examination may be written or oral, or both, as determined by the committee on graduate study, but cannot be taken until the student has completed all course work or is actually enrolled in the final course or courses. The examination is offered twice during the year, once in April and once in July. Each candidate must file with the secretary of the committee on graduate study an Application for the Degree, which will be considered as the application to take the final comprehensive written examination. This form, which is obtainable in the registrar's office, must be filed prior to April 1 for the April examination and prior to July 1 for the July examination. (See heading, next page.)

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

**Application for the Degree of Master of Science.** An application must be filed by each candidate with the secretary of the committee on graduate study prior to the dates listed in the above paragraph. In addition, when so requested, the candidate will be required to provide evidence that he holds, or is eligible to hold, the certificate required by the curriculum he is completing. (See No. 1 under Admission to Candidacy for the Degree.) This form will also serve as the candidate's application to take the final comprehensive examination. (See heading above.)

**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.

## Curricula

### Elementary

The graduate program for the degree of master of science in education for elementary teachers consists of two curricula, (1) general elementary education, and (2) childhood education (ages 4-7).

**General Elementary Education.** This curriculum consists of a required *professional education core* of 18 term hours, a required *general education core* of 15 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 18 term hours as follows:

Ed 566 Curriculum Construction .....	3
†Ed 512 Research Procedures in Education .....	3
Ed 513 Evaluation of Classroom Instruction .....	3
Ed 514 Foundations of Education .....	3
Ed 518 Public and Professional Relations .....	3
Psy 460G Developmental Psychology: Infancy and Childhood .....	3
or	
Psy 461G Developmental Psychology: Adolescence and Maturity .....	3
	<hr/>

18

The *general education core* consists of 15 term hours as follows:

Two courses selected from the following to represent two of the three general education areas:

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

and a 9-term-hour block of approved electives in the third area .....

6 of 9..... 6

9

15

† Should be taken as early in the program as possible.

NOTE: If humanities is selected for the 9-hour block, Hum 511 will not apply; if science-mathematics is selected, Sc 511 will not apply; if social science is selected, SSc 511 will apply. The contemporary developments courses are required in the two areas not selected for the block.

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

NOTE: The following graduate courses, which may be applied as electives in the elementary master's degree program, are acceptable to the state department of education in fulfilling requirements for the elementary school principals' or the elementary school supervisors' certificates:

*Ed 476G School Law and Organization .....	3
Ed 568 Administration of the Elementary School .....	3
Ed 569 Supervision of the Elementary School .....	3
Ed 575 School Finance .....	3

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

**Childhood Education (Ages 4-7).** This curriculum is designed to meet the needs of teachers in the elementary schools who wish to extend their professional competency through greater concentration in the area of childhood education (ages 4-7). The curriculum consists of a *basic professional education core* of 18 term hours similar to that required in the general elementary curriculum for graduate students; a *specialized core in childhood education* of 18 term hours; and a *general education core* of 9 term hours.

The *basic professional education core* consists of:

†Ed 512 Research Procedures in Education .....	3
Ed 513 Evaluation of Classroom Instruction .....	3
or	
Ed 518 Public and Professional Relations .....	3
Ed 514 Foundations of Education .....	3
Psy 460G Developmental Psychology: Infancy and Childhood .....	3
Electives in education or psychology .....	6
	18

The *specialized core in childhood education* consists of:

Ed 451G Preprimary Education .....	3
Ed 452G Creative Arts in Childhood .....	3
Ed 519-520 Childhood Education .....	12
	18

The *general education core* consists of:

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

Total .....	9
	45

## Secondary

The graduate program for the degree of master of science in education for secondary teachers consists of five different curricula based on the candidate's selected teaching area. Each curriculum consists of 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 a *selected teaching area* chosen from either social science, humanities, biological science, physical

\* Oregon School Law, 2 quarter hours, taken prior to July 1, 1956, will meet the law requirement for the administrator's certificate.

† Should be taken as early in the program as possible.

science, or general science, and consisting of from 21 to 27 required and approved graduate term hours. 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* common to all five curricula consists of:

*Ed 512 Research Procedures in Education .....	3
Ed 514 Foundations of Education .....	3
Ed 566 Curriculum Construction .....	3
Psy 461G Developmental Psychology: Adolescence and Maturity .....	3
Education or psychology electives .....	6-12
	18-24

NOTE: A minimum of 54 upper-division and graduate term hours in the professional area of education and psychology is required of all students. This requirement should be taken into account in determining the number of education and psychology electives required of the candidate.

The *selected teaching area* consists of a minimum of 21 graduate term hours in a single teaching area, to be selected from either social science, humanities, biological science, physical science, or general science. The actual courses required for each student will be selected under guidance of the chairman of the department involved and will be distributed throughout the various subjects within the teaching area.

The *social science teaching area* consists of:

SSc 492g Ideologies of the 20th Century .....	3
SSc 493g International Organizations .....	3
SSc 494g American Foreign Relations .....	3
SSc 512 Contemporary Developments in the Social Sciences .....	3
Approved electives .....	9-15
Total in social science .....	21-27

The *humanities teaching area* consists of:

Eng 457g Forms and Meaning of Poetry .....	3
Eng 458g Forms and Meaning of Prose .....	3
Eng 459g Forms and Meaning of Drama .....	3
Hum 512 Contemporary Developments in the Humanities .....	3
Approved electives .....	9-15
Total in humanities .....	21-27

The *biological science teaching area* consists of:

Bi 446g Evolution .....	3
Bi 453g Bioecology .....	3
Bi 458g Field Biology .....	3
Bi 460g Preparation of Biological Materials .....	4
GS 411g History of Science .....	3
Approved electives .....	5-12
Total in biological science .....	21-27

The *physical science teaching area* consists of:

†Ph 421, 422g Modern Physics .....	6
Ch 417g Advanced Inorganic Chemistry .....	3
Ch 433g Advanced Organic Chemistry .....	3
GS 411g History of Science .....	3
Mth 410g Foundations of Mathematics .....	3
Mth 415g Modern Geometry .....	3
Approved electives as needed .....	3
Total in physical science .....	21-27

\* Should be taken as early in the program as possible.

† If student has had Ph 311, 312, 313, Introduction to Modern Physics or the equivalent, these hours should be used for electives.

The *general science teaching area* consists of :\*

Bi 446g	Evolution .....	3
Bi 460g	Preparation of Biological Materials .....	4
G 450g	Rocks and Minerals .....	3
G 453g	Geology of the Pacific Northwest .....	3
GS 411g	History of Science .....	3
GS 424g	Astronomy .....	3
Mathematics-minimum of one approved course .....		3
Approved electives as needed .....		3
Total in general science .....		21-27

### TOTAL HOURS REQUIRED FOR ENTIRE PROGRAM:

1. Professional education core .....	18-24
2. Core in selected teaching area .....	21-27
3. Approved electives to make a total of .....	45

## Areas of Specialization

The following graduate curricula provide opportunities for the otherwise qualified elementary or secondary teacher to become proficient in one of the following aspects of special education.

### Teaching the Deaf

This curriculum meets the certification requirements of the Conference of Executives of American Schools for the Deaf and is conducted in cooperation with the Oregon State School for the Deaf. A major portion of the course work in the *specialized professional core* (prerequisite and graduate) is offered on the campus of the school for the deaf. The *basic professional education core* and the *general education core* are offered on the OCE campus.

Candidates for admission to the program must meet all the requirements of admission to candidacy for the master's degree at OCE. (See under Admission to Candidacy for the Degree.) Before the degree can be granted, the candidate must present evidence that he holds or is eligible for Certificate A issued by the Conference of Executives of American Schools for the Deaf.

The total program includes 18 term hours of prerequisite courses and 45 term hours of graduate courses leading to the degree of master of science in education.

The *specialized professional core* consists of 18 term hours prerequisite to the degree program as follows:

Sp 371	Speech Science .....	3
Sp 488g	Audiology .....	3
Sp 489g	Audiology .....	3
Ed 409-509	Practicum: The Deaf .....	9
		18

and 27 graduate hours applying to the degree program, as follows:

Ed 417G	Problems of the Deaf and Hard of Hearing .....	3
Ed 539	Teaching Speech to the Deaf .....	9
Ed 540	Teaching Language to the Deaf .....	9
Ed 541	Teaching Elementary School Subjects to the Deaf .....	6
		27

\* This curriculum has been designed primarily for those candidates who have completed the undergraduate curriculum for teaching science in the junior high school.

The *basic professional education core* consists of the following 9 term hours :

Ed 512	Research Procedures in Education .....	3
Ed 514	Foundations of Education .....	3
Psy 460G	Developmental Psychology: Infancy and Childhood .....	3
or		
Psy 461G	Developmental Psychology: Adolescence and Maturity } .....	3
		<hr/> 9

The *general education core* of 9 term hours consists of :

SSc 511 or 512	Contemporary Developments in the Social Sciences .....	3
Hum 511 or 512	Contemporary Developments in the Humanities .....	3
Sc 511	Contemporary Developments in the Sciences and Mathematics .....	3
		<hr/> 9

NOTE: Both elementary and secondary teachers take Sc 511; elementary teachers take SSc 511 and Hum 511; secondary teachers take SSc 512 and Hum 512.

## Special Education

These curricula are designed to enable teachers at either the elementary or secondary level to meet the requirements for (1) the degree of master of science in education, and (2) certification by the state department of education in one of several fields of special education.

Candidates for admission to the program must meet all of the requirements of admission to candidacy for the master's degree at OCE. (See under Admission to Candidacy for the Degree.) Before the degree can be granted, the candidate must present evidence that he holds or is eligible for a *regular general Oregon elementary or secondary teaching certificate and the special education certificate indicated.*

Students who have had little or no undergraduate work in the field of special education will normally need to complete additional hours in order to clear certain undergraduate deficiencies.

Each curriculum requires completion of a *basic professional education core* consisting of 9 term hours, a *general education core* of 9 term hours, and a *specialized core in special education* of 27 term hours.

The *basic professional education core* common to all of these curricula consists of the following 9 term hours :

Ed 512	Research Procedures in Education .....	3
Ed 514	Foundations of Education .....	3
*Psy 460G	Developmental Psychology: Infancy and Childhood .....	3
or		
Psy 461G	Developmental Psychology: Adolescence and Maturity } .....	3
		<hr/> 9

The *general education core* common to all of these curricula consists of the following 9 term hours :

SSc 511 or 512	Contemporary Developments in the Social Sciences .....	3
Hum 511 or 512	Contemporary Developments in the Humanities .....	3
Sc 511	Contemporary Developments in the Sciences and Mathematics .....	3
		<hr/> 9

NOTE: Both elementary and secondary teachers take Sc 511; elementary teachers take SSc 511 and Hum 511; secondary teachers take SSc 512 and Hum 512.

The *specialized core in special education* consists of a minimum of 27 graduate term hours based on the courses needed to meet the requirements of the state department of education for one of the Oregon special education certificates.

\* Required for all special education certificates where preparation is required in the area of child growth and development.

Those requirements may necessitate taking (1) more than 27 term hours, which will require additional courses outside the master's degree program, or (2) less than 27 term hours, in which event approved elective courses in guidance will be included to meet the minimum requirement of hours.

Any one planning to pursue one of the special education curricula should contact the secretary of the committee on graduate study immediately for the purpose of being assigned an adviser and having an official course-program established.\*

The following courses are *basic to all special education curricula*:

Ed 470G	Education of the Exceptional Child .....	3
Ed 483G	General Intelligence Testing .....	3
Sp 481g	Speech Pathology .....	3
		9
(Psy 460G Developmental Psychology: Infancy and Childhood, is included under professional education core.)		

*In addition to the above courses:*

The curriculum for the *general certificate to teach exceptional children* contains:

Ed 463G	The Maladjusted Child .....	3
Ed 464G	The Mentally Retarded Child .....	3
Ed 468G	Diagnostic and Remedial Techniques in Reading .....	3
Ed 471G	Administration of Special Education .....	3
Ed 480G	The Psychology of Reading Instruction .....	3
Sp 478g	Clinical Methods in Speech Correction .....	3
Sp 484-485g	Clinical Speech Therapy .....	4
Ed 509	Practicum: Remedial Reading .....	6
		28†

The curriculum for the *remedial reading certificate* contains:

Ed 468G	Diagnostic and Remedial Techniques in Reading .....	3
Ed 480G	The Psychology of Reading Instruction .....	3
Ed 509	Practicum: Remedial Reading .....	9
Approved electives in special education .....		3
		18‡

The curriculum for the *speech correction certificate* includes the following 6 term hours of prerequisite courses *not applying to the degree*:

Sp 370	Phonetics .....	3
Sp 371	Speech Science .....	3
		6

and the following graduate courses *applying to the degree*:

Ed 417G	Problems of the Deaf and Hard of Hearing .....	3
Sp 478g	Clinical Methods in Speech Correction .....	3
Sp 482-483g	Speech Pathology .....	6
Sp 484-485-486g	Clinical Speech Therapy .....	6
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\* Although these specific requirements for special education certificates are given in this section as part of the master's degree program, the four courses specified as basic to all certificates and the courses listed in each field constitute the requirements for the special education certificate in that field, which in most cases calls for a minimum of 36 hours with at least 18 at the graduate level. Thus, it is possible to meet the requirements for a special education certificate without taking all the required courses at the graduate level or without earning the M.S. degree.

† Of these 28 term hours 18 are required for the master's degree program, 10 for certification purposes.

‡ An additional 6 term hours in special education electives are necessary for certification purposes.

The curriculum for the *certificate to teach the hard of hearing* includes the following prerequisite course *not applying to the degree*:

Sp 371	Speech Science .....	3
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and the following graduate courses *applying to the degree*:

Ed 417G	Problems of the Deaf and Hard of Hearing .....	3
Ed 506	Special Individual Studies: Clinical Practice in Speech Reading .....	3
Sp 488g	Audiology .....	3
Sp 489g	Audiology .....	3
Approved	electives in special education .....	6

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\* An additional 3 term hours of special education electives are necessary for certification purposes.

The curriculum for the *certificate to teach the mentally retarded* contains:

Ed 463G	The Maladjusted Child .....	3
Ed 464G	The Mentally Retarded Child .....	3
Ed 489G	Curriculum for the Mentally Retarded .....	3
Ed 507	Seminar: Arts and Crafts for Mentally Retarded .....	3
Ed 509	Practicum: The Mentally Retarded .....	3
Sp 478g	Clinical Methods in Speech Correction .....	3

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# Description of Courses

## Art\*

Professor: HEATH (department chairman).

Assistant Professors: CHAMBERS, CROZIER.

Instructor: WHITE.

### 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.** 3 hours.  
A course which explores the cultural and historic significance of graphic and plastic art products. Field trip, lecture, projected and display materials are used.
- A 128. **Art Appreciation II.** 3 hours.  
Study of selected aspects of the contemporary arts, with emphasis on works of recent, individual artists.
- A 211. **Silk Screen Printing.** 2 hours.  
Printing on various surfaces and materials by the major stencil processes used in serigraphy. Stress is on applied design on fabric.
- A 216. **Lettering.** 2 hours.  
Studio classes in lettering, progression from the edged pen to brush practice, and an introduction to Italic Handwriting. Historical and contemporary means to visual communications are studied as related to preparation of teaching materials.
- A 217. **Lettering II.** 2 hours.  
A continuation of 216 leading to greater ability in personal calligraphy, preparation of charts and posters. Prerequisite: A 216.
- 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 potters wheel, decorating, packing and firing kiln.
- A 220. **Watercolor.** 2-4 hours.  
The exploration of the techniques of transparent watercolor painting utilizing still life, landscape, and imaginative subjects. The course may be taken for an additional two hours of credit.
- A 221. **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 222. **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 221.

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\* Many of these courses require special fees.

A 223. **Graphic Processes.** 2 hours.

Activities in printing by stencil, textured material and autographic means suitable for impression and reproduction.

A 251. **Art History.** 3 hours.

A study of selected historical elements of the arts, from the early beginnings to the present.

**Upper-Division Courses**

A 312. **Puppetry.** 2 hours.

A practical course for elementary teachers in the production of original puppet plays including staging, scenery, and puppets. Historical 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, electroplating, and stone setting. The study, application, and firing of enamels on metals. The advanced course may be taken for an additional 2 hours credit.

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. Prerequisite: consent of instructor. The advanced course may be taken for an additional 2 hours credit.

A 319. **Clay Modeling.** 2 hours.

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

A 323. **Art Education (Elementary).** 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 elementary and junior high school (applicable as Education on elementary degree requirements and certification). Prerequisites: A 221, 222.

A 324. **Art Education (Secondary).** 3 hours.

A study of art education through studio experiences and individual research. Lectures and reading dealing with current practices in art education in American high schools. Prerequisites: A 221, 222.

A 325. **Layout and Design.** 3 hours.

Deals with problems involving page and area layout, color, texture, line, and lettering. Poster, package, and publicity techniques will be explored through studio activities and related research. Prerequisites: A 216, 221, 222.

A 331. **Sculpture.** 3 hours.

Introduction to basic materials, techniques, and forms pertaining to sculptural processes with modeling, casting, carving in wood, cast stone, etc., for upper-grade levels through high school. Prerequisites: A 221, 222.

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 426. **Individual Studies in Art.** (g) 3 hours.  
Research and discussion for individual and/or group study dealing with the teaching of art at various age levels, elementary through junior high school. Prerequisite: A 323.
- A 434. **Visual Techniques.** (g) 3 hours.  
A production and design class in teacher preparation of classroom instructional items in visual and three-dimensional materials. Diagrams, charts, models and teaching displays and devices will be developed. Instruction in school display and publicity techniques will be given. Consent of instructor required.
- 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 on developing standards and criteria for the understanding and appreciation of art.

## Education and Psychology\*

Professors: SNYDER (Dir.), ALBIN, BRODY, EDLING, KANE, STORDAHL, YOST.

Associate Professors: CORLEY (department chairman), BELDIN, CUMMINS, FISH, GARRISON, HIATT, KERSH, LYLE, MILLSAP, MULDER, PATTERSON, ROWLAND.

Assistant Professors: ADDISON, BEAIRD, BROWN, CARR, D. COOPER, CRAIG, CUSTER, DORTMUND, FARROW, HIEBERT, HOWARD, KREY, LIESKE, LUCAS, LUND, MELENDY, PAULSON, REDBIRD, RUCKMAN, TETZ, WARNATH.

Instructors: BEDNARZ, J. CHAMBERS, DICK, DIXON, ENSTAD, HELWIG, L. SCOTT, C. SMITH, TABOR, TODD, TOEVS.

### Education

#### 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: Oregon School Law.
- 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 311 and/or 312, Ed 310.

\* This section includes all course offerings in the area. Courses which apply to specialized fields are repeated under the headings of Counseling and Guidance and Special Education, beginning on page 82.

- 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 311 and/or 312, Ed 310.
- 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. Prerequisite: Ed 312, 313, or consent of instructor.
- Ed 341. **Reading Instruction in the Secondary School.** 3 hours.  
Basic principles of reading instruction; nature and scope of the total reading program; methods and materials for reading instruction in the content areas of the secondary school.
- Ed 342. **Teaching in the Junior High School.** 4 hours.  
General methods for junior high school teachers; classroom activities relating to the core-type curriculum and the integration of subject matter; block-scheduling in the areas of language arts, social studies, and science-mathematics; unit preparation; the teacher's roles in the modern junior high school. Prerequisites: Ed 312, 313.
- Ed 344. **Physical Education in the Grades.** 3 hours.  
Theory and practice in rhythm; group and folk dancing; stunts, games, self-testing activities, tumbling; materials; planning and evaluating programs with reference to basic principles of physical education for elementary and secondary teachers.
- 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: Bi 101, 102, 103.
- Ed 357. **Methods and Materials: Reading.** 3 hours.  
Techniques and methods of teaching for elementary teachers with particular attention to the development of reading at various levels. Opportunities for observing children. Prerequisite: Ed 312, 313, or consent of instructor.
- Ed 358. **Methods and Materials: Language Arts and Social Science.** 3 hours.  
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. Prerequisite: Ed 312, 313, or consent of instructor.
- Ed 359. **Methods and Materials: Science and Mathematics.** 3 hours.  
Modern methods of instruction at the elementary school level, based upon recent research and writing. The meaning theory in the teaching of arithmetic and problem approach to the teaching of science. Observation of children and teaching methods. Prerequisite: Ed 312, 313, or consent of instructor.
- Ed 391. **Communication With the Deaf.** 1-3 hours.  
Techniques for facilitating individual interviews with deaf clients and students. Factors important to lipreading. Intensive training in manual communication.

- Ed 402. **Workshop.** Terms and hours to be arranged.
- Ed 406. **Special Individual Studies.** Terms and hours to be arranged.  
Designed for individual or special studies in a limited area of interest, under the guidance of a designated staff member.
- Ed 407. **Seminar.** Terms and hours to be arranged.
- Ed 409. **Practicum.** Hours to be arranged. 3-9 hours.  
REMEDIAL READING  
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- 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.  
Observing and teaching under the direction of a supervising teacher, including student teaching seminar. Opportunities for assuming direct responsibility for the learning activities of children, developing skill in the techniques of teaching and schoolroom management, and participation 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.
- Ed 417. **Problems of the Deaf and Hard of Hearing.** (G) 3 hours.  
Psychological, social, medical, and educational problems of the deaf and hard of hearing. Helping the acoustically handicapped in the home. History of the education of the deaf from the earliest times. Evaluation of the place of the deaf in the community. Study of source materials on education and welfare of the deaf.
- 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 improvements 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 434. **Preparation of Audio-Visual Aids.** (G) 3 hours.  
Development of audio-visual teaching aids for more effective teaching in large and diversified classes, team teaching and educational TV; design and construction of illustrated materials, flat and three-dimensional materials for display or projection. Senior standing or consent of instructor.

- 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 436. **Programed Instruction.** (G) 3 hours.  
Principles and techniques employed in the development of programed instructional materials as an element of teaching technology. Analysis of characteristic programs, devices, and psychological principles upon which current material and devices are based.
- 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 in Childhood.** (G) 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, constructed materials, literature, dramatic play, and other areas of expression as young children use them.
- Ed 463. **The Maladjusted Child.** (G) 3 hours.  
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 Retarded Child.** (G) 3 hours.  
The psychology, education, and guidance of the mentally retarded child.
- Ed 465. **Diagnostic and Remedial Techniques in the Basic Skills.** (G) 3 hours.  
Diagnostic, remedial, and corrective techniques in basic school subjects (exclusive of reading).
- Ed 466. **The Gifted Child.** (G) 3 hours.  
The psychology, education, and guidance of the mentally superior and the extraordinarily gifted child.
- Ed 467. **Applied Mental Hygiene.** (G) 3 hours.  
The development of personality, personality conflicts, mechanisms of adjustment, and the basic principles of mental hygiene. Emphasis on application of mental hygiene principles to personality development of teachers and of children. Prerequisite: Psy 201, 202.
- Ed 468. **Diagnostic and Remedial Techniques in Reading.** (G) 3 hours.  
For experienced teachers: the typical causes of difficulty in reading; evaluation of procedures to be used in remedial classes. Lectures, demonstrations, readings, and case studies. Prerequisite: Ed 480.
- Ed 470. **Education of the Exceptional Child.** (G) 3 hours.  
The emotionally disturbed, the mentally accelerated, the slow learner, and the physically handicapped. Visits are made to state institutions and agencies to acquaint students with services available.
- Ed 471. **Administration of Special Education.** (G) 3 hours.  
Organization and administration of special education programs. Laws, rules, and regulations governing the administration of special education programs in Oregon school districts.

- Ed 476. **School Law and Organization.** (G) 3 hours.  
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 480. **The Psychology of Reading Instruction.** (G) 3 hours.  
An advanced course in the teaching of reading at elementary and secondary levels. Fundamental nature of the reading process; principles of growth, adjustment, and learning basic to reading achievement; psychological foundations of methods of reading instruction. Prerequisite: Ed 357 or consent of instructor.
- Ed 483. **General Intelligence Testing.** (G) 2-6 hours.  
a) Administration, scoring and interpretation of the Stanford Binet Intelligence Scale and the Wechsler Intelligence Scale for Children.  
b) Introduction of the Wechsler Adult Intelligence Scale and other instruments and continuation of the administration and interpretation of the Binet and Wechsler Intelligence Scale for Children.
- Ed 485. **Principles and Practices of Guidance Services.** (G) 3 hours.  
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 486. **Occupational and Educational Information.** (G) 3 hours.  
Materials available regarding occupations; interpretations of present trends; value and usefulness for high school and college students.
- Ed 487. **Counseling Techniques.** (G) 3 hours.  
Purposes and techniques of counseling; dynamics of adjustment and personality change; personality tests and their interpretation; counseling and the individual student.
- Ed 489. **Curriculum for the Mentally Retarded.** (G) 3 hours.  
Curriculum resources, methods, and materials for special classes developed on the basis of diagnosed characteristics of mentally retarded children. Prerequisite: Ed 464 or consent of instructor.
- Ed 490. **Guidance and Counseling of the Deaf.** (G) 3 hours.  
Orientation to the effects of early profound deafness. Evaluation of psychological, social, and vocational implications of deafness. Utilization of psychological tests and measurements with the deaf. Special counseling techniques, demonstrations, and practice.

#### Graduate Courses

Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

- Ed 502. **Workshop.** Terms and hours to be arranged.
- Ed 503. **Thesis.** 9 hours.
- Ed 506. **Special Individual Studies.** Maximum of 6 hours.  
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 509. **Practicum.** Hours to be arranged, 3-9 hours.

REMEDIAL READING  
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- Ed 512. **Research Procedures in Education.** 3 hours.

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.

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.

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.

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 of achieving the professionalization of teaching.

- Ed 519, 520. **Childhood Education.** 6 hours each term.

A laboratory-type course designed to extend the specific competencies essential for the teacher of primary grade children. The first term deals with the teaching of children at the preprimary level. The second term is concerned with developing quantitative concepts, reading and other language skills, and social learnings of children. Field trips, supervised teaching, seminars, and case studies. (Offered during summer sessions in a two-summer cycle.)

- Ed 521. **Audio-Visual Administration.** 3 hours.

Organizing, administering, and coordinating the school audio-visual program: problems of acquiring, maintaining, and scheduling audio-visual equipment and materials in elementary and secondary schools.

- Ed 539. **Teaching Speech to the Deaf.** 9 hours.

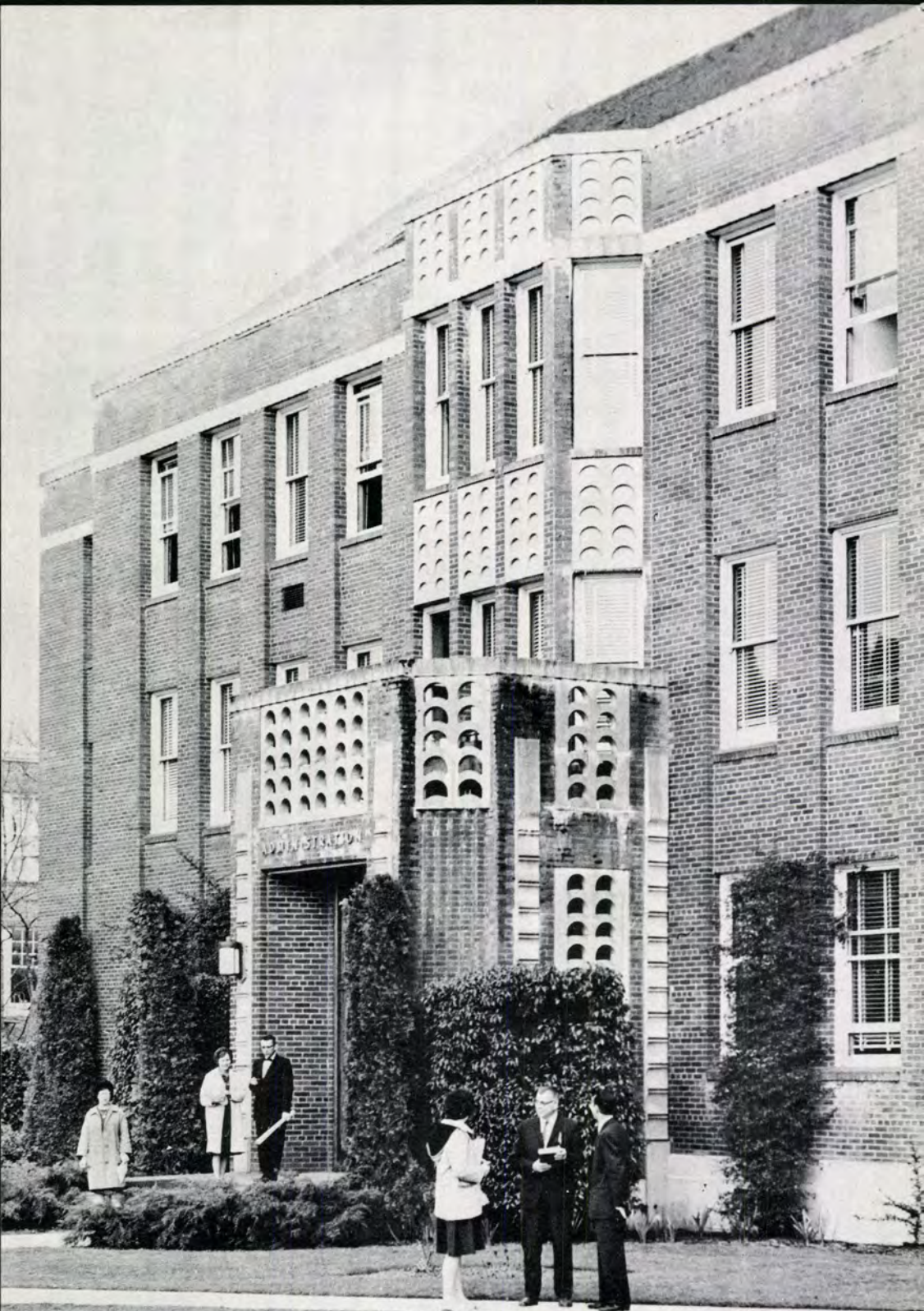
Principles and techniques in developing the formation of English sounds by analytical methods. Introduction of speech by the whole word method. Correction of speech defects in the hard of hearing and the multiple handicapped deaf child. Development of speech in preschool and school age children. Laboratory experiences with deaf children.

- Ed 540. **Teaching Language to the Deaf.** 9 hours.

Principles and techniques of teaching language to deaf children. Leading systems used with a step by step development of at least one language system. Consideration of language problems of the multiple handicapped deaf child.



**Informal talks highlight small college atmosphere at OCE**



Camera catches late Fall scene fronting OCE Administration Building

- Ed 541. **Teaching Elementary School Subjects to the Deaf.** 6 hours.  
Principles and methods of teaching reading, arithmetic, social studies, and science to lower and upper grade deaf children. Emphasis upon methodology in the intermediate and advanced grades and the use of visual aids.
- Ed 566. **Curriculum Construction.** 3 hours.  
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.  
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.  
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.  
The major problems of financing 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 nature of man, processes of learning, and common modes of resulting individual and social behavior. 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 study of the psychology of human development during the periods of infancy and childhood with major emphasis on childhood. Consideration also given to prenatal development. Prerequisite: Psy 201.
- Psy 312. **Psychology of Adolescence.** 3 hours.  
Processes of human development leading to maturity and the effective functioning of the total organism; personal and social adjustments in adolescence; physical, mental, and moral changes of adolescence. Prerequisites: Psy 201, 311.
- Psy 407. **Seminar.** Terms and hours to be arranged.
- Psy 436. **Character and Personality.** (G) 3 hours.  
Major theories of personality development and function. Consent of instructor.

**Psy 450. Abnormal Psychology.** (G) 3 hours.

Various forms of unusual behavior, including anxiety states, hysteria, hypnotic phenomena, and psychoses. Normal motives and adjustment. Mechanisms considered in their exaggerations in the so-called neurotic person. Consent of instructor.

**Psy 460. Developmental Psychology: Infancy and Childhood.** (G) 3 hours.

Development of behavior and psychological activity through the prenatal period, infancy, and childhood. Changes of intelligence, motor capacity, emotional response, language, and social behavior. Emphasis of social influences on development. Consent of instructor.

**Psy 461. Developmental Psychology: Adolescence and Maturity.** (G) 3 hours.

Behavior changes during pre-adolescence and adolescence as related to physiological development, and social and cultural factors. Emphasis on personal and social adjustment. Consideration of problems relating to maturity and adulthood. Consent of instructor.

**Graduate Courses**

**Psy 507. Seminar.** Terms and hours to be arranged.

**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 applied to modern educational practices. Includes learning theory and practices at all age levels through adulthood.

## **Counseling and Guidance**

### **Education**

#### **Upper-Division and Graduate Courses**

Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

**Ed 406-506. Special Individual Studies.**

**Ed 407-507. Seminar.**

**Ed 409-509. Practicum: Counseling.**

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

**Ed 486. Occupational and Educational Information.** (G)

**Ed 487. Counseling Techniques.** (G)

## Psychology

### Upper-Division Courses

- Psy 436. **Character and Personality.** (G)  
Psy 450. **Abnormal Psychology.** (G)  
Psy 460. **Developmental Psychology: Infancy and Childhood.** (G)  
Psy 461. **Developmental Psychology: Adolescence and Maturity.** (G)

### Graduate Courses

Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

- Psy 515. **Statistical Methods in Education and Psychology.**

## Special Education

Oregon College of Education offers programs in special education leading to certification by the state department of education in several fields. Courses are available to meet the requirements for the following certificates: (1) the general certificate to teach exceptional children, (2) the remedial reading certificate, (3) the certificate to teach the hard of hearing, (4) the speech correction certificate, (5) the certificate to teach the mentally retarded.

Each of these certificates (with the exception of 5), requires a minimum of 36 hours of approved course work, at least 18 hours of which must be at the graduate level. Additional requirements call for the teacher to have a baccalaureate degree from a standard college or university and to hold, or be eligible for, a regular general Oregon elementary or secondary teachers certificate.

(Changes in requirements for special education certificates will become effective on July 1, 1965, in accordance with the new certification regulations approved by the state board of education. These changes will appear in subsequent catalogs.)

The courses listed first in this special section constitute a core of study common to all special education certification requirements. Courses required in addition to the common core, as well as elective opportunities, are found under the following headings: Education of Exceptional Children and Remedial Education, Speech Therapy, and Teaching the Deaf. Many of these courses may be taken at either the undergraduate or graduate level to apply to certification requirements only; or they may be taken for graduate credit as a core of special education for a degree of master of science in education. The specific courses required for each certificate are given on pages 69-72 in the Graduate Study section of the catalog.

- Ed 470. **Education of the Exceptional Child.** (G)  
Ed 483. **General Intelligence Testing.** (G)  
Psy 460. **Developmental Psychology: Infancy and Childhood.** (G)  
Sp 481. **Speech Pathology.** (g)

### **Education of Exceptional Children and Remedial Education**

#### **Upper-Division and Graduate Courses**

Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

Ed 406-506. **Special Individual Studies.**

Ed 407-507. **Seminar.**

Ed 409-509. **Practicum: Remedial Reading.**

#### **The Mentally Retarded**

Ed 463. **The Maladjusted Child.** (G)

Ed 464. **The Mentally Retarded Child.** (G)

Ed 465. **Diagnostic and Remedial Techniques in the Basic Skills.** (G)

Ed 466. **The Gifted Child.** (G)

Ed 468. **Diagnostic and Remedial Techniques in Reading.** (G)

Ed 471. **Administration of Special Education.** (G)

Ed 480. **The Psychology of Reading Instruction.** (G)

Ed 489. **Curriculum for the Mentally Retarded.** (G)

### **Speech Therapy\***

#### **Upper-Division Courses**

Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

Sp 370. **Phonetics.**

Sp 371. **Speech Science.**

Sp 478. **Clinical Methods in Speech Correction.** (g)

Sp 481. **Speech Pathology.** (g)

Sp 482. **Speech Pathology.** (g)

Sp 483. **Speech Pathology.** (g)

Sp 484, 485, 486. **Clinical Speech Therapy.** (g)

Sp 487. **Audiology.** (g) 3 hours.

Sp 488. **Audiology.** (g) 3 hours.

Sp 489. **Audiology.** (g) 3 hours.

### **Teaching the Deaf\***

#### **Upper-Division Courses**

Ed 391. **Communication with the Deaf.**

Ed 409. **Practicum: The Deaf.**

Ed 417. **Problems of the Deaf and Hard of Hearing.** (G)

Ed 490. **Guidance and Counseling of the Deaf.** (G)

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\* Course descriptions will be found on page 92.

\* See Graduate Study, page 69, for the M.S. degree program planned in conjunction with the School for the Deaf. The above courses are ordinarily offered on that campus.

**Graduate Courses**

Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

Ed 509. **Practicum: The Deaf.**

Ed 539. **Teaching Speech to the Deaf.**

Ed 540. **Teaching Language to the Deaf.**

Ed 541. **Teaching Elementary School Subjects to the Deaf.**

**Health and Physical Education**

Professors: LIVINGSTON (department chairman), LAUTENBACH, W. McARTHUR.

Associate Professor: CUMMISKEY.

Assistant Professors: KREY, McCULLOUGH, MILLER.

Instructor: M. McARTHUR.

**Health****Lower-Division Courses**

HE 151. **Personal Hygiene.** 2 hours.

Basic scientific knowledge for healthful living; relation to the health of individuals to family and community welfare and to national vitality and progress; fundamental factors involved in intelligent living.

HE 258. **First Aid.** 2 hours.

Emergency treatment of injuries or sudden illnesses, with emphasis on school situations; upon successful completion the student receives a Red Cross standard first aid certificate.

**Upper-Division Courses**

HE 325. **Nutrition.** 3 hours.

Essentials of an adequate diet for all age groups; the nutritive values of the common food materials; emphasis on the diet of school children.

**Physical Education**

Requirements. Students majoring in elementary education are required to take the following courses in physical education: Basic Rhythms (111), Gymnastics and Self Testing (112), Beginning Swimming (113), Games and Relays (115), an Individual Sport (114), and a team Sport (115); All other students are required to complete six activity courses selected from at least four of the following areas: Rhythms, Gymnastics and Self Testing Activities, Aquatics, Individual and Dual Sports, Team Sports. These may be either 100 or 200 courses.

Students are permitted to earn credit in two activity courses each term, only one of which may carry a 100 number.

**Lower-Division Courses**

†PE 111, 112, 113, 114, 115. **Physical Education.** 1 hour.

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, Basic Rhythms.

PE 112, 212—*Gymnastics and Self Testing Activities.* Tumbling, Gymnastics and Self Testing, Body Mechanics.

PE 113, 213—*Aquatics*. Beginning Swimming, Intermediate Swimming, Advanced Swimming, Diving, Lifesaving, Water Safety Instruction, Synchronized Swimming, Skin and Scuba Diving.\*

PE 114, 214. *Individualized and Dual Sports*. Badminton, Tennis, Archery, Handball, Weight Training, Wrestling, Track and Field, Golf.\* Recreational Games, Bowling.\*

PE 115, 215—*Team Sports*. Football for Men, Basketball for Men, Softball, Basketball for Women, Field Hockey for Women, Soccer-Speedball for Women, Soccer-Speedball-Touch Football for Men, Volleyball, Games and Relays.

†PE 211, 212, 213, 214, 215. **Physical Education**. 1 hour.

Instruction 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.

Study of the recreation movement; construction of the playground; selection and placement of equipment; special play days and field meets.

PE 336. **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; work in practical outdoor skills.

PE 337, 338, 339. **Officiating Sports**. 1 hour each term.

Rules, techniques, and game practice in men's and women's sports.

PE 343. **Organization and Administration of Physical Education**. 3 hours.

Policies and procedures; facilities; staff; budget; scheduling; equipment.

PE 350. **Teaching of Sports**. 1 hour.

Various sports are covered in regard to theory, fundamentals, styles of play, individual adaptations as to positions by lectures and discussions.

PE 359. **Athletic Training and Conditioning**. 2 hours.

Study and practice in massage, bandaging, treatment of sprains, bruises, strains, and wounds; the importance of diet and conditioning.

PE 363. **Tennis and Golf Coaching**. 2 hours.

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching, and management of matches.

PE 364. **Wrestling and Swimming Coaching**. 2 hours.

Demonstration and discussion of the fundamentals, individual skills, methods of instruction, philosophy of coaching, and management of meets and matches.

\* Special fee.

† Not more than 12 hours of physical education activity courses numbered 100 and 200 may be counted toward graduation except in the case of a physical education major or minor.

- PE 365. **Football Coaching.** 2 hours.  
Demonstrations and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching, and management of games.
- PE 366. **Basketball Coaching.** 2 hours.  
Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching, and management of games.
- PE 367. **Baseball Coaching.** 2 hours.  
Demonstration and discussion of the fundamentals, individual skills, methods of instruction, systems of play, philosophy of coaching, and management of games.
- PE 368. **Track and Field Coaching.** 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 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.  
History, philosophy, and trends; scientific bases; place of physical education in the general education program; practical problems.

## 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.

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\* These courses will not be offered during 1963-64.

## Humanities

Professors: DALE (department chairman), ALBIN, BELLAMY, McCLURE.

Associate Professor: HOFSTETTER.

Assistant Professors: R. BAKER, D. COOPER, HANSON, HARDING, KIRBY, MAYO, ROBB, SPARKS.

Instructors: A. COOPER, R. DUNCAN, MARBLE, OLMSTEAD, STUMP.

### Writing

#### Lower-Division Courses

Wr 111, 112, 113. **English Composition.** 3 hours each term.

A sequence to help the student develop writing skills, with emphasis upon exposition, argument, and research.

Wr 218. **Creative Writing.** 3 hours.

Opportunity and encouragement for those who wish to express themselves through literary mediums. Prerequisites: demonstrated skill in writing; Wr 111, 112, 113.

#### Upper-Division Courses

Wr 414. **Advanced Composition.** (g) 3 hours.

Advanced instruction and practice in the principles of writing, recommended for students who plan to teach high school English. Prerequisite: Eng 494.

#### Graduate Courses

Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

Wr 510. **Forms of Expository Prose.** 3 hours.

Intensive study and practice for analysis and production of expository prose. Recommended for secondary English teachers.

## 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.

*Reading:* Careful diagnosis of reading difficulties and corrective measures to meet the needs of individual students.

*Writing:* A review of fundamentals, primarily for upper classmen 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 works are studied so 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. **An Introduction to Drama.** 3 hours.

Selected representative plays that have exerted considerable influence on the drama in English.

**Upper-Division Courses**

- Eng 340, 341, 342. **English Literature.** 3 hours each term.  
Representative English literature from the Anglo-Saxon to the present.
- Eng 361. **Contemporary Literature.** 3 hours.  
Contemporary novel, 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.  
The English novel from its beginning to the end of the 19th century.
- Eng 367. **The Development of the American Novel.** 3 hours.  
The American novel from its beginning to the 20th century.
- Eng 368. **The Development of the Contemporary Novel.** 3 hours.  
The twentieth-century novel with emphasis upon the formulative influences.
- Eng 380, 381, 382. **American Literature.** 3 hours each term.  
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.** 3 hours.  
A study of the many books available for children in the elementary school. (Applicable as Education on elementary degree requirements and certification.)
- Eng 446. **Major Theories in Literary Criticism.** (g) 3 hours.  
A study of the history, principles, and practice of various aspects of literary criticism. Prerequisite: 15 hours in literature or consent of the instructor.
- Eng 457. **Forms and Meaning of Poetry.** (g) 3 hours.  
A study of contemporary poetry and its foundations of judgment as seen in literary criticism from Plato to the present time.
- Eng 458. **Forms and Meaning of Prose.** (g) 3 hours.  
A study of contemporary prose fiction, American, English, and European, and its foundations of judgment as seen in literary criticism.
- Eng 459. **Forms and Meaning of Drama.** (g) 3 hours.  
A study of contemporary drama, in English and in translation, and its foundations of judgment as seen in literary criticism from Aristotle to the present time.
- Eng 489 (Lib 489). **Literature for Adolescents.** (g) 3 hours.  
A study of the literature used in junior and senior high schools.
- Eng 490. **Development of the English Language.** (g) 3 hours.  
Growth of the English language from its beginning to the present day.
- Eng 494. **Nature of the English Language.** (g) 3 hours.  
A general view of the English language with emphasis on modern American language.

**Graduate Courses**

Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

- Eng 510. **Recent Developments in Language Study.** 3 hours.  
Advanced study of the methods used by leading linguistic scholars of contemporary American-English and a study of the symbolic nature of the language.

## **Humanities, Philosophy, and Religion**

### **Upper-Division Courses**

Hum 407. **Seminar.** Hours to be arranged.

Phl 311, 312. **Philosophy.** 3 hours each term.

Introduction to philosophy through consideration of its basic problems.

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. **Contemporary Developments in the Humanities.** 3 hours.

Emphasis upon the search for values in the modern world as reflected in the forces shaping contemporary philosophies and trends in contemporary literature. For elementary teachers; not acceptable for secondary certification.

Hum 512. **Contemporary Developments in the Humanities.** 3 hours.

A study of the literary expression of contemporary values as evidenced in the work of currently influential Western authors. (Acceptable for secondary certification.)

## **Journalism**

### **Lower-Division Courses**

J 211. **Introduction to Journalism.** 3 hours.

Introduction to the field of journalism, its place in society, and its scope, philosophy and techniques in the various media; techniques of reporting and writing; lecture hours supplemented by work on the college newspaper. Prerequisite: Wr 111 or equivalent.

J 351, 352, 353. **Journalism Projects.** 1 hour each term.

Applications of journalistic techniques and principles through work 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.

RL 107, 108, 109. **Second-Year Spanish.** 4 hours each term.

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.** 3 hours.  
Opportunity to develop poise and confidence in speech and to organize and present material effectively.
- Sp 112. **Fundamentals of Speech.** 3 hours.  
Continuation of Speech 111.
- Sp 120. **Voice and Diction.** 3 hours.  
Practice of the principles of tone production and 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 for appreciation and enjoyment. Development of techniques for elementary and secondary classroom use.
- Sp 239. **Oral Interpretation.** 3 hours.  
Emphasis is placed on the practical values and application of oral reading through the interpretation of prose, poetry, and dramatic literature.
- 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.
- Sp 255. **Make-Up.** 1 hour.  
Purposes 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 344, 345, 346. **Stagecraft II.** 1 hour each term.
- Sp 356. **Theory of Acting.** 3 hours.  
Principles and techniques of acting; problems in analysis and interpretation of dramatic literature.
- Sp 357. **Play Production.** 3 hours.  
Studies and applications of the fundamental principles underlying play production and direction.
- Sp 411. **Speech for the Classroom Teacher.** (g) 3 hours.  
Study of voice improvement techniques and oral projects that can be used in the elementary and secondary school classroom. Projects for improvement of the teacher's speech.

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 school, including materials necessary for undertaking the development of the drama, the educational values of drama, and the theory of dramatic productions.

*The following courses are designed for students in speech therapy.*

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 children.

Sp 371. **Speech Science.** 3 hours.

A study of the anatomy, psychology, and physics of speech.

Sp 478. **Clinical Methods in Speech Correction.** (g) 3 hours.

Scientific approaches and techniques in the treatment of the major speech defects including functional articulatory difficulties, cleft palate speech, stuttering, and neurological speech disorders. Prerequisite: Sp 481.

Sp 481. **Speech Pathology.** (g) 3 hours.

Introduction to nature and etiology of speech defects. Development of speech sounds and deviations. Basic procedures in prevention and correction of speech problems.

Sp 482. **Speech Pathology.** (g) 3 hours.

Symptoms, etiology, and treatment of functional articulation defects, delayed speech, emotional speech disorders. Prerequisite: Sp 481.

Sp 483. **Speech Pathology.** (g) 3 hours.

Symptoms, etiology, and treatment of organic speech disorders, including deviations due to congenital malformation, injury, deafness, and neurological impairment. Prerequisite: Sp 481.

Sp 484, 485, 486. **Clinical Speech Therapy.** (g) 2 hours each term.

Actual case experience for student clinicians in the diagnosis and treatment, under supervision, of speech-defective children and adults. Prerequisite: consent of instructor.

Sp 487. **Audiology.** (g) 3 hours.

Anatomy of the ear, psychophysics of hearing, physical attributes of speech sounds, types and causes of hearing loss, speech involvements of acoustical impairment.

Sp 488. **Audiology.** (g) 3 hours.

Techniques and interpretation of pure tone and speech audiometry.

Sp 489. **Audiology.** (g) 3 hours.

Principles and techniques of teaching lipreading, including Nitchie, Jena, Kinzie, Muller-Walle, and others. Techniques and principles of auditory training.

**Library Science\***

- \*Lib 386. **Introduction to Cataloging and Classification.** 3 hours.  
Introduction of principles of cataloging and classification including basic catalog card forms, name and subject entries, filing, shelf listing, and mechanical preparation of books.
- \*Lib 388 (Eng 388). **Children's Literature.** 3 hours.  
A study of the many books available for children in the elementary school. (Applicable as Education on elementary degree requirements and certification.)
- \*Lib 390. **Book Selection and Reference Materials.** 3 hours.  
Examination, evaluation, and use of basic reference books, indexes, and bibliographies for public school libraries. Practical problems in the use of reference tools. Consideration of principles and criteria for book selection and ordering.
- \*Lib 392. **Administration of School Libraries.** 3 hours.  
The organization, management and function of the school library, and its place in the instructional program. Problems of objectives, standards, housing, and acquisitions. Planned for both school librarians and administrators.
- \*Lib 489 (Eng 489). **Literature for Adolescents.** (g) 3 hours.  
A study of the literature used in junior and senior high schools.

**Business Administration**

- †BA 211, 212, 213. **Fundamentals of Accounting.** 3 hours each term.  
Study of the function of accounting as a tool for the planning and administration of business enterprise. Primary emphasis on analysis and interpretation of financial data, rather than on collection and presentation.
- Fall:* Position and income statements, conceptual bases for collecting and presenting data, flows of cost, the accounting cycle, depreciation, formation of working capital.
- Winter:* Inventory and its control, risk-equity relationships, interest and annuities, analysis of position and income statements, fund statements, manufacturing costs, organization for and administration of cost and budgetary control.
- Spring:* Application of cost concepts to decision making, taxation, and its effect on planning, break-even analysis, internal control, capital budgeting, information theory applied to accounting reports, the impact of price-level changes on accounting data.
- Prerequisites: Sophomore standing or consent of instructor.

\* Courses in library science applicable to standardization requirements as established by the state department of education.

† Not applicable to humanities major or minor in the general studies curriculum.

## Music

Professor: E. SMITH (department chairman).

Associate Professor: REDDEN.

Assistant Professors: J. SCOTT, WALLACE.

Instructors: BEDNARZ, DOBBS, MITTON.

### Lower-Division Courses

Mus 111, 112, 113. **Music Theory I.** 4 hours each term.

An integrated study of the materials of music through analysis, singing, keyboard, ear-training, and part-writing. Includes all diatonic harmonies, and simple modulation. Required in the music major and music minor programs, elective for others.

\*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. Beginning and lower intermediate grades.

\*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. Opportunities are also offered for membership in small instrumental ensembles.

\*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. Opportunities are also offered for membership in small instrumental ensembles.

\*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. Opportunities are also offered for membership in small vocal ensembles.

\*Mus 201. **Introduction to Music and its Literature.** 3 hours.

An introduction to music literature through the study of elements and organizing principles as they relate to music of all periods. Stress is placed on listening to music that is popular in the concert hall. Required as a general education course for prospective secondary teachers. Elective to others.

Mus 202. **Introduction to Music and its Literature.** 3 hours.

A historical study of selected musical masterworks from 1750 to 1900. Special emphasis is placed on the understanding of the musical styles of the period. Required for music minors. Elective to others. Mus 201 is not a prerequisite.

\* Not more than 12 hours of applied music and/or group instruction in music may be counted toward graduation.

**Mus 203. Introduction to Music and its Literature.** 3 hours.

The old and the new in music literature and history. Music of Bach, Handel, and their predecessors; and music of the contemporary period, starting with the impressionist composers. Special unit on jazz. Mus 201 and 202 are not prerequisites.

**Mus 211, 212, 213. Music Theory II.** 3 hours each term.

A continuation of Mus 111, 112, and 113. Composition, analysis of masterworks, and ear training. Includes altered chords and contemporary trends in composition. Prerequisites: Mus 113.

**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. Must be taken concurrently with Music Theory II.

**Mus 235, 236, 237. Brass, Woodwind, String and Percussion Instruments.** 1 hour each term.

A study of instruments, stressing tone production, technique, phrasing and breathing, and correct note reading. A preparation for conducting school orchestras and bands; a playing knowledge of fingering of the other instruments. Class serves as a laboratory. Some instruments are provided by the college.

**Upper-Division Courses**

**Mus 314, 315, 316. Harmonic and Structural Analysis.** 2 hours each term.

Thorough study of formal analysis, including the phrase unit, period, two and three-part song forms, developed ternary forms, sonata, symphony, concerto, etc. Prerequisite: Mus 211, 212, 213.

**Mus 347. Band and Orchestra Management.** 3 hours.

Designed 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. Some instruments are provided by the college.

**Mus 381. Music Fundamentals.** 3 hours.

A musical background for the classroom teacher; singing 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.** 3 hours.

Acquiring more skill in reading song material; more advanced rhythmic patterns; major and minor modes; two-, three-, and four-part music; chording; ear training; dictation. Prerequisite: Mus 381.

**Mus 383. Music Education (Elementary).** 3 hours.

The close relationship between music education and other areas in education; planning a music environment; directing the experiences of children in music. Prerequisites: Mus 381, 382, or Mus 111, 112, 113.

**Mus 384. Music Education (Secondary).** 3 hours.

Materials and methods for developing high school choral organizations; adolescent voice, its care and development; survey of choral literature; public performance; program building; general music class; assembly singing. Prerequisite: Mus 111, 112, 113.

- \*Mus 390, 490. **Applied Music.** 1 or 2 hours each term.  
Individual instruction in voice, organ, piano, band, and orchestral instruments. Upper intermediate and advanced students.
- \*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 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.

## Science and Mathematics

Professors: POSTL (department chairman), THOMPSON.

Associate Professors: CUMMINS, WALKER.

Assistant Professors: ARNOLD, BRODERSEN, FULMER, HIEBERT, JAFFER, VAN DYKE.

Instructors: CALEF, GILES, GREEN, HALLSTROM, JENNINGS, J. SMITH, V. SMITH, TODD.

### 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. Three 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 of distribution of contemporary plant and animal life; interrelations of plants and their environment; conservation of natural resources; collection, identification, and field study of representative plants and animals with several extended week-end field trips during the spring term. Prerequisite: Bi 101, 102, 103, or equivalent.  
Two lectures, one three-hour laboratory period.

\* Not more than 12 hours of applied music and/or group instruction in music may be counted toward graduation.

GS 406. **Special Individual Studies.** 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 the natural sciences, their social implications, and the growth of scientific philosophy. Prerequisite: upper-division standing in science. Three lectures.

#### Graduate Courses

Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

Sc-Mth 506. **Special Individual Studies.** Hours to be arranged.

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

Sc 511. **Contemporary Developments in the Sciences and Mathematics.** 3 hours.

Review of recent literature on some selected areas in the field of the natural sciences and mathematics. Includes a brief examination of the aims, purposes, and organization of the field and an evaluation of research activities and the scientific manpower problem. Selected readings. Three lectures. (For elementary and secondary teachers; acceptable for secondary certification.)

Sc 512. **Contemporary Developments in the Sciences and Mathematics.** 3 hours.

Contemporary developments in the biological sciences. Selected readings. Prerequisite: One year of biological science. Three lectures.

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

Contemporary developments in the physical sciences. Selected readings. Prerequisite: One year of physical science. Three lectures.

### Biological Sciences

#### Lower-Division Courses

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

The principal concepts of biology, including consideration of the variety of plant and animal life and the mechanisms for maintenance and replacement of the individual and the population. 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.

This course will be concerned with a comparative analysis of vertebrate morphology, emphasizing the study of organs and organ systems, and an introduction to the taxonomy, evolution, and ecology of the vertebrates. Prerequisite: Z 201, 202, 203, or consent of the instructor. Two lectures, two three-hour laboratory periods.

**Z 326. Comparative Vertebrate Embryology.** 4 hours.

A comparative study of vertebrate development, including the descriptive examination of the embryonic stages of representative vertebrates and an analysis of those factors which serve to integrate the many processes which occur during this portion of the life history. Prerequisite: Z 201, 202, 203, or consent of the instructor. Two lectures, two three-hour laboratory periods.

**Z 334, 335. 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.

**Bi 341. Genetics.** 3 hours.

Study of the principles and mechanisms of inheritance and variation in organisms. Consideration is given to the contribution of genetic principles to the concept of evolution. Prerequisite: one year of biological science or consent of instructor. Three lectures.

**Bot 371. Structure of Seed Plants.** 3 hours.

Morphology, anatomy, and reproduction of seed plants. Prerequisite: Bot 203. One lecture, two three-hour laboratory periods.

**Bi 412, 413. Microbiology.** (g) 4 hours each term.

A study of the morphology and physiology, the methods of collection and culture, and the ecology of representative microorganisms. Concentration upon bacteria during Bi 412. Emphasis upon protozoa, fungi, and microalgae in Bi 413. Two lectures, two three-hour laboratory periods each term.

**Bi 446. 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) 4 hours.

Procurement, preparation, use and care of biological materials for teaching and experimentation. Two lectures, two three-hour laboratory periods.

**Z 461. Invertebrate Zoology.** (g) 4 hours.

Survey of the invertebrate animals exclusive of Arachnida and Insecta; emphasis on ecology and phylogeny. Two lectures and two three-hour laboratories. Prerequisite: two years of biological science.

**Z 474. Entomology.** (g) 3 hours.

Study of selected aspects of the morphology, life history, physiology and ecology of insects and some consideration of related Arthropods. Prerequisites: two years of biological science or consent of the instructor. Two lectures and one three-hour laboratory period.

**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.

Primarily intended as a terminal course in the fundamentals of chemistry with an emphasis on organic chemistry during the spring term. 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. Two lectures, one recitation, one three-hour laboratory period.

**G 201, 202, 203. Geology.** 4 hours each term.

A study of the agents and processes that have built up, deformed, and torn down the surface features of the earth; the main events in earth history; history occurrence, and characteristics of the common rocks and minerals. Lectures, laboratory, and field study.

**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.

**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.

**Ph 311, 312, 313. Introduction to Modern Physics.** 3 hours each term.

An introduction to atomic hypothesis and kinetic-molecular theory, discharge through gases, x-rays and radioactivity, atomic and nuclear physics, the nature of electro-magnetic radiations, wave mechanisms and the photo-electric effect. Prerequisite: Ph 203 and Mth 203 or consent of the instructor. Two lectures, one two-hour laboratory recitation period.

**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 340. **Elementary Physical Chemistry.** 3 hours.  
Aspects of physical chemistry having application in engineering, biological sciences, and medicine. Use of mathematics minimized. Some knowledge of physics required. Prerequisite: Ch 203 or equivalent.
- G 351. **Elements of Geology.** 3 hours.  
Principles of geology, processes which shape the surface of the earth, historical development of the earth. Designed as an introduction to geology for general science teachers and elementary teachers.
- Ph 390. **Basic Meteorology.** 3 hours.  
An introduction study of the weather elements, their observation, measurement, and use in forecasting. Includes a study of the atmosphere, its makeup, energy relationships, and circulation. Three lectures.
- 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. Prerequisite: Ch 312. Three lectures.
- Ph 421, 422. **Modern Physics.** (g) 3 hours each term.  
A brief study of some of the developments in physics since 1895 with emphasis on nuclear processes and cosmic rays, relativity and quantum theory, solid state, cryogenics and others. Prerequisite: one year each of college mathematics and physics. Three lectures. Offered during summer sessions.
- Ch 423. **Chemical Preparations.** (g) 1-2 hours each term.  
Important methods of synthesis of compounds in the fields of inorganic, organic or biochemistry.
- 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. Three lectures.
- Ch 433. **Advanced Organic Chemistry.** (g) 3 hours.  
An introduction to some advanced topics of organic chemistry, particularly as related to biological systems, including some of the modern research methods. Prerequisite: one year of organic chemistry or consent of instructor. Three lectures.
- Ph 437. **Electronics and Radio.** (g) 3 hours.  
Alternating current theory; circuits; electron tubes and solid state electronic devices; amplification; radio frequency generators; modulation; timing circuits; transmission and radiation; measurements at audio and high frequencies.
- G 450. **Rocks and Minerals.** (g) 3 hours.  
Identification of common minerals; origin and occurrence of sedimentary, igneous, and metamorphic rocks. One lecture, two two-hour laboratories.
- G 453. **Geology of the Pacific Northwest.** (g) 3 hours.  
An introduction to the geologic history of the region, with particular emphasis on the physiographic provinces of Oregon, including their structures, lithology, mineral resources, and paleontology. Field trips by arrangement.
- Ph 465. **Geometrical and Physical Optics.** 3 hours.  
Prerequisites: Ph 203; Mth 203.

**Mathematics****College Preparatory Noncredit Course****Mth 60. Elementary Algebra.** No credit.

For students entering with less than one year of high school algebra. Four lectures.

**Lower-Division Courses****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 De-Moivre'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 each term.

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 103 or Mth 200.

**Upper-Division Courses****Mth 311, 312. Mathematics for Elementary Teachers.** 3 hours each term.

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 343. Theory of Numbers.** 3 hours.

Properties of integers. Euclid's algorithm, diophantine equations, prime numbers, congruences, residues of powers, and quadratic residues. Prerequisite: Mth 200.

**Mth 361. Probability.** 3 hours.

Combinatorial problems, continuous distributions, expectation, laws of large numbers. Prerequisite: Mth 200.

**Mth 407. Seminar.** Hours to be arranged.**Mth 410. Foundations of Mathematics.** (g) 3 hours.

Fundamental concepts and logical structure of arithmetic, algebra, and geometry. Designed for prospective teachers of high school mathematics and mathematics majors. Prerequisite: Calculus.

**Mth 412. Higher Algebra.** (g) 3 hours.

An introduction to abstract algebra. Groups, rings, fields; equivalences and isomorphism. Prerequisite: Mth 203 or consent of instructor.

**Mth 415. Modern Geometry.** (g) 3 hours.

Modern development of geometries as abstract mathematical systems. Major emphasis on groups, finite geometries, Euclidean and non-Euclidean geometries, and the unstated assumption of Euclid. Prerequisite: Mth 103 or equivalent.

**Mth 417, 418, 419. Mathematics for Secondary Teachers.** (g) 3 hours each term.

Intensive study of the modern mathematics curriculum for grades 7-12 and methods of teaching. Emphasis on Arithmetic (417), Algebra (418) and Geometry (419). Prerequisite: Mth 103. Enter any term.

**Mth 442. Logic and Boolean Algebra.** (g) 3 hours.

Logical constants and variables; sentences; sentential and designatory functions; quantifiers; connectives; truth functions; postulates for sentential calculus; postulates for Boolean Algebra and examples; partial ordering, lattices. Prerequisite: 6 hours of upper-division mathematics.

## Social Science

Professors: GRIFFIN (department chairman), CHARLES, HAINES.

Associate Professors: CHATHAM, CHRISTENSEN.

Assistant Professors: AMSPÖKER, ANDERSON, DORTMUND, HESS, JOHNSON, NOXON.

Instructors: F. BAKER, HUXFORD.

## General Social Science

### Lower-Division Courses

**SSc 111. Orientation.** 1 hour.

A course in effective adjustments to college and social needs. Effective means and methods of study; use of the library; time budgeting; importance and spacing of reviews; the amount and type of recreation suitable; social adjustments for happy and effective living; means and methods of modifying personality deficiencies.

### Upper-Division Courses

**SSc 402. Workshop.** Terms and hours to be arranged.**SSc 406. Special Individual Studies.** Terms and hours to be arranged.

**SSc 408. Special Secondary Methods.** 2-3 hours.

Individual courses in the study of the social science, the humanities, the science and the 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.

**SSc 411. Contemporary Problems.** 3 hours.

A study of modern social, political, and economic problems from the standpoint of sociology, economics, psychology, biology, genetics, and the interference of civilization with the process of natural selection.

**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, United Nations. Causes of war and prerequisites for peace. Designed for those preparing for secondary teaching to better understand the relations between nations and the efforts towards peace.

**SSc 494. American Foreign Relations.** (g) 3 hours.

The origin, character, and consequences of American foreign policies from 1900.

**Graduate Courses**

Courses numbered 400-499 and designated (G) or (g) may be taken for graduate credit.

**SSc 502. Workshop.** Terms and hours to be arranged.**SSc 506. Special Individual Studies.** Terms and hours to be arranged.**SSc 507. Seminar.** Hours to be arranged.**SSc 511. Contemporary Developments in the Social Sciences.** 3 hours.

A study of contemporary literature in the various social science areas for elementary teachers.

**SSc 512. Contemporary Developments in the Social Sciences.** 3 hours.

A study of contemporary literature in the various social science areas for junior and senior high school teachers. (Acceptable for secondary certification.)

**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.

**SS 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.

**SSc 515. Political Problems in American Democracy.** 3 hours.

A study of current domestic political 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.

### **Upper-Division Courses**

Ec 325. **Labor Economics.** 3 hours.

Source 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.

Geog 221. **Field Geography.** 3 hours.

Intensive study of a limited area near Salem; elementary map making and studies of economic and human geography.

Geog 240. **Cartography.** 3 hours.

Study and practice in using, compiling, and drafting of maps, charts, and diagrams for teaching purposes.

### **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 410. **Geographic Backgrounds of American History.** (g) 3 hours.

The influence of geographic factors on colonization, settlement patterns, and westward movement in America.

Geog 426. **Geography of Europe.** (g) 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 427. **Geography of the Soviet Union.** (g) 3 hours.

Geography of the Soviet Union; its resources, peoples, and world position.

Geog 428. **Geography of Australasia and Oceania.** (g) 3 hours.

A physical, economic, and social treatment of the lands and peoples and their potentialities in the Pacific Basin.

Geog 429. **Geography of North America.** (g) 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 432. Geography of Africa.** (g) 3 hours.

A study of the African continent, its nations and colonies; the physical and cultural geography of the regions of the continent and their geographical implications.

**Geog 451. Geography of Asia.** (g) 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.

**Geog 461. Geography of Latin America.** (g) 3 hours.

A course dealing with the economic and social development of the countries of Latin America; raw materials; potential markets; inter-American relations.

## History

### Lower-Division Courses

**Hst 101, 102, 103. History of Western Civilization.** 3 hours each term.

Development of western civilization from early beginnings to the present time; political, social and cultural factors; present conditions and problems.

**Hst 201, 202, 203. History of the United States.** 3 hours each term.

Development of the American nation, with emphasis on its political and social concepts.

### 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 350, 351, 352. Latin America.** 3 hours each term.

A survey of Latin America from the early Indian civilizations through the periods of European conquest and colonization; the wars of independence; the rise of national states; their internal development and foreign relations.

**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 408. Senior Colloquium in American History.** 3 hours.

Study of significant historical writings from colonial times to the present, with emphasis on methods and interpretations.

**Hst 449. History of the Soviet Union.** 3 hours.

Political, diplomatic, and social development of Russia from 1917 to the present.

**Hst 458. Civil War and Reconstruction.** (g) 3 hours.

The critical decade before the Civil War; the war years; the tragic post-war era.

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

The American Frontier. First term: the early American frontier; second term; the trans-Mississippi West.

Hst 478. **History of the Pacific Northwest.** (g) 3 hours.

Historical and cultural development of the Pacific Northwest.

Hst 484. **Colonial America.** (g) 3 hours.

Colonial background of American history, from the Age of Discovery to the Revolution.

Hst 485. **The New Nation.** (g) 3 hours.

History of the United States from 1775 to 1850; the Revolution, confederation, the Constitution; government under the Federalists.

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**

#### **Lower-Division Courses**

PS 201, 202, 203. **American Governments.** 3 hours each term.

First term: Principles of American political system; organization of national governments. Second term: Powers and functions of national government. Third term: Practical operation and contemporary reforms in government at state and local levels. PS 201 may be taken separately, but it is prerequisite for PS 202.

#### **Upper-Division Courses**

PS 327. **Foreign Governments.** 3 hours.

A comparative study of the governments of selected foreign nations.

PS 414. **Political Parties.** 3 hours.

The nature, organization, and operation of political parties; election and recall of officers; proportional representation; initiative and referendum; the role of public relations and advertising agencies.

PS 415. **Public Opinion and Pressure Groups.** (g) 3 hours.

An analysis of the role of public opinion and interest groups in determining of public policy.

### **Sociology**

#### **Lower-Division Courses**

Soc 214, 215, 216. **Anthropology.** 3 hours each term.

Interplay of man with his environment through the ages; factors influencing physical and cultural development of man.

#### **Upper-Division Courses**

Soc 307. **Principles of Sociology.** 3 hours.

Fundamental concepts and empirical findings in the field of sociology.

Soc 308. **World Population and Social Structure.** 3 hours.

Introduction to the general field of population studies providing within a sociological framework an analysis of historical, contemporary, and anticipated population conditions and trends, as these are related to social situations and the organization of society.

- Soc 309. **American Society.** 3 hours.  
An analysis of American society in terms of its significant structural traits and their functions; major changes in American society and selected contemporary problems examined in their relation to institutional structures.
- 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 410. **Cultural Anthropology.** (g) 3 hours.  
A survey of ancient and primitive men and their cultures.
- Soc 443. **The Field of Social Work.** 3 hours.  
A survey of the development of the social services, with emphasis on current American trends.
- Soc 490. **Educational Sociology.** (g) 3 hours.  
Structure and functioning of society, as a background for the study and evaluation of education in its varied forms; the contribution of sociological principles and findings to the improvement of educational practices.

## Summary of Enrollment and Graduates, 1961-62

### Enrollment by Terms and Classes, Regular Sessions, 1961-62

	Fall 1961	Winter 1962	Spring 1962
Freshmen .....	486	401	332
Sophomores .....	362	301	256
Juniors .....	215	223	212
Seniors .....	153	190	215
Graduate, part-time .....	46	49	62
Unclassified .....	22	21	14
Total .....	1284	1185	1091

### Cumulative Enrollment for Regular Sessions

#### Distributed by Class, Sex, and Curriculum

	Teacher Education												Gen. Stud.				L. Div.				TOTAL		
	Elem.		Jr. H. S.		Sec.																		
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	Total								
Freshmen .....	35	195	8	3	83	30	80	26	68	18	274	272	546										
Sophomores .....	44	137	10	9	100	37	30	11	18	10	202	204	406										
Juniors .....	31	106	1	4	54	28	7	2	0	0	93	140	233										
Seniors .....	29	72	0	0	37	15	8	2	0	0	74	89	163										
Graduate, part-time ....	40	48	0	0	12	4	0	0	0	0	52	52	104										
Unclassified .....	5	14	0	0	8	2	1	4	1	1	15	21	36										
Total .....	184	572	19	16	294	116	126	45	87	29	710	778	1488										

### Cumulative Enrollment for Summer, 1961

	Men	Women	Total
Graduate Students, full and part-time .....	199	181	380
Undergraduate students .....	155	482	637
Total .....	354	663	1017

### Enrollment for Summer Session, 1961 and Regular Session, 1961-62

	Men	Women	Total
Cumulative Total .....	986	1260	2246

### Summary of Degrees

	Men	Women	Total
M.S. Degrees:			
Elementary Education .....	20	9	29
Secondary Education .....	5	0	5
B.S. Degrees:			
Elementary Education .....	30	173	203
Secondary Education .....	31	8	39
General Studies .....	7	1	8
B.A. Degrees:			
Elementary Education .....	0	5	5
Secondary Education .....	1	0	1

# Degrees Awarded 1961-62

## Degree of Master of Science

### Elementary Education

Leonard Roy André, Agate Beach  
Ronald Edwin Barnick, Salem  
Louise Schor Braughn, Portland  
Delmer Boyd Brown, Oakridge  
Verne Richard Buhler, Newberg  
Carol M. Clanfield, Dallas  
Morris Len Culver, Cottage Grove  
Jacquelyn Pauline Davis, Salem  
Leslie A. DeGandi, West Linn  
Frances H. Engblom, Independence  
Minnie Ella Engeman, Silverton  
Donald David Fuller, Portland  
Wilma ElFrieda Glover, Prineville  
James A. Gorton, Jr., Lebanon  
Douglas James Harris, Pendleton

Dorothy A. Paulson Jones, Seaside  
Frederick Danial Krauss, Hillsboro  
Henry Tony Lisignoli, Vancouver  
Virgil Sinclair Pease, Lakeview  
Billie Jean Pierce, Salem  
Richard Ernest Pokorny, Portland  
Robert Lewis Post, Tigard  
Martha Lily Smith, Independence  
Elmer Lee Summerfield, Monmouth  
Leonard E. Tabor, Monmouth  
Hubert Thornburg, Dundee  
George Robert Watts, Lake Grove  
Harold Gaynor Wilson, Newberg  
Robert Russell Wood, Salem

## Degree of Master of Science

### Secondary Education

Gordon Edward Johnson, Salem  
Ronald Victor Jones, Glide  
Thomas Alvin Nash, Salem

Elmer Forrest Steubs, Portland  
Donald Eugene Toevs, Dallas

## Degree of Bachelor of Science

### Elementary Education

Nancy Page Adams, The Dalles  
Evon JoAnn Aebischer, Portland  
Mary Kathleen Agee, Toledo  
Helen G. Alexander, The Dalles  
Anna Louise Anderson, Monmouth  
Tina A. Anderson, Salem  
Florence Bierce Atteberry, Newberg  
Velma Colwell Ault, Willamina  
Larry William Axmaker, Salem  
Ross Dean Bailey, Monmouth  
Don Lee Ball, Astoria  
Judith Jeffries Bartel, Drain  
Richard George Baxter, Monmouth  
Sharon Ann Behrens, Salem  
Jerry Clark Bennette, Monmouth  
Beryl Eileen Berg, Portland  
Mildred Olson Berg, Dallas  
Carol Ann Bernards, McMinnville  
Gary Edgar Braden, Salem  
Marvin Dean Brennehan, Dallas  
James Burl Briles, Monmouth  
Margrete Ann Brown, Eugene  
James Edward Buck, Junction City  
Betty Mulkey Buell, Portland  
Carolyn Beryl Burkhead, St. Helens  
June Cooper Bustrin, Rainier  
Grace Pearl Cantwell, Cannon Beach  
Jeanette Rae Carlson, Willamina  
Peggy Joan Carson, Marcola  
Pearl L. Christian, Gresham  
Nada Johnson Clark, Blodgett  
Jean Winifred Coffindaffer, Coos Bay  
Rosalie Katherine Cole, Beaver  
Sharon Jean Cole, Beaver

Lila Haggren Collman, Warrenton  
Jeannine Marie Cook, Scio  
Helen Hogue Crabtree, Portland  
Ruth Redberg Crockett, Cloverdale  
Erja Crowell, Halsey  
Ethel Sanders Crutcher, Port Orford  
Nancy Jane Dauenhauer, Amity  
Olivia Gladys Davis, Gresham  
Ruth Beight Dawson, Albany  
Richard Verdell DeBates, Monmouth  
Margaret Christine DeGross, Portland  
Patricia Raye DeLong, Albany  
Edna Mae Denton, Prineville  
Harriett Lombard Devito, Stayton  
Loretta Mae Dodd, Coos Bay  
Lovena Lea Dodds, Lyons  
Narcisse Patterson Dorman, Forest Grove  
Lorma Alice Douglas, St. Helens  
Grave Velna Edwards, Salem  
Arthur Keith Ellis, Rainier  
Ethel Marie Ellis, St. Helens  
William George Evans, Monmouth  
Lois Mae Farleigh, West Linn  
Robert Ernest Fawcett, Astoria  
Evelyn Burck Fisher, Albany  
Harriet Eleanor Fluhrer, Portland  
Judith Seamster Foreman, Salem  
John Franklin Foster, Independence  
Bennie Corina Fretwell, Portland  
Taza Regester Galer, Portland  
Gerald Ralph Giron, Salem  
Dagmar Flood Goe, Pendleton  
Eunice Foster Goodrich, Dayton  
Viola Violet Gorne, Carlton

- Marian Frances Graham, Salem  
 Opal M. Graham, Dallas  
 Esther Person Grant, Toledo  
 Dwight Bartley Grass, Monmouth  
 Joseph Fred Green, Astoria  
 Donald Arthur Habel, Monmouth  
 Ellen Veola Hampton, Salem  
 Lillian Bell Hampton, Salem  
 Shirley Jarmon Hanby, Creswell  
 Frances Lane Hansen, Monmouth  
 Richard Blaine Hansen, Monmouth  
 Betty Jean Hardin, Salem  
 Ivan Montgomery Headings, Lebanon  
 Rigmor Johnson Hebert, Oakridge  
 Jean Halliday Heider, Sherwood  
 Thelma Beeler Henderson, St. Helens  
 Barbara Ilene Hendrickson, Quilcene, Wash.  
 Margaret Ann Hopkins, Portland  
 Arzalea Mae Hostetler, Shedd  
 Janet Ann Houmes, Eugene  
 Cora Cannon Humphreys, Salem  
 Grace Jewell Hunt, Warrenton  
 Vena Jud Jackson, Nehalem  
 Lorraine Virginia Jenkins, Salem  
 Benard Paul Jensen, Monmouth  
 Lafona Enid Jensen, Eugene  
 Margaret McBeth Johnson, Gresham  
 Marie Wilcut Johnson, Junction City  
 Naomi Ellen Johnson, Salem  
 Ollie Gertrude Johnson, Tillamook  
 Dorothy Ann Jones, Monmouth  
 Mary Fenimore Junnickel, Forest Grove  
 Lily R. Kaup, Gervais  
 JoAnn Kendrick, Portland  
 Karen Sue Kidder, Gresham  
 Agnes Fronnia Kilgore, Colton  
 Sandra Lee Killham, Monmouth  
 Kenneth D. Kirkellie, Lebanon  
 Rose Marie Krautscheid, Hillsboro  
 Loretta Helena Labahn, Sherwood  
 Emily Foster LaMar, Portland  
 Florence Dye Lane, Albany  
 Vernon LeRoy Lang, Salem  
 Patricia Karen Lantis, Dallas  
 Geraldine M. Lawler, Milwaukie  
 \*Barbara Frances Leith, Sheridan  
 Ross Neal Lemen, Salem  
 Erma Theresa Lenzner, Rainier  
 Sally Hobson Lindholm, Portland  
 Nina Garrett Lindsey, Cottage Grove  
 Ethel May Long, Valsetz  
 Grace Luella Long, McMinnville  
 Hazel Hatch Lundeen, McMinnville  
 Jessie Anne Mallon, Portland  
 Effie Bayne Marmon, Albany  
 Annabel Mae Matthews, Sheridan  
 Marjorie Ann McAllister, Portland  
 Yvonne Eleanor McCallum, Monroe  
 Vevie Hill McPherrin, Toledo  
 Ruth Pearl Melies, Lebanon  
 Audrey Alene Miller, Sheridan  
 Sharlene Joy Miller, Salem  
 Ingeborg Ruth Miske, Portland  
 Sherry Jack Moffitt, Dallas  
 Sylvia Gay Mulkey, Salem  
 Gertrude Hadley Munro, McMinnville  
 Dolores Bertha Musgrave, Cottage Grove  
 Eugene Vincent Myers, The Dalles  
 Nadine Arneson Myers, The Dalles  
 Annette Yeiko Nakamura, Paia, Maui, Hawaii  
 Irene Helen Ness, Philomath  
 Ruth Elizabeth Neuschwander, Hubbard  
 Margaret S. Norris, Independence  
 Leona Jensen Norton, Brookings  
 Helene Allen O'Connor, Eugene  
 Marie McClain Orr, Albany  
 Kathleen Ann Paque, Portland  
 Margie June Parker, Gates  
 Diane Elsie Pavlatos, Portland  
 Judith Karen Peterson, Monmouth  
 Dale Ray Peyton, Salem  
 Kathryn Monroe Phelps, Cottage Grove  
 Doris May Phillips, Dallas  
 Donald Ray Pillar, Clatskanie  
 Nellie Janice Powell, Lyons  
 Sonia Ann Powers, Independence  
 Moxie Louise Powne, Banks  
 Marion Curtis Prichard, Bend  
 Patricia Jane Pritchett, Nelscott  
 \*LaVeda Alberta Redfield, Salem  
 Patience O'Hara Reynolds, Independence  
 Marilyn Marie Richey, Newberg  
 Linda Kay Robbins, Milwaukie  
 Joan Arlene Russell, Scio  
 Mildred Letha Russell, Port Orford  
 Bertha McKeen Severin, Dayton  
 Lois Jean Sharkey, Parkdale  
 Luana Miriam Sisson, Lebanon  
 Betty Wood Slegers, Salem  
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 JoAnn Ruth Whitmire, Salem  
 Frances Evelyn Williams, Salem  
 Gertrude Mitchell Williams, Newport  
 Linda Watson Williams, Cornelius  
 Carmen Berniece Yeager, Corcoran, Calif.

\* Graduate with Honors.

**Secondary Education**

Lyle Dean Anderson, Salem	Robert Allan Jarvill, Salem
John Bernhardt Antonson, Salem	Jesse LeRoy Johnson, Salem
Julie Rachel Arndt, Independence	Gordon Miller Juve, Salem
Clyda Murray Bhatt, Winston	Norma Irene Knutson, Silverton
Jerry Nubbins Broadbent, Monmouth	Aldon James LaBeck, Winston
Roger Earl Brusse, Monmouth	Phyllis Edith Lehman, Madras
Alfred William Burkey, Monmouth	Peyton Thomas Lieuallen, Monmouth
Jerry Leland Couture, Portland	Vern Leroy Moore, Dallas
Richard Ray Cunningham, Salem	*Carl Donald Nys, Rainier
Anthony Alan Cutsforth, Dallas	Alfred Harold Olson, Astoria
Irvin C. Easom, Dallas	Paul Terrence Smith, Newberg
Mark William Fisher, Portland	Peter Edgar Smith, Monmouth
Richard James Fulton, Monmouth	Dennis Ashby Spencer, Dallas
Wayne Morton Hamersly, Dexter	Dell Martin Squire, Monmouth
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Leroy Stanley Hushbeck, Monmouth	

**General Studies**

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Lee Roy Cornforth, Salem	Richard Carl Monson, Independence
Darryl Joseph Cowan, Salem	Mary El-Leda Rowell, Dallas
Wallace Donald Hill, Monmouth	Kenneth Werner Wulf, Salem
Acy Dale Hopper, Marion	

**Degree of Bachelor of Arts****Elementary Education**

*Sally Kaye Burse, Salem	Barbara Ann Morse, Culver
Ruth Ann Christensen, Albany	Marilyn Jean Pearson, Salem
Carol Ann Gwyn, Moses Lake, Wash.	Diana Marlene Snyder, Portland

**Secondary Education**

John David Magee, Jr., Silverton

\* Graduate with Honors.

## Oregon State System of Higher Education Officers

- ROY E. LIEUALLEN, Ed.D., L.H.D., Chancellor, State System of Higher Education, Professor.  
B.S. (1940), L.H.D. (1959), Pacific; M.S. (1947), Oregon; Ed.D. (1955), Stanford. With System since 1946, Chancellor since 1961.
- 
- DAVID W. E. BAIRD, M.D., LL.D., Dean of Medical School; Professor of Medicine.  
M.D. (1926), Oregon; LL.D. (1946), Portland. With System since 1927, dean, Medical School, since 1943.
- FRANK BROWN BENNETT, Ed.D., President, Eastern Oregon College; Professor.  
B.A. (1921), Willamette; M.A. (1933), Oregon; Ed.D. (1948), Willamette. With System since 1952, president, Eastern Oregon, since 1952.
- 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.B.A. (1927), Oregon; C.P.A. (1931); M.A. (1940), Columbia. With System 1927-29 and since 1932, budget director since 1948.
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A.B. (1927), LL.D. (1941), Ohio Wesleyan; A.M. (1928), LL.D. (1942), American; LL.B. (1933), George Washington; numerous honorary degrees. With System since 1961, president, University of Oregon, since 1961.
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B.S. (1928), A.M. (1930), Nebraska; Ph.D. (1935), Wisconsin. With System since 1961, president, Oregon State, since 1961.
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Private study with Ruth Miller Chamlee, Los Angeles; Grace Leslie, New York; Lina Pagliughi, Milan; Mme. Gall, Paris; Maggie Teyte, London. Opera under Carl Elbert, Roberto Moranzoni, Tanglewood Festival. Professional experience includes Los Angeles Opera, New England Opera, featured soloist with Salt Lake Tabernacle Choir, national tours under Columbia Artist management. At Oregon College of Education since 1962.

JACK DONALD MORTON, M.S., Assistant Professor; Registrar; Director of Admission.

B.S. (1948), University of Oregon; M.S. (1957), Oregon College of Education. At Oregon College of Education since 1955.

ROBERT LEONARD MULDER, Ph.D., Associate Professor of Speech Pathology; Director, Western Oregon Cooperative Speech and Hearing Center.

B.A. (1948), Western Michigan College of Education; M.A. (1949), Ph.D. (1953), Ohio State University. At Oregon College of Education since 1953.

- †CHARLES JAY NOXON, M.S., Assistant Professor of Social Science.  
B.S. (1937), New York State College for Teachers; M.S. (1941), Syracuse University.  
At Oregon College of Education since 1946.
- THOMAS NEILL OLMSTEAD, M.A., Instructor in Humanities.  
B.A. (1959), Reed College; M.A. (1961), University of Kansas. At Oregon College of Education since 1961.
- EDITH LORETTA OLSON, B.S., Assistant Professor of Health; Director of Health Services; College Nurse.  
R.N. (1920), Swedish Hospital School of Nursing, Minnesota; B.S. (1946), University of Minnesota. At Oregon College of Education since 1952.
- MARCIA YODER OSWALT, M.A., Instructor in Education; Supervisor of Teaching.  
B.S. (1958), Oregon College of Education; M.A. (1961), University of Denver. At Oregon College of Education 1959-60 and since 1962.
- GERTRUDE GROVER PATTERSON, Ed.D., Associate Professor of Education; Supervisor of Teaching.  
B.A. (1949), Mary Manse College, Ohio; M.Ed. (1951), University of Texas; Ed.D. (1962), University of Oregon. At Oregon College of Education since 1951.
- CASPER FERDINAND PAULSON, JR., M.A.T., Assistant Professor of Psychology.  
B.A. (1949), Augustana College, Rock Island, Illinois; M.A.T. (1961), Reed College. At Oregon College of Education since 1962.
- ANTON POSTL, Ph.D., Professor of Physical Sciences.  
B.S. (1940), M.S. (1942), University of Hawaii; Ph.D. (1955), Oregon State University. At Oregon College of Education since 1947.
- HELEN MARIE REDBIRD, Ed.D., Assistant Professor of Education; Supervisor of Teaching.  
B.S. (1951), Southern Oregon College; M.Ed. (1954), Ed.D. (1963), University of Colorado. At Oregon College of Education 1956-57 and since 1958.
- DENISE MURRAY REDDEN, M.A., Associate Professor of Music.  
B.A. (1939), Eastern Washington College of Education; M.A. (1943), Professional Diploma, Specialist in Music Education (1961), Teachers College, Columbia University. At Oregon College of Education since 1948.
- LEONARD WILLIAM RICE, Ph.D., Professor; President.  
B.A. (1941), Brigham Young University; M.A. (1943), Ph.D. (1950), University of Washington. At Oregon College of Education since August 1962.
- ALAN RUSSELL ROBB, M.A., Assistant Professor of 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.
- THOMAS DAVID ROWLAND, Ed.D., Associate Professor of Education; Director, Education Evaluation Center.  
B.S. (1945), M.S. (1948), University of Idaho; Ed.D. (1961), Washington State University. At Oregon College of Education since 1962.
- 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.
- JEANNETTE MARY SCOTT, M.M. in Mus. Ed., Assistant Professor of Music Education.  
B.A. (1937), Willamette University; B.M. (1936), Wisconsin Conservatory, Milwaukee; M.M. in Mus. Ed. (1943), University of Southern California at Los Angeles. At Oregon College of Education since 1960.
- LOREN LEWIS SCOTT, M.S., Instructor in Education; Coordinator of Field Services.  
B.S. (1956), M.S. (1957), Oregon College of Education. At Oregon College of Education since 1962.

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† Sabbatical Leave, 1962-63.

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, M.S., Instructor in Education; Director of Audio-Visual Services.

B.S. (1958), M.S. (1961), Oregon College of Education. At Oregon College of Education since 1958.

EDGAR HERBERT SMITH, Ph.D., 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 Biology (Part-time).

B.S. (1943), Oregon State University. At Oregon College of Education since 1958.

VICTOR CLYDE SMITH, Ph.D., Instructor in Photography (Part-time).

B.A. (1926), Washington State University; M.A. (1929), Ph.D. (1943), University of Minnesota. At Oregon College of Education since 1962.

WALTER EDWARD SNYDER, Ed.D., Professor of Education; Director of Teacher Education.

B.S. (1925), Oregon State University; M.S. (1938), Ed.D. (1951), University of Oregon. At Oregon College of Education since 1956.

JOHN NATHAN SPARKS, B.S., Assistant Professor of Accounting; Director of Business Affairs.

B.S. (1947), University of Oregon. At Oregon College of Education since 1960.

ELLIS ARNOLD STEBBINS, B.A., Professor; Dean of Administration.

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.

KALMER ELIEF STORDAHL, Ph.D., Professor of Educational Research.

B.S. (1947), Bemidji State College, Minnesota; M.A. (1950), Ph.D. (1953), University of Minnesota. At Oregon College of Education since 1962.

RUTH GRIFFITH STUMP, B.A., Instructor in Humanities (Part-time).

B.A. (1928), University of Oregon. At Oregon College of Education since 1955.

LEONARD ELVA TABOR, M.S., Instructor in Education; Supervisor of Teaching.

B.S. (1959), M.S. (1961), Oregon College of Education. At Oregon College of Education since 1960.

HENRY EVERETT TETZ, M.S., Assistant Professor of Education; Director of Student Teaching.

B.S. (1925), M.S. (1937), University of Oregon. At Oregon College of Education since 1957.

MATTHEW ROY THOMPSON, Ed.D., Professor of Mathematics.

B.A. (1933), Willamette University; M.A. (1939), University of Washington; Ed.D. (1954), Oregon State University. At Oregon College of Education since 1946.

LEONA ESTHER TODD, M.S., Instructor in Biology.

B.A. (1954), Willamette University; M.S. (1955), Oregon State University. At Oregon College of Education since 1960.

DONALD EUGENE TOEVS, M.S., Instructor; Research Assistant.

B.S. (1959), M.S. (1961), Oregon College of Education. At Oregon College of Education since 1960.

HENRY VAN DYKE, Ph.D., Assistant Professor of Biology.

B.S. (1947), Western Reserve University, Cleveland, Ohio; M.A. (1949), Ph.D. (1955), University of Michigan. At Oregon College of Education since 1960.

KENNETH MERRIAM WALKER, Ph.D., Associate Professor of Biology.

B.S. (1943), M.S. (1949), Ph.D. (1955), Oregon State University. At Oregon College of Education since 1957.

- DAVID EDWARD WALLACE, M.M., Assistant Professor of Music Education.  
B.M. (1950), West Virginia University, Morgantown; M. M. (1951), Northwestern University, Evanston, Illinois. At Oregon College of Education since 1960.
- MAXINE AMMER WARNATH, M.A., Assistant Professor of Education and Psychology (Part-time).  
B.A. (1949), Brooklyn College; M.A. (1951), Teachers College, Columbia University. At Oregon College of Education since 1962.
- RICHARD DEAN WHITE, M.A., Instructor in Art Education.  
B.A. (1960), M.A. (1962), Louisiana State University, Baton Rouge. At Oregon College of Education since 1962.
- ARTHUR KENNETH YOST, Ed.D., Professor of Education; Director of Educational Media.  
B.A. (1935), M.A. (1939), Carnegie Institute of Technology; Ed.D. (1957), Teachers College, Columbia University. At Oregon College of Education since 1953.
- MINNIE HUBBARD ANDREWS, Placement and Alumni Secretary.  
At Oregon College of Education since 1946.
- FAY JOHNSON GIRARD, Assistant Registrar.  
At Oregon College of Education since 1927.
- N. ERNEST GRESHAM, Superintendent of Buildings and Grounds.  
At Oregon College of Education since 1961.
- MARIE LINEHAN MILLER, Assistant to the Director of Business Affairs.  
At Oregon College of Education since 1927.

NOTE: Since the general catalog is published before the faculty assignments have all been made for the 1963-64 school year, the official faculty list for the year 1962-63 is shown in this catalog. Where possible, however, recently awarded degrees are shown.

## Emeritus Faculty

- HOMER DODDS, M.A., Assistant Professor Emeritus of Science.  
At Oregon College of Education from 1921 to 1946.
- MARY AGNES DONALDSON, M.A., Associate Professor Emeritus of Education.  
At Oregon College of Education from 1921 to 1962.
- EMMA FRANCES HENKLE, M.A., Associate Professor Emeritus of Education.  
At Oregon College of Education 1922-29 and 1932-57.
- CHARLES ABNER HOWARD, M.A., LL.D., President Emeritus.  
At Oregon College of Education from 1939 to 1947.
- FLORENCE WHITE HUTCHINSON, M.S., Associate Professor Emeritus of Music.  
At Oregon College of Education from 1929 to 1961.
- OMABELLE EMMONS MCBEE, M.S., Associate Professor Emeritus of Education.  
At Oregon College of Education from 1922 to 1959.
- 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.
- CLARA VAUGHN THOMPSON, B.S., Assistant Professor Emeritus.  
At Oregon College of Education 1930-34 and 1953-61.
- HENRIETTA B. WOLFER, M.S., Associate Professor Emeritus of Education.  
At Oregon College of Education from 1925 to 1961.
- 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)

VICTOR BACKLUND, North Salem High School, Salem  
BRUCE BARKER, North Salem High School, Salem  
CARMELITA BARQUIST, South Salem High School, Salem  
GENEVIEVE BEHARRELL, Dallas High School, Dallas  
ROBERT BIGGS, North Salem High School, Salem  
JAMES BORSBERRY, North Salem High School, Salem  
EUGENE BROWN, Henry Hill Junior High School, Independence  
NEIL BROWN, Vice-Principal, South Salem High School, Salem  
ROBERT BYRD, Henry Hill Junior High School, Independence  
EDWARD CAILLIER, Dallas High School, Dallas  
E. A. CARLETON, Principal, North Salem High School, Salem  
ESTHER CARLSON, Judson Junior High School, Salem  
VIVIAN CHANDLER, North Salem High School, Salem  
JUANITA CLARK, Dallas Junior High School, Dallas  
ROBERT CLAUSEN, Central High School, Monmouth-Independence  
GLEN COLLINS, Parrish Junior High School, Salem  
PAUL DAVIS, Dallas High School, Dallas  
LOUIS DELORETTO, South Salem High School, Salem  
IRENE DEPENBROCK, Waldo Junior High School, Salem  
W. R. DICKSON, North Salem High School, Salem  
GRACE DIXON, Dallas Junior High School, Dallas  
ROBERT DOW, Principal, Waldo Junior High School, Salem  
DON DUBOIS, Principal, Walker Junior High School, Salem  
WESLEY EDIGER, Dallas Junior High School, Dallas  
DON FINERAN, Leslie Junior High School, Salem  
HALLIE GALE, Parrish Junior High School, Salem  
IRA GODDARD, Waldo Junior High School, Salem  
LYDIA GRAHAM, Waldo Junior High School, Salem  
NORMA HAGGERTY, Central High School, Monmouth-Independence  
ROBERT HALSTEAD, Principal, Dallas Junior High School, Dallas  
LIDA HALVERSEN, South Salem High School, Salem  
BRUCE HAMILTON, Principal, Henry Hill Junior High School, Independence  
EARL HAMPTON, Judson Junior High School, Salem  
BILL HARDIN, Henry Hill Junior High School, Independence  
FRED HARGAND, Waldo Junior High School, Salem  
GENEVIEVE HERRINGTON, Central High School, Monmouth-Independence  
ELDON HILLSTROM, North Salem High School, Salem  
LEAH HOGUE, North Salem High School, Salem  
BELVA HOISINGTON, Dallas Junior High School, Dallas  
ARLIE HOLT, Dallas Senior High School, Dallas  
CAROLYN JONES HOWELLS, Dallas High School, Dallas  
LYDIA ISOM, Parrish Junior High School, Salem  
HERBERT JOHNSRUP, North Salem High School, Salem  
STANLEY KERZEL, Waldo Junior High School, Salem  
FRANCIS KETTLESON, Dallas Junior High School, Dallas  
RAY KLAPPENBACH, Asst-Supt., Dallas  
MILDRED KLIEVER, Dallas High School, Dallas  
GLENN KNIGHT, Dallas High School, Dallas  
FLORENCE KRON, Parrish Junior High School, Salem  
GOLDWYN KULBEL, South Salem High School, Salem  
GORDON KUNKE, Principal, Dallas High School, Dallas

JOHN LAFONTAINE, Dallas Junior High School, Dallas  
HENRY LANDIS, Waldo Junior High School, Salem  
JAMES LEHAN, Leslie Junior High School, Salem  
MARGARET LEWIS, Parrish Junior High School, Salem  
IONE MACNAMARA, Judson Junior High School, Salem  
EDNA MCCLEARY, Dallas Junior High School, Dallas  
CLARENCE MELLBYE, Principal, Central High School, Monmouth-  
Independence  
LORRAINE MEUSEY, North Salem High School, Salem  
DARWIN MICHAELS, Dallas High School, Dallas  
MAX MORRIS, North Salem High School, Salem  
CHARLES MORT, Principal, Leslie Junior High School, Salem  
FAY MORT, North Salem High School, Salem  
TERRY MURRAY, Dallas High School, Dallas  
THOMAS NASH, Judson Junior High School, Salem  
CARL NEBEL, South Salem High School, Salem  
MARY B. NOLAND, Judson Junior High School, Salem  
RAY OLSON, Dallas High School, Dallas  
DOROTHY PATCH, North Salem High School, Salem  
MARGARET PIERCE, Leslie Junior High School, Salem  
JEAN POTTS, South Salem High School, Salem  
MARIAN PUTNAM, North Salem High School, Salem  
FRANK RICHARDS, Dallas High School, Dallas  
ELEANOR ROBERTS, Judson Junior High School, Salem  
DWIGHT RUNNER, North Salem High School, Salem  
ELTON SALISBURY, Dallas High School, Dallas  
ALF SATHER, Leslie Junior High School, Salem  
DON SCHAEFER, North Salem High School, Salem  
WILLIAM SEELEY, Principal, Parrish Junior High School, Salem  
MARGARET SIMMS, North Salem High School, Salem  
PERRY SPELLBRINK, South Salem High School, Salem  
DONALD STENSLAND, Central High School, Monmouth- Independence  
BRUCE STEWART, North Salem High School, Salem  
CECELIA TAUBMAN, Leslie Junior High School, Salem  
GEORGE THOMPSON, Dallas Junior High School, Dallas  
EVA VANDENBOSH, Dallas Junior High School, Dallas  
PAUL WARREN, Leslie Junior High School, Salem  
TOM WARREN, Leslie Junior High School, Salem  
JAMES WATSON, Waldo Junior High School, Salem  
JAMIE WHITWORTH, Dallas High School, Dallas  
LYLE WILHELMI, South Salem High School, Salem  
JO ANN WOITA, South Salem High School, Salem  
ALICE WOOD, Parrish Junior High School, Salem  
ROBERT WOOD, Waldo Junior High School, Salem  
WINONA WRIGHT, South Salem High School, Salem

**(Off-Campus Supervisors of Elementary Student Teachers)**

JEAN ALLEGRE, North Gresham Elementary School, Gresham  
IVA ANDERSON, Edwards School, Newberg  
ROSIE BARNES, Washington School, Woodburn  
JESSIE BEATY, West Salem School, Salem  
WALTER BECK, Principal, Morningside School, Salem  
CAROLINE BLAKE, Principal, West Salem Elementary School, Salem  
ART BRADLEY, Principal, Candalaria School, Salem

VERNON BUHLER, Edwards School, Newberg  
LORENA CLINE, Morningside School, Salem  
JACQUELINE DAVIS, Auburn School, Salem  
ROSE FLORY, Candalaria Elementary School, Salem  
LAJUANA GIBSON, Lyle School, Dallas  
NORMA GORMAN, Whitworth School, Dallas  
MAURICE MACY, Whitworth School, Dallas  
MARY MIDDLETON, Cummings School, Salem  
DOROTHY MOHR, Keizer Elementary School, Salem  
NAT MOORE, Asst-Supt, Lake Oswego  
ARTHUR MYERS, Asst-Supt, Salem Public Schools, Salem  
LOIS RANDS, Hoover School, Salem  
MARILYN SWANSON, Lake Grove School, Oswego  
MILDRED THOMPSON, Morningside School, Salem  
LADELE WATT, Lake Grove School, Oswego  
CARMALITE WEDDLE, Principal, Keizer School, Salem  
WILMA WELLS, West Salem School, Salem  
SUSAN WILSON, Morningside School, Salem  
MARIE WOOD, McKinley School, Salem  
IONE YEO, Lyle School, Dallas  
ALYCE YOSHIKAI, Richmond School, Salem

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## Oregon State System of Higher Education

ROY E. LIEUALLEN, Ed.D., L.H.D., Chancellor

ARTHUR S. FLEMMING, LL.D.  
President, University of Oregon

WINSTON D. PURVINE, A.B., LL.D.  
President, Oregon Technical Institute

DAVID W. E. BAIRD, M.D., LL.D.  
Dean, Medical School

JAMES H. JENSEN, Ph.D.  
President, Oregon State University

HAROLD J. NOYES, D.D.S., M.D.  
Dean, Dental School

ELMO N. STEVENSON, Ed.D.  
President, Southern Oregon College

BRANFORD P. MILLAR, Ph.D.  
President, Portland State College

FRANK B. BENNETT, Ed.D.  
President, Eastern Oregon College

JAMES W. SHERBURNE, Ph.D.  
Dean, General Extension Division

LEONARD W. RICE, Ph.D.  
President, Oregon College of Education

RICHARD L. COLLINS, M.A., C.P.A.	Secretary, Board of Higher Education; Budget Director
MILES G. ROMNEY, Ph.D.	Vice Chancellor for Academic Affairs
HERBERT A. BORK, M.S., C.P.A.	Comptroller and Bursar
DONALD R. LARSON, B.A.	Assistant Chancellor; Director of Public Affairs
FRANCIS B. NICKERSON, Ed.D.	Assistant to the Chancellor; Chairman, High School-College Relations Committee
WILLIAM H. CARLSON, M.A.	Director of Libraries
AUGUST L. STRAND, Ph.D., LL.D.	Director of Institutional Research
WOLF D. VON OTTERSTEDT, LL.B.	Assistant Attorney General, assigned to Board Office

### Former Chancellors Oregon State System of Higher Education

WILLIAM J. KERR, D.Sc., LL.D.	1932-1935
FREDERICK M. HUNTER, Ed.D., LL.D.	1935-1946
PAUL C. PACKER, Ph.D., LL.D.	1946-1950
CHARLES D. BYRNE, Ed.D.	1950-1955
JOHN R. RICHARDS, Ph.D.	1955-1961

