Oregon State System of Higher Education
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Monmouth, Oregon

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Oregon College of Education
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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* 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 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

Late registration fee effective..................Monday, September 28

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

Change of program fee effective..............Monday, October 12

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

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

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

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

Winter Quarter 1965

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

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

Late registration fee effective..............Tuesday, January 5

Last day for new registration or addition of a
new course...........................................Saturday, January 16

Change of program fee effective..............Monday, January 18

Last day for dropping a course without being
responsible for grade..............................Saturday, January 30

Final examinations..............................Monday-Saturday, March 15-20

Winter quarter ends............................Saturday, March 20
# Academic Calendar

## Spring Quarter 1965

Registration: Monday, March 29  
Classes begin: Tuesday, March 30  
Late registration fee effective: Tuesday, March 30  
Last day for new registration or addition of a new course: Saturday, April 10  
Change of program fee effective: Monday, April 12  
Last day for dropping a course without being responsible for grade: Saturday, April 24  
Memorial Day Holiday: Monday, May 31  
Final examinations: Monday-Saturday, June 7-12  
Commencement: Friday, June 11  
Spring quarter ends: Saturday, June 12

## Summer Session 1965

Registration: Monday, June 21  
Classes begin: Tuesday, June 22  
Late registration fee effective: Tuesday, June 22  
Last day for new registration or addition of a new course: Monday, June 28  
Change of program fee effective: Tuesday, June 29  
Independence Day Holiday: Monday, July 5  
Last day for dropping a course without being responsible for a grade: Tuesday, July 6  
Final examinations: Thursday-Friday, August 12-13  
Eight-week Summer Session ends: Friday, August 13

## Fall Quarter 1965

Freshman Days and registration of entering students: *Monday through Saturday*, September 20-25  
Registration of returning students: Saturday, September 25  
Classes begin: Monday, September 27  
Thanksgiving Holiday: Thursday-Sunday, November 25-28  
Fall quarter ends: Saturday, December 18

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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 Liesvallen, 1955-1961; Ellis Arnold Stebbins, Administrator in Charge, 1961-1962; Leonard William Rice, 1962-.

The college is in many respects very fortunately situated. Monmouth, a well-administered community with a population of approximately 2,500, 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.

Health and Physical Education Building (1936). A 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 two-story building, contains 65,000 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.

Health Center (1963). This new, modern facility, houses the Student Health Service and includes rooms for examination, treatment, day care and other needs, medical laboratories, and technical facilities for the finest health care. The building was first officially opened to campus and community in January, 1964.

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 desirable and comfortable housing for men.

Student Center Building (1960). This beautiful 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 director of admissions, Oregon College of Education.
   b. Application forms for transfer students must be obtained from the director of admissions, 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 director of admissions 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 (of which 9 hours must be taken concurrently), 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 2.50 (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 12.)
   (3) A minimum grade-point average of 2.00 (C) on 12 term hours of college-level course work (of which 9 hours must be taken concurrently), 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 connection with courses for which the student is registered, to medical attention and advice at the student health service, to the use of the gymnasium equipment (including gymnasium suits and laundry service) and to all other services maintained for the benefit of students. No reduction of fees is made to students who may not desire to use some of these privileges.
Undergraduate students who are residents of Oregon and who are enrolled for a total of 8 term hours of work or more during the regular academic year pay tuition and fees totaling $130.00 per term or $390.00 for the three-term academic year.*

Undergraduate students who are not residents of Oregon and who are enrolled for a total of 8 term hours of work or more during the regular academic year pay, in addition, a nonresident fee of $80.00 per term. Total fees and tuition for nonresident students is $210.00 per term or $630.00 for the three-term academic year.*

Graduate students enrolled for a total of 8 term hours or more pay tuition and fees totaling $130.00 per term.*

**Regulations Governing Non-Resident Fee.** Under the regulations of the Oregon State Board of Higher Education, a minor whose parent or guardian is a bona fide resident of Oregon qualified for enrollment under the resident fee; a student whose domicile is independent of his parent or guardian qualifies for enrollment under the resident fee if he presents convincing evidence that he established his domicile in Oregon six months prior to his first registration.

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:
1) in the case of a minor, if his parent or guardian has moved to Oregon and has established a bona fide residence in the state, or
2) in the case of a student whose domicile is independent of that of his parent or guardian, 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, and that he has no intention of moving out of the state after completion of his school work.

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 $17.75 per credit hour per term; the minimum fee is $35.50. 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.)

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* The Board of Higher Education will adjust this amount downward prior to the registration period of fall term, 1964, if sufficient additional state revenue becomes available for operation of the colleges and universities.
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 dean of students 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. All upper-
Informality is the keynote in the OCE Student Center Coffee Shop
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:**

<table>
<thead>
<tr>
<th></th>
<th>Board per Month</th>
<th>Room per Year</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Single</td>
<td>Multiple</td>
</tr>
<tr>
<td>Arbogast and Maaske</td>
<td>59.00</td>
<td>392.50</td>
</tr>
<tr>
<td>Todd</td>
<td>59.00</td>
<td>360.00</td>
</tr>
<tr>
<td>Cottage, Arnold Arms, Village</td>
<td>59.00</td>
<td>315.00</td>
</tr>
</tbody>
</table>

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, 1964 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.

<table>
<thead>
<tr>
<th>Items</th>
<th>First Term (13 Weeks)</th>
<th>Year (35 Weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional fees</td>
<td>$130.00</td>
<td>$390.00</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>35.00</td>
<td>75.00</td>
</tr>
<tr>
<td>Board and room</td>
<td>230.00</td>
<td>650.00</td>
</tr>
<tr>
<td>Incidentally</td>
<td>25.00</td>
<td>75.00</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$410.00</strong></td>
<td><strong>$1190.00</strong></td>
</tr>
</tbody>
</table>

Note: Board and room estimates include the cost of a multiple room at Todd Hall and are figured on the rates in effect at the time of publication of this catalog.

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 1964-65. 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
<table>
<thead>
<tr>
<th>Items</th>
<th>First Term (13 Weeks)</th>
<th>Year (35 Weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Fees</td>
<td>$ 98.00</td>
<td>$ 294.00</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>35.00</td>
<td>75.00</td>
</tr>
<tr>
<td>Board and Room</td>
<td>220.00</td>
<td>650.00</td>
</tr>
<tr>
<td>Incidentals</td>
<td>25.00</td>
<td>75.00</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$ 378.00</strong></td>
<td><strong>$ 1094.00</strong></td>
</tr>
</tbody>
</table>
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 Scholarship Committee, Oregon College of Education. Official application blanks are available from the office of the high school principal and from the Scholarship Committee, Oregon College of Education.

**Part-Tuition-and-Fee Scholarships.** The state scholarship commission awards part-tuition-and-fee scholarships in equal number to 2% of the college's annual enrollment. These awards carry a value of $95.00 per term, or $285.00 for the 1964-65 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 $285.00 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 1964-65. These awards amount to waiver of all tuition and fees, a total of $390.00 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 $300.00 (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-fees costs and include the nonresident fee. Complete information may be obtained by writing the Scholarship Committee, 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 4 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. A number of scholarships and grants-in-aid are awarded 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 scholarship committee, Oregon College of Education, and must be submitted to the OCE scholarship committee 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.
Ralph Killham Memorial Loan Fund. Established in 1963 as a memorial to Ralph Killham, by the students, faculty, and staff of Oregon College of Education.

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 $500.00 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 Memorial 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 dean of students, 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 and aptitude 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. The dean of students, the dean of women, and the dean of men are always available to all students for counseling. Specialized individual counseling and testing services are available to any student. A charge of $5 per school year is assessed for these specialized services.
The registrar is always available for planning programs and assisting in evaluation of work completed or work to be done. The dean of instruction, 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, firesides, and assemblies acquaint students with the many aspects of college life, its responsibilities and possibilities. Advisers assist the student in preparing his academic schedule. The students sign the Freshman wall 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 scholar-
ships, 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 fur-
ther service to their communities, but they also strengthen and enrich the life of
the institution.

Focal point of student activities is the Student Center, which is an inte-
gral part of the educational life at the college. It serves adequately the needs of
students, faculty, alumni and guests for cultural, recreational and social pur-
suits. 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 stu-
dent 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 achiev-
ing 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. Division of Continuing Education 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 65.
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 Division of Continuing Education 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 Upper-division courses which may be taken for graduate credit.
(with designation (G) or (S))
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)
402, 502 Workshop
405, 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. 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.

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 four-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.

3. To prepare educational specialist personnel with specialization programs to provide clinical and remedial services to elementary, junior and senior high schools.

4. To exert leadership in research in the teaching-learning process through the work of the Oregon State System of Higher Education’s Center for Teaching Research.

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 and third objectives stated above by offering curricular programs leading to certification by the State Department of Education. Curricular programs, at the undergraduate level, prepare teachers for the following areas:

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<th>Kindergarten</th>
<th>Educational Specialist</th>
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<tr>
<td>General Elementary</td>
<td>Teachers of Children with Exceptional Learning Problems</td>
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<tr>
<td>Junior High School</td>
<td>Teachers of the Deaf</td>
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<tr>
<td>Humanities-Social Science</td>
<td>Speech Correctionist</td>
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<td>Science-Mathematics</td>
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<tr>
<td>Senior High School</td>
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<td>Humanities</td>
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<td>Social Science</td>
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<td>Science-Mathematics</td>
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<td>Biological Science</td>
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<td>Physical Science-General Science</td>
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<td>Mathematics</td>
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<td>Chemistry</td>
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The kindergarten and general elementary curricula are designed to prepare teachers for grades kindergarten through 8 in an 8-4 plan of organization. The junior high school curriculum programs are designed to provide increased depth.

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1 See Graduate Study Section for advanced degree programs, page 65.
preparation for teaching in grades 7, 8, and 9 in schools with organized junior high school programs. The senior high school curricula are 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 requirements a person may teach in a regularly organized junior high on either an elementary or secondary certificate. After July 1, 1965, eligibility to teach at a specific level will be determined by satisfactory completion of norm requirements for the desired level and teaching areas and recommendation of the teacher education institution.

The educational specialists' curricula in extreme learning problems provide an undergraduate major in general elementary education and a minor in the special field. The speech correctionist curriculum provides a major in elementary speech correction.

Admission to Teacher Education

Students planning to qualify for certification to teach in the public schools of Oregon normally make application to the committee on teacher education during the third term of their sophomore year for admission to Teacher Education by filing an application form, by completing satisfactorily the required tests and approval forms, and maintaining a 2.0 GPA. 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 (Swindel Hall 101). 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 committee on teacher education.¹

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 committee on teacher education.
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 committee on teacher education.¹

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 committee on teacher education.¹
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.

¹ See footnote 1 on page 41.
² See institutional requirements, page 31.
b. Major: Elementary Education
   Minimum, 36 hours, all upper-division

c. Minor: Humanities, Social Science, or Science-Mathematics, Art, Music, Physical Education.
   Minimum, 36 hours

d. Teaching Minor (optional):
   1. Art
   2. Physical Education
   3. Music
   4. Special Education\(\dagger\) 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.\(\dagger\)

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<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3</td>
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<tr>
<td>History of Western Civilization (Hist 101, 102, 103)</td>
<td>3</td>
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<tr>
<td>General Biology (Bi 101, 102, 103)</td>
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<tr>
<td>Essentials of Mathematics (Mth 121, 122, 123)</td>
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<tr>
<td>Drawing Processes for Elementary (A 221)</td>
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<td>Design Processes for Elementary (A 222)</td>
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<td>Lettering Processes for Elementary (A 227)</td>
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<tr>
<td>Human Development (Psy 311)</td>
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<td>Psychology of Adolescence (Psy 312)</td>
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</tr>
<tr>
<td>School in American Life (Ed 310)</td>
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<td>History of the United States (Hist 201, 202, 203)</td>
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<td>Introductory Geography (Geog 105, 106)</td>
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<tr>
<td>World Literature (Eng 107, 108, 109)</td>
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<tr>
<td>Foundations of Physical Science (GS 201, 202, 203)</td>
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<td>Physical Education (PE 111-115)(\dagger)</td>
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<td>Art Education (Elementary) (A 323)</td>
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<tr>
<td>Music Fundamentals (Mus 381, 382), Music Education (Elem.)</td>
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<td>Mathematics for Elementary Teachers (Mth 311)</td>
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<tr>
<td>Educational Psychology: Learning (Ed 312)(\dagger)</td>
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<td>Educational Psychology: Evaluation (Ed 312)(\dagger)</td>
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<td>Methods and Materials: Language Arts and Social Science (Ed 358)(\dagger)</td>
<td>-</td>
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<td>Methods and Materials: Science and Mathematics (Ed 359)(\dagger)</td>
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<tr>
<td>Audio-Visual Aids (Ed 435)(\dagger)</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

1 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 114), an Individual Sport (PE 115), 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.

2 See footnote 3, page 42.
3 Ed 312, 313, 358, 359, and 435 may be taken in integrated blocks in lieu of individual class enrollment.
4 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 72, 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.
5 One year of this requirement may be satisfied by two or more years of the same language in high school.
Fourth Year1

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours for Year</th>
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<tbody>
<tr>
<td>Student Teaching (and seminar) (Ed 415)</td>
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<tr>
<td>Physical Education in the Grades (Ed 384)</td>
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</tr>
<tr>
<td>Children's Literature (Eng 388) or Literature for Adolescents (Eng 489)</td>
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</tr>
<tr>
<td>School Health Program (Ed 381)</td>
<td>3</td>
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<tr>
<td>History of the Pacific Northwest (Hist 478)</td>
<td>3</td>
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<tr>
<td>Electives</td>
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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 within five years 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.

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.

*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 Humanities, Social Science, Science, Mathematics, Art, Music, Physical Education.
      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.†

* 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.
‡ Students majoring in elementary education are required to complete an academic minor of 36 hours in humanities (including literature, speech-and-drama, or foreign languages), 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 74 for information about an optional teaching minor in special education.
※ 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.
SOCIAL SCIENCE

HUMANITIES—SOCIAL SCIENCE AREAS

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<tr>
<td>F</td>
<td>3</td>
</tr>
<tr>
<td>W</td>
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</tbody>
</table>

First Year

English Composition (Wr 111, 112, 113)
Fundamentals of Speech (Sp 111)
Introduction to Music and its Literature (Mus 201 or 202)
Art Appreciation (A 127 or 128)
Science or mathematics sequence to be selected from:
- General Biology (Bi 101, 102, 103a)
- General Botany (Bot 201, 202, 203a)
- General Zoology (Zo 201, 202, 203a)
- Foundations of Physical Science (GS 201, 202, 203)
- Elementary Chemistry (Ch 101, 102, 103)
- General Chemistry (Ch 201, 202, 203)
- Geology (Ge 201, 202, 203)
- General Physics (Ph 201, 202, 203)
World Literature (Eng 107, 108, 109)
History of Western Civilization (Hist 101, 102, 103)
Physical Education (PE 100 and 200 courses)²

16-17 16-17 16-17

Second Year

General Psychology (Psy 201)
Human Development (Psy 311)
Psychology of Adolescence (Psy 312)
School in American Life (Ed 210)
Shakespeare (Eng 201 or 202 or 203)
Development of the English Novel (Eng 366)
English Literature (Eng 342)
History of the United States (Hist 201, 202, 203)
Introductory Geography (Geog 105, 106, 107)
Physical Education (PE 100 and 200 courses)²
Electives²

3 3 3
3 3 3
3 3 3
1 1 1
16 16 16

Third Year

Educational Psychology: Learning (Ed 312)
Educational Psychology: Evaluation (Ed 312)
Teaching in the Junior High School (Ed 342)
Special Secondary Methods (Humanities) (Ed 408)
Special Secondary Methods (Social Science) (SSE 408)
Reading Instruction in the Secondary School (Ed 341)
Nature of the English Language (Eng 494)
Advanced Composition (Wr 414)
American Literature (Eng 380, 381)
Principles of Sociology (Soc 307) and approved sociology elective
American Government (Ps 201, 203)
Electives²

3 3 3
3 3 3
3 3 3
3 3 3
3 6
18 16 15

Fourth Year¹

Audio-Visual Aids (Ed 435)
Student Teaching (and seminar) (Ed 416)
Literature for Adolescents (Eng 489)
Cultural Anthropology (SSE 413)
World Problems (Hist 492)
History of the Pacific Northwest (Hist 478)
Upper-division geography
Electives²

3 15 3 3 3 11-14 11-14

44-47

¹ Students selecting General Biology, General Botany or General Zoology must also take Intermediate Algebra (Mth 100) or equivalent.
² 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.
³ 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.

¹ 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.
### SCIENCE-MATHEMATICS AREAS

<table>
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<th>Term Hours</th>
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<td>Fundamentals of Speech (Sp 111)</td>
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<tr>
<td>Introductory Geography (Geog 100, 101, 102)</td>
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<td>Principles of Economics (Eco 201, 202, 203)</td>
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<tr>
<td>History of Economics (Eco 201, 202, 203)</td>
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<td>American Governments (Gov 201, 202, 203)</td>
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<td>Anthropology (Soc 214, 215, 216)</td>
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<tr>
<td><strong>Second Year</strong></td>
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<tr>
<td>General Psychology (Psy 201)</td>
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<td>Human Development (Psy 311)</td>
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<td>Psychology of Adolescence (Psy 312)</td>
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<tr>
<td>School in American Life (Ed 310)</td>
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<td>Introduction to Music and its Literature (Mus 201 or 202)</td>
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<td>Educational Psychology: Evaluation (Ed 313)</td>
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<tr>
<td><strong>Fourth Year</strong></td>
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<td>Audio-Visual Aids (Ed 435)</td>
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<td>Student Teaching (and seminar) (Ed 416)</td>
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### 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, within five years, 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, and science-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: Humanities, Social Science, or Science-Mathematics (Options in Biological Science, Physical Science, General Science, Mathematics, or Chemistry).
      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.

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**SOCIAL SCIENCE MAJOR**

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<td>Fundamentals of Speech (Sp 111)</td>
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<td>Introduction to Music and its Literature (Mus 201)</td>
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<td>Art Appreciation (Art 127 or 128)</td>
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<td>World Literature (Eng 107, 108, 109) or Shakespeare (Eng 201, 202, 203)</td>
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<td>History of Western Civilization (Hist 101, 102, 103)</td>
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<td>Introductory Geography (Geo 155, 166, 177)</td>
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</tbody>
</table>

* 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.

‡ 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.
### Second Year

<table>
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<th>Course</th>
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<tr>
<td>Human Development (Psy 311)</td>
<td>3</td>
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<tr>
<td>Psychology of Adolescence (Psych 312)</td>
<td>3</td>
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<tr>
<td>School in American Life (Ed 310)</td>
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<td>Science or mathematics sequence to be selected from:</td>
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<tr>
<td>General Biology (Bi 101, 102, 103)</td>
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<tr>
<td>General Botany (Bot 201, 202, 203)</td>
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<tr>
<td>General Zoology (Z 201, 202, 203)</td>
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<tr>
<td>Foundations of Physical Science (CS 201, 202, 203)</td>
<td>4</td>
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<tr>
<td>Elementary Chemistry (Ch 101, 102, 103)</td>
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<tr>
<td>Geology (Geog 201, 202, 203)</td>
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<tr>
<td>Geology (Geog 201, 202, 203)</td>
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<tr>
<td>Physical Education (PE 100 and 200 courses)*</td>
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<tr>
<td>Electives*</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
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### Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours for Year</th>
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</thead>
<tbody>
<tr>
<td>Educational Psychology: Learning (Ed 312)</td>
<td>3</td>
</tr>
<tr>
<td>Educational Psychology: Evaluation (Ed 313)</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Secondary Teaching (Ed 314)</td>
<td>3</td>
</tr>
<tr>
<td>Special Secondary Methods (Social Science) (SSc 408)</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Sociology (Soc 301) and sociology electives</td>
<td>3</td>
</tr>
<tr>
<td>American Governments (PS 201, 203)</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Governments (PS 327)</td>
<td>3</td>
</tr>
<tr>
<td>Approved social science elective group to be selected from:</td>
<td></td>
</tr>
<tr>
<td>Europe since 1789 (Hist 341, 342, 343)</td>
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</tr>
<tr>
<td>Latin America (Hist 430, 431, 432)</td>
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<tr>
<td>Colonial America (Hist 485), The New Nation (Hist 485), and</td>
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<tr>
<td>Civil War and Reconstruction (Hist 486)</td>
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<tr>
<td>History of the West (Hist 476, 477) and History of the Far East</td>
<td>3</td>
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<tr>
<td>(Hist 490)</td>
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<tr>
<td>Three upper-division geography courses</td>
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<tr>
<td>Three related courses (upper division) chosen by student and</td>
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<tr>
<td>approved by department chairman</td>
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<tr>
<td>Electives*</td>
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<tr>
<td><strong>Total</strong></td>
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### Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours for Year</th>
</tr>
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<tbody>
<tr>
<td>Audio-Visual Aids (Ed 435)</td>
<td>3</td>
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<tr>
<td>Social Science Teaching (seminar) (Ed 410)</td>
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<tr>
<td>History of the Pacific Northwest (Hist 478)</td>
<td>3</td>
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<tr>
<td>Cultural Anthropology (Soc 413)</td>
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<tr>
<td>World Problems (Hist 492)</td>
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<td>Electives*</td>
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<td><strong>Total</strong></td>
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### Humanities Major

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
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<tbody>
<tr>
<td>English Composition (Wr 111, 112, 113)</td>
<td>F W S</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Music and Literature (Mus 201)</td>
<td>3</td>
</tr>
<tr>
<td>Art Appreciation (A 127 or 129)</td>
<td>3</td>
</tr>
<tr>
<td>Social science sequence to be selected from:</td>
<td></td>
</tr>
<tr>
<td>History of Western Civilization (Hist 101, 102, 103)</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Geography (Geog 105, 106, 107)</td>
<td>3</td>
</tr>
<tr>
<td>History of the United States (Hist 201, 202, 203)</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Economics (Ec 201, 202, 203)</td>
<td>3</td>
</tr>
<tr>
<td>American Governments (PS 201, 202, 203)</td>
<td>3</td>
</tr>
<tr>
<td>Anthropology (Soc 214, 215, 216)</td>
<td>3</td>
</tr>
<tr>
<td>World Literature (Eng 107, 108, 109)</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)*</td>
<td>3</td>
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<tr>
<td>Electives*</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16-16</strong></td>
</tr>
</tbody>
</table>

---

1. See footnote 1, page 45.
2. Students selecting General Biology, General Botany or General Zoology must also take Intermediate Algebra (Mth 100) or equivalent.
3. 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.
### BIOLICAL SCIENCE MAJOR

**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Total Term Hours for Year</th>
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</thead>
<tbody>
<tr>
<td>General Psychology (Psy 201)</td>
<td>3</td>
</tr>
<tr>
<td>Human Development (Psy 311)</td>
<td>3</td>
</tr>
<tr>
<td>Psychology of Adolescence (Psy 312)</td>
<td>3</td>
</tr>
<tr>
<td>School in American Life (Ed 310)</td>
<td>3</td>
</tr>
<tr>
<td>Science or mathematics sequence to be selected from:</td>
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</tr>
<tr>
<td>General Biology (BI 101, 102, 103)*</td>
<td>4</td>
</tr>
<tr>
<td>General Botany (Bot 201, 202, 203)*</td>
<td>4</td>
</tr>
<tr>
<td>General Zoology (Z 201, 202, 203)*</td>
<td></td>
</tr>
<tr>
<td>Foundations of Physical Science (GS 201, 202, 203)</td>
<td></td>
</tr>
<tr>
<td>Elementary Chemistry (Ch 101, 102, 103)</td>
<td></td>
</tr>
<tr>
<td>General Chemistry (Ch 201, 202, 203)</td>
<td></td>
</tr>
<tr>
<td>Geology (G 201, 202, 203)</td>
<td></td>
</tr>
<tr>
<td>General Physics (Ph 201, 202, 203)</td>
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</tr>
<tr>
<td>English Literature (Eng 340, 341, 342)</td>
<td>3</td>
</tr>
<tr>
<td>Development of the English Novel (Eng 366)</td>
<td>3</td>
</tr>
<tr>
<td>Oral Interpretation (Sp 289)</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education (PS 100 and 200 courses)*</td>
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<tr>
<td>Electives*</td>
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**Third Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Total Term Hours for Year</th>
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</thead>
<tbody>
<tr>
<td>Educational Psychology: Learning (Ed 312)</td>
<td>3</td>
</tr>
<tr>
<td>Educational Psychology: Evaluation (Ed 313)</td>
<td></td>
</tr>
<tr>
<td>Principles of Secondary Teaching (Ed 314)</td>
<td>3</td>
</tr>
<tr>
<td>Special Secondary Methods (Humanities) (Ed 408)</td>
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</tr>
<tr>
<td>Reading Instruction in the Sec Sch (Ed 341)</td>
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</tr>
<tr>
<td>Nature of the English Language (Eng 494)</td>
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</tr>
<tr>
<td>Advanced Composition (Wr 414)</td>
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<tr>
<td>Shakespeare (Eng 201 or 202 or 203)</td>
<td>3</td>
</tr>
<tr>
<td>American Literature (Eng 350, 351)</td>
<td>3</td>
</tr>
<tr>
<td>Development of the American Novel (Eng 367)</td>
<td>3</td>
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<tr>
<td>Electives*</td>
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</table>

**Fourth Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Total Term Hours for Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio-Visual Aids (Ed 435)</td>
<td>3</td>
</tr>
<tr>
<td>Student Teaching (and seminar) (Ed 416)</td>
<td>15</td>
</tr>
<tr>
<td>Development of the Contemporary Novel (Eng 368) or Contemporary</td>
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<tr>
<td>Literature (Eng 361)</td>
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<tr>
<td>Development of the English Language (Eng 490)</td>
<td>3</td>
</tr>
<tr>
<td>Literature for Adolescents (Eng 499)</td>
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</tr>
<tr>
<td>Philosophy (Phil 311)</td>
<td></td>
</tr>
<tr>
<td>Senior Seminar (Hum 407)</td>
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<tr>
<td>Humanities, electives—approved</td>
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<tr>
<td>Electives*</td>
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### SCIENCE-MATHEMATICS MAJOR

**(Biological Science Option)**

**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
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</thead>
<tbody>
<tr>
<td>English Composition (Wr 111, 112, 113)</td>
<td>F W S</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Art Appreciation (A 127 or 128)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Music and Its Literature (Mus 201 or 202)</td>
<td>3</td>
</tr>
<tr>
<td>Social science sequence to be selected from:</td>
<td></td>
</tr>
<tr>
<td>History of Western Civilization (Hist 101, 102, 103)</td>
<td></td>
</tr>
<tr>
<td>Introducory Geography (Geo 101, 106, 107)</td>
<td></td>
</tr>
<tr>
<td>History of the United States (Hist 201, 202, 203)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Principles of Economics (Ec 201, 202, 203)</td>
<td></td>
</tr>
<tr>
<td>American Governments (Ps 201, 202, 203)</td>
<td></td>
</tr>
<tr>
<td>Anthropology (So 214, 215, 216)</td>
<td></td>
</tr>
<tr>
<td>General Botany (Bot 201, 202, 203)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Intermediate Algebra, College Algebra, Trigonometry, Analytic</td>
<td>4 4 4</td>
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<tr>
<td>Geometry (Mth 100, 101, 102, 103)</td>
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<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>1 1 1</td>
</tr>
<tr>
<td>Electives*</td>
<td></td>
</tr>
</tbody>
</table>

---

1. See footnote 1 on page 45.
2. See footnote 2 on page 46.
3. See footnote 3 on page 46.

* 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.
### Second Year

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Total Term Hours for Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Psychology (Psy 201)</td>
<td>3</td>
</tr>
<tr>
<td>Human Development (Psy 311)</td>
<td>3</td>
</tr>
<tr>
<td>Psychology of Adolescence (Psy 312)</td>
<td>3</td>
</tr>
<tr>
<td>School in American Life (Ed 310)</td>
<td>3</td>
</tr>
<tr>
<td>World Literature (Eng 201, 202, 203) or Shakespeare (Eng 201, 202, 203)</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry (Ch 201, 202, 203)</td>
<td>4</td>
</tr>
<tr>
<td>General Zoology (Z 201, 202, 203)</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
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<td>Electives</td>
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**Total:** 17

### Third Year

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Total Term Hours for Year</th>
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<tbody>
<tr>
<td>Educational Psychology: Learning (Ed 312)</td>
<td>3</td>
</tr>
<tr>
<td>Educational Psychology: Evaluation (Ed 313)</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Secondary Teaching (Ed 314)</td>
<td>3</td>
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<tr>
<td>Preparation of Biological Materials (Bi 460) (methods)</td>
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<tr>
<td>Natural History of Oregon (Bi 374, 375, 376)</td>
<td>3</td>
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<tr>
<td>Genetics (Bi 411)</td>
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<tr>
<td>An approved physiology course</td>
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<tr>
<td>Evolution (Bi 446)</td>
<td>3</td>
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<td>Electives</td>
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**Total:** 18

### Fourth Year

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Total Term Hours for Year</th>
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<tbody>
<tr>
<td>Audio-Visual Aids (Ed 416)</td>
<td>3</td>
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<tr>
<td>Approved upper division electives in science or mathematics electives</td>
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**Total:** 18

### SCIENCE-MATHEMATICS MAJOR

#### (Physical Science Option)

<table>
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<tr>
<td>English Composition (Wr 111, 112, 113)</td>
<td>3</td>
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<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3</td>
</tr>
<tr>
<td>Social science sequence to be selected from:</td>
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</tr>
<tr>
<td>History of Western Civilization (Hist 101, 102, 103)</td>
<td>3</td>
</tr>
<tr>
<td>History of the United States (Hist 201, 202, 203)</td>
<td>3</td>
</tr>
<tr>
<td>American Governments (Pol 201, 202, 203)</td>
<td>3</td>
</tr>
<tr>
<td>Anthropology (Soc 210, 211, 212)</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry (Ch 201, 202, 203)</td>
<td>4</td>
</tr>
<tr>
<td>College Algebra, Trigonometry, and Analytic Geometry (M 101, 201, 202)</td>
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<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
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**Total:** 15

### Second Year

<table>
<thead>
<tr>
<th>Course Description</th>
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<tr>
<td>General Psychology (Psy 201)</td>
<td>3</td>
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<tr>
<td>Human Development (Psy 311)</td>
<td>3</td>
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<tr>
<td>Psychology of Adolescence (Psy 312)</td>
<td>3</td>
</tr>
<tr>
<td>School in American Life (Ed 310)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Music and its Literature (Mus 201 or 202)</td>
<td>3</td>
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<tr>
<td>Art Appreciation (Art 127 or 128)</td>
<td>3</td>
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<tr>
<td>World Literature (Eng 201, 202, 203) or Shakespeare (Eng 201, 202, 203)</td>
<td>3</td>
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<tr>
<td>Biological science sequence</td>
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<tr>
<td>General Physics (Ph 201, 202, 203)</td>
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<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
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</table>

**Total:** 17

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1 Two consecutive terms are required depending on student's score in placement test.

2 See footnote 1 on page 45.

3 See footnote 3 on page 46.

4 See footnote 4 on page 47.
### Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours for Year</th>
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<tbody>
<tr>
<td>Educational Psychology: Learning (Ed 312)</td>
<td>3</td>
</tr>
<tr>
<td>Educational Psychology: Evaluation (Ed 313)</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Secondary Teaching (Ed 314)</td>
<td>3</td>
</tr>
<tr>
<td>Special Secondary Methods: Science (Ed 408)</td>
<td>3</td>
</tr>
<tr>
<td>Earth Sciences: Astronomy, Geology, Meteorology</td>
<td>3</td>
</tr>
<tr>
<td>Approved upper-division electives in science or mathematics</td>
<td>3 3 3</td>
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<tr>
<td>Electives (Opportunity for work in special fields)²</td>
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</table>

| Total Term Hours for Year | 18 15 15 |

### Fourth Year²

<table>
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<th>Hours for Year</th>
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<tbody>
<tr>
<td>Audio-Visual Aids (Ed 415)</td>
<td>3</td>
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<tr>
<td>Student Teaching (and seminar) (Ed 416)</td>
<td>15</td>
</tr>
<tr>
<td>Electives (Opportunity for work in special fields)²</td>
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</table>

| Total Term Hours for Year | 45 |

### SCIENCE-MATHEMATICS MAJOR

#### Mathematics Option

<table>
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<tr>
<th>Course</th>
<th>Term Hours</th>
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</thead>
<tbody>
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<td><strong>First Year</strong></td>
<td>F W S</td>
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<tr>
<td>English Composition (Wr 111, 112, 113)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Introduction to Music and its Literature (Mus 201 or 202)</td>
<td>3 2 1</td>
</tr>
<tr>
<td>Art Appreciation (A 127 or 129)</td>
<td>3 2 1</td>
</tr>
<tr>
<td>Social science sequence to be selected from:</td>
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</tr>
<tr>
<td>History of Western Civilization (Hist 101, 102, 103)</td>
<td>1 1 1</td>
</tr>
<tr>
<td>Introductory Geography (Geog 101, 106, 107)</td>
<td>1 1 1</td>
</tr>
<tr>
<td>History of the United States (Hist 201, 202, 203)</td>
<td>1 1 1</td>
</tr>
<tr>
<td>Principles of Economics (Ec 201, 202, 203)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>American Governments (PS 201, 202, 203)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Anthropology (See 214, 215, 216)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>College Algebra, Trigonometry, and Analytic Geometry (M 101, 102, 103)</td>
<td>4 4 4</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)²</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Electives (Opportunity for work in special fields)²</td>
<td>3 3 3</td>
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</table>

| Term Hours | 17 17 17 |

<table>
<thead>
<tr>
<th><strong>Second Year</strong></th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Psychology (Psych 201)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Human Development (Psych 311)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Psychology of Adolescence (Psych 312)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>School in American Life (Ed 310)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>World Literature (Eng 101, 102, 109) or Shakespeare (Eng 201, 202, 203)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>General Physics (Ph 201, 202, 203)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Differential and integral Calculus (Math 201, 202, 203)</td>
<td>4 4 4</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)²</td>
<td>3 3 3</td>
</tr>
</tbody>
</table>

| Term Hours | 15 15 18 |

<table>
<thead>
<tr>
<th><strong>Third Year</strong></th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology: Learning (Ed 312)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Educational Psychology: Evaluation (Ed 313)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Principles of Secondary Teaching (Ed 314)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Mathematics for Secondary Teachers (Math 417, 418-Methods, 419)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Advanced College Algebra (Math 314)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>An advanced college geometry course</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Approved electives in mathematics</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Electives (Opportunity for work in special fields)²</td>
<td>3 3 6</td>
</tr>
</tbody>
</table>

| Term Hours | 18 15 15 |

---

1 See footnote 1 on page 45.
2 See footnote 2 on page 46.
3 See footnote 4 on page 47.
### Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio-Visual Aids (Ed 435)</td>
<td>3</td>
</tr>
<tr>
<td>Student Teaching (and seminar) (Ed 416)</td>
<td>15</td>
</tr>
<tr>
<td>Approved upper-division electives in mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Electives (Opportunity for work in special fields)</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Term Hours for Year</strong></td>
<td>45</td>
</tr>
</tbody>
</table>

### SCIENCE-MATHEMATICS MAJOR

(Chemistry Option)

#### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111, 112, 113)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 113)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science sequence to be selected from:</td>
<td></td>
</tr>
<tr>
<td>History of Western Civilization (Hist 101, 106, 103)</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Geography (Geog 105, 106, 107)</td>
<td>3</td>
</tr>
<tr>
<td>History of the United States (Hist 201, 202, 203)</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Economics (Ec 201, 202, 203)</td>
<td>3</td>
</tr>
<tr>
<td>American Governments (Ps 201, 202, 203)</td>
<td>3</td>
</tr>
<tr>
<td>Anthropology (Soc 214, 215, 216)</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry (Ch 201, 202, 203)</td>
<td>4</td>
</tr>
<tr>
<td>College Algebra, Trigonometry, and Analytic Geometry (M 101, 102, 103)</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Term Hours for Year</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

#### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Psychology (Ps 201)</td>
<td>3</td>
</tr>
<tr>
<td>Human Development (Ps 311)</td>
<td>3</td>
</tr>
<tr>
<td>Psychology of Adolescence (Ps 312)</td>
<td>3</td>
</tr>
<tr>
<td>School in American Life (Ed 310)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Music and its Literature (Mus 201 or 202)</td>
<td>3</td>
</tr>
<tr>
<td>Art Appreciation (A 121 or 128)</td>
<td>3</td>
</tr>
<tr>
<td>World Literature (Eng 107, 108, 109) or Shakespeare (Eng 201, 202, 203)</td>
<td>3</td>
</tr>
<tr>
<td>General Physics (Ph 201, 202, 203)</td>
<td>4</td>
</tr>
<tr>
<td>Quantitative Analysis (Ch 312, 313)</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Term Hours for Year</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

#### Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology: Learning (Ed 312)</td>
<td>3</td>
</tr>
<tr>
<td>Educational Psychology: Evaluation (Ed 313)</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Secondary Teaching (Ed 313)</td>
<td>3</td>
</tr>
<tr>
<td>Special Secondary Methods: Science (Ed 408)</td>
<td>3</td>
</tr>
<tr>
<td>Organic Chemistry (Ch 334, 335, 336)</td>
<td>4</td>
</tr>
<tr>
<td>Approved upper-division electives in science or mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Electives (Opportunity for work in special fields)</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Term Hours for Year</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

#### Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio-Visual Aids (Ed 435)</td>
<td>3</td>
</tr>
<tr>
<td>Student Teaching (and seminar) (Ed 416)</td>
<td>15</td>
</tr>
<tr>
<td>Elementary Physical Chemistry (Ch 340)</td>
<td>3</td>
</tr>
<tr>
<td>Approved upper-division electives to complete the required 36 hours in chemistry</td>
<td>1</td>
</tr>
<tr>
<td>Approved upper-division electives in science or mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Electives (Opportunity for work in special fields)</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total Term Hours for Year</strong></td>
<td>46</td>
</tr>
</tbody>
</table>

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1 See footnote 1 on page 45.
2 See footnote 5 on page 46.
3 See footnote 4 on page 47.
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; and advanced sequences in two of these fields.
   c. First Minor: Minimum, 36 hours including two year sequences.
      1. Social Science.
      2. Humanities. (See 2 below.)
   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:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major (including 27 upper-division)</td>
<td>63</td>
</tr>
<tr>
<td>First minor</td>
<td>36</td>
</tr>
<tr>
<td>Second minor</td>
<td>24</td>
</tr>
<tr>
<td>General requirements</td>
<td>18</td>
</tr>
<tr>
<td>Free electives</td>
<td>51</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>192</td>
</tr>
</tbody>
</table>

* See institutional requirements, page 31.
† 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.
First Year

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111, 112, 113)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in social science</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in humanities (literature)</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in biological science, physical science, or mathematics</td>
<td>3-4 3-4 3-4</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>2-3</td>
</tr>
<tr>
<td>Electives</td>
<td>16</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence in social science</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in humanities</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in science-mathematics</td>
<td>3-4 3-4 3-4</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>1</td>
</tr>
<tr>
<td>Electives or requirements in the major or minor areas</td>
<td>5-6 5-6 5-6</td>
</tr>
</tbody>
</table>

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.

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:

These courses are necessary for graduation but do not satisfy major or minor requirements.
Todd Hall is a woman's dormitory in traditional style at OCE.
A modern health and physical education plant centers OCE Sports
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-MATHMATICS 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

<table>
<thead>
<tr>
<th>*Associate in Arts</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td>F</td>
</tr>
<tr>
<td>English Composition (Wr 111, 112, 113)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sequence in social science</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in science-mathematics</td>
<td>3-4</td>
</tr>
<tr>
<td>Personal Hygiene (HE 151)</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>3-4</td>
</tr>
<tr>
<td>-</td>
<td>16</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td>F</td>
</tr>
<tr>
<td>Sequence in humanities</td>
<td>3</td>
</tr>
<tr>
<td>Second sequence in one of three groups</td>
<td>3-4</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>7-8</td>
</tr>
<tr>
<td>-</td>
<td>15</td>
</tr>
</tbody>
</table>

* See requirements, p. 31.
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 53.

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

<table>
<thead>
<tr>
<th>First Year</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F  W  S</td>
</tr>
<tr>
<td>English Composition (Wr 111, 112, 113)</td>
<td>3  3  3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3  3  3</td>
</tr>
<tr>
<td>Introduction to Journalism (J 211)</td>
<td>3  3  3</td>
</tr>
<tr>
<td>Principles of Economics (Ec 201, 202, 203)</td>
<td>3  3  3</td>
</tr>
<tr>
<td>General Botany (Bot 201, 202, 203)</td>
<td>3  3  3</td>
</tr>
<tr>
<td>Elem or Gen Chem (Ch 101, 102, 103) or (201, 202, 203)</td>
<td>4  4  4</td>
</tr>
<tr>
<td>Personal Hygiene (PE 151)</td>
<td>2  2  2</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>1  1  1</td>
</tr>
<tr>
<td></td>
<td>16 17 17</td>
</tr>
</tbody>
</table>

ART
First Year

<table>
<thead>
<tr>
<th></th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F  W  S</td>
</tr>
<tr>
<td>English Composition (Wr 111, 112, 113)</td>
<td>3  3  3</td>
</tr>
<tr>
<td>Sequence in social science</td>
<td>3  3  3</td>
</tr>
<tr>
<td>General Psychology (Psy 201, 202, 203)</td>
<td>3  3  3</td>
</tr>
<tr>
<td>Sequence in humanities</td>
<td>3  3  3</td>
</tr>
<tr>
<td>Art Appreciation (A 129)</td>
<td>3  3  3</td>
</tr>
<tr>
<td>Drawing (A 221), Design (A 222)</td>
<td>3  3  3</td>
</tr>
<tr>
<td>Lettering (A 216)</td>
<td>1  1  1</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>1  1  1</td>
</tr>
<tr>
<td></td>
<td>16 16 18</td>
</tr>
</tbody>
</table>

BIOLOGY
First Year

<table>
<thead>
<tr>
<th></th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F  W  S</td>
</tr>
<tr>
<td>English Composition (Wr 111, 112, 113)</td>
<td>3  3  3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3  3  3</td>
</tr>
<tr>
<td>Sequence in social science or humanities</td>
<td>3  3  3</td>
</tr>
<tr>
<td>General Chemistry (Ch 201, 202, 203)</td>
<td>3  3  3</td>
</tr>
<tr>
<td>Personal Hygiene (HE 151)</td>
<td>2  2  2</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>1  1  1</td>
</tr>
<tr>
<td>Electives</td>
<td>3  3  3</td>
</tr>
<tr>
<td></td>
<td>16 17 17</td>
</tr>
</tbody>
</table>

* See certificate, page 31.
### BUSINESS ADMINISTRATION

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
</tr>
<tr>
<td>Sequence in humanities or social science</td>
<td>3</td>
</tr>
<tr>
<td>General Zoology (Z 201, 202, 203)</td>
<td>1</td>
</tr>
<tr>
<td>Organic Chemistry (Ch 334, 335)</td>
<td>4</td>
</tr>
<tr>
<td>Math 101 or 101 or 102</td>
<td>4</td>
</tr>
<tr>
<td>French (Fr 40, 50, 52 or 101, 102, 103)</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

### BOTANY

<table>
<thead>
<tr>
<th>First Year</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111, 112, 113)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in social science or humanities</td>
<td>3</td>
</tr>
<tr>
<td>General Botany (Bot 202, 203)</td>
<td>2</td>
</tr>
<tr>
<td>General Chemistry (Ch 201, 202, 203)</td>
<td>4</td>
</tr>
<tr>
<td>Personal Hygiene (HE 151)</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

### BUSINESS ADMINISTRATION

<table>
<thead>
<tr>
<th>First Year</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111, 112, 113)</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in social science</td>
<td>3</td>
</tr>
<tr>
<td>World Literature (Eng 107, 108, 109)</td>
<td>3</td>
</tr>
<tr>
<td>College Algebra, Trigonometry, Analytic Geometry (Mth 101, 102, 103)</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Economics (Eco 201, 202, 203)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Accounting (BA 211, 212, 213)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111, 112)</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology (Psy 201, 202, 203)</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

### BUSINESS ADMINISTRATION AND TECHNOLOGY

<table>
<thead>
<tr>
<th>First Year</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111, 112, 113)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Geography (Geo 105, 106, 107) or Principles of Economics (Eco 201, 202, 203)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Accounting (BA 211, 212, 213)</td>
<td>3</td>
</tr>
<tr>
<td>Sequence in social science or humanities</td>
<td>3-4</td>
</tr>
<tr>
<td>Intermediate Algebra (Mth 100)</td>
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<tr>
<td>Electives</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

* Specific course to be determined by field of specialization.
### CHEMISTRY

<table>
<thead>
<tr>
<th>Coursexp</th>
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</thead>
<tbody>
<tr>
<td>English Composition (Wr 111, 112, 113)</td>
</tr>
<tr>
<td>Sequence in social science or humanities</td>
</tr>
<tr>
<td>General Chemistry (Ch 201, 202, 203)</td>
</tr>
<tr>
<td>College Algebra, Trigonometry, Analytic Geometry (Mth 101, 102, 103)</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
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<table>
<thead>
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<th>Term Hours</th>
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### FORESTRY

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<tbody>
<tr>
<td>English Composition (Wr 111, 112, 113)</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
</tr>
<tr>
<td>General Botany (Bot 201, 202)</td>
</tr>
<tr>
<td>College Algebra, Trigonometry, Analytic Geometry (Mth 101, 102, 103)</td>
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<tr>
<td>Electives</td>
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<table>
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### GEOLOGY

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<td>General Chemistry (Ch 201, 202, 203)</td>
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<tr>
<td>Geology (G 201, 202, 203)</td>
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<td>College Algebra, Trigonometry, Analytic Geometry (Mth 101, 102, 103)</td>
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<td>Physical Education (PE 100 and 200 courses)</td>
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<table>
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### HOME ECONOMICS

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<td>English Composition (Wr 111, 112, 113)</td>
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<tr>
<td>Fundamentals of Speech (Sp 111)</td>
</tr>
<tr>
<td>Introduction to Music and its Literature (Mus 201)</td>
</tr>
<tr>
<td>History of Western Civilization (Hist 101, 102, 103)</td>
</tr>
<tr>
<td>World Literature (Eng 107, 108, 109)</td>
</tr>
<tr>
<td>Elem of Gen Chem (Ch 101, 102, 103 or Ch 201, 202, 203)</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
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<tr>
<td>Electives</td>
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<table>
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### INDUSTRIAL-ARTS EDUCATION

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<td>English Composition (Wr 111, 112, 113)</td>
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<tr>
<td>Fundamentals of Speech (Sp 111)</td>
</tr>
<tr>
<td>General Psychology (Psy 201, 202)</td>
</tr>
<tr>
<td>History of the United States (Hist 201, 202, 203)</td>
</tr>
<tr>
<td>Intermediate Algebra (Mth 100)</td>
</tr>
<tr>
<td>Personal Hygiene (HE 151)</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
</tr>
<tr>
<td>Electives</td>
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</tbody>
</table>

<table>
<thead>
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<th>Term Hours</th>
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### JOURNALISM

#### First Year

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<tr>
<td>Fundamentals of Speech (Sp 111)</td>
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<tr>
<td>History of Western Civilization (Hist 101, 102, 103)</td>
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<tr>
<td>History of the United States (Hist 201, 202, 203)</td>
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<tr>
<td>World Literature (Eng 107, 108, 109)</td>
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</tr>
<tr>
<td>Introduction to Journalism (J 211)</td>
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<tr>
<td>General Biology (Bi 101, 102, 103)</td>
<td>3</td>
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</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>1</td>
<td>1</td>
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</tr>
<tr>
<td>Electives (music or art)</td>
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<tr>
<td></td>
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#### Second Year

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<th>S</th>
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<tbody>
<tr>
<td>Principles of Economics (Ec 201, 202, 203)</td>
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<tr>
<td>American Governments (PS 201, 202, 203)</td>
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</tr>
<tr>
<td>Sequence in anthropology, geography, or psychology</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td>English Literature (Eng 340, 341, 342) or</td>
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<tr>
<td>American Literature (Eng 380, 381)</td>
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<tr>
<td>Foundations of Physical Science (GS 201, 202, 203)</td>
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</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
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### MATHEMATICS

#### First Year

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<td>English Composition (Wr 111, 112, 113)</td>
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<tr>
<td>Fundamentals of Speech (Sp 111)</td>
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</tr>
<tr>
<td>Sequence in humanities or social science</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry (Ch 201, 202, 203)</td>
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</tr>
<tr>
<td>College Algebra, Trigonometry, Analytic Geometry (Mth 101, 102, 103)</td>
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</tr>
<tr>
<td>Personal Hygiene (PH 151)</td>
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<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>1</td>
<td>1</td>
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</tr>
<tr>
<td></td>
<td>15</td>
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#### Second Year

<table>
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<th>Course</th>
<th>F</th>
<th>W</th>
<th>S</th>
</tr>
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<tbody>
<tr>
<td>Sequence in social science or humanities</td>
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<td>3</td>
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<tr>
<td>General Physics (Ph 201, 202, 203)</td>
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<tr>
<td>Differential and Integral Calculus (Mth 201, 202, 203)</td>
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<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
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<tr>
<td>Electives</td>
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### MICROBIOLOGY

#### First Year

<table>
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<tbody>
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<td>English Composition (Wr 111, 112, 113)</td>
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<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sequence in social science or humanities</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>General Zoology (Z 201, 202, 203)</td>
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<td>3</td>
</tr>
<tr>
<td>General Chemistry (Ch 201, 202, 203)</td>
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<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Personal Hygiene (HE 151)</td>
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<td></td>
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</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
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<td>1</td>
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<tr>
<td>Electives</td>
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### MUSIC

#### First Year

<table>
<thead>
<tr>
<th>Course</th>
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<th>W</th>
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<tr>
<td>English Composition (Wr 111, 112, 113)</td>
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<tr>
<td>World Literature (Eng 107, 108, 109)</td>
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<td>3</td>
</tr>
<tr>
<td>General Biology (Bi 101, 102, 103)</td>
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<tr>
<td>Music Theory I (Mus 121, 122, 123)</td>
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<td>4</td>
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<tr>
<td>Applied Music—Instrumental or voice (Mus 190)</td>
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<td>1</td>
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<tr>
<td>Band, Orchestra, or Chorus (Mus 155, 197)</td>
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<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
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</tr>
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### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
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</thead>
<tbody>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>F</td>
</tr>
<tr>
<td>General Psychology (Psy 201, 202)</td>
<td>W</td>
</tr>
<tr>
<td>Sequence in social science</td>
<td>S</td>
</tr>
<tr>
<td>Introduction to Music and its Literature (Mus 201, 202, 203)</td>
<td></td>
</tr>
<tr>
<td>Music Theory II (Mus 221, 222, 223)</td>
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<tr>
<td>Keyboard Harmony (Mus 214, 215, 216)</td>
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<tr>
<td>Applied Music—Instrumental or Voice (Mus 190)</td>
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<tr>
<td>Band, Orchestra, or Chorus (Mus 195, 197)</td>
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<td><strong>Total</strong></td>
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### PHYSICAL EDUCATION

#### First Year

<table>
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<td>Fundamentals of Speech (Sp 111)</td>
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<tr>
<td>General Psychology (Psy 201, 202)</td>
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</tr>
<tr>
<td>World Literature (Eng 107, 108, 109)</td>
<td></td>
</tr>
<tr>
<td>General Biology (Bi 101, 102, 103) or General Chemistry (Ch 201, 202, 203)</td>
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</tr>
<tr>
<td>Personal Hygiene (HE 151)</td>
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<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>15-16</strong></td>
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#### PHYSICS

#### First Year

<table>
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<tr>
<td>General Chemistry (Ch 201, 202, 203)</td>
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<tr>
<td>College Algebra, Trigonometry, Analytic Geometry (Mth 101, 102, 103)</td>
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<tr>
<td>Personal Hygiene (HE 151)</td>
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<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
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<td><strong>Total</strong></td>
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#### Second Year

<table>
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<th>Course</th>
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<tbody>
<tr>
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<tr>
<td>Approved sequence in biology</td>
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<td>Differential and Integral Calculus (Mth 201, 202, 203)</td>
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<td>Physical Education (PE 100 and 200 courses)</td>
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### ZOOLOGY

#### First Year

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</tr>
<tr>
<td>Sequence in humanities or social science</td>
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</tr>
<tr>
<td>General Zoology (Z 201, 202, 203)</td>
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</tr>
<tr>
<td>General Chemistry (Ch 201, 202, 203)</td>
<td></td>
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<tr>
<td>College Algebra, Trigonometry, Analytic Geometry (Mth 101, 102, 103)</td>
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<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
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<tr>
<td><strong>Total</strong></td>
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#### Second Year

<table>
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</thead>
<tbody>
<tr>
<td>Sequence in social science or humanities</td>
<td>F W S</td>
</tr>
<tr>
<td>General Botany (Bot 201, 202, 203)</td>
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</tr>
<tr>
<td>Comparative Vertebrate Anatomy (Z 221, 222)</td>
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</tr>
<tr>
<td>Comparative Vertebrate Embryology (Z 225)</td>
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</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
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<td>Electives</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>
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**

<table>
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<th>Preprofessional First Year</th>
<th>Term Hours</th>
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<tr>
<td>Sequence in social science</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Sequence in humanities (literature)</td>
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<td>College Algebra, Trigonometry, Analytic Geometry (Mth 101, 102, 103)</td>
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</tr>
<tr>
<td>Drawing (A 226), Design (A 228)</td>
<td>3 3 2</td>
</tr>
<tr>
<td>Lettering (A 237)</td>
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<tr>
<td>Personal Hygiene (HE 151)</td>
<td>1 1 1</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>17 17 18</td>
</tr>
</tbody>
</table>

**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 58.)

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 58.)

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.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Term Hours</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>F</td>
</tr>
<tr>
<td>*English Composition (Wr 111, 112, 113)</td>
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<tr>
<td>General Zoology (Z 201, 202, 203)</td>
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<tr>
<td>*General Chemistry (Ch 201, 202, 203)</td>
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<tr>
<td>*College Algebra, Trigonometry, Analytic Geometry (Mth 101, 102, 103)</td>
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</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
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<table>
<thead>
<tr>
<th>Second Year</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
</tr>
<tr>
<td>First sequence in social science (history, economics, anthropology)</td>
<td>3</td>
</tr>
<tr>
<td>First sequence in humanities (literature)</td>
<td>3</td>
</tr>
<tr>
<td>*Quantitative Analysis (Ch 312)</td>
<td>3</td>
</tr>
<tr>
<td>*Organic Chemistry (Ch 334, 335)</td>
<td>4</td>
</tr>
<tr>
<td>*General Physics (Ph 201, 202, 203)</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3</td>
</tr>
<tr>
<td>Second sequence in social science (psychology, sociology)</td>
<td>3</td>
</tr>
<tr>
<td>Second sequence in humanities (literature, foreign language)</td>
<td>3-4</td>
</tr>
<tr>
<td>Comparative Vertebrate Anatomy (Z 324, 325)</td>
<td>4</td>
</tr>
<tr>
<td>Comparative Vertebrate Embryology (Z 336)</td>
<td>7-8</td>
</tr>
<tr>
<td>Electives</td>
<td>18</td>
</tr>
</tbody>
</table>

**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 58.)

* 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.

* If literature is selected instead of foreign language, the extra credits indicated should be used to complete an additional course in the humanities minor.
### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>F</th>
<th>W</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>*English Composition (Wr 111, 112, 113)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>General Zoology (Z 201, 202, 203)</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>*General Chemistry (Ch 201, 202, 203)</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>*College Algebra, Trigonometry, Analytic Geometry (Mth 101, 102, 103)</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>15</td>
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</tr>
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</table>

### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>F</th>
<th>W</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>First sequence in social science</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>First sequence in humanities (literature)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>*Organic Chemistry (Ch 334, 335)</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>*General Physics (Ph 201, 202, 203)</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

### Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>F</th>
<th>W</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Second sequence in social science</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Second sequence in humanities (literature, foreign language)</td>
<td>3-4</td>
<td>3-4</td>
<td>3-4</td>
</tr>
<tr>
<td>Comparative Vertebrate Anatomy (Z 324, 325)</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Comparative Vertebrate Embryology (Z 326)</td>
<td>7-8</td>
<td>7-8</td>
<td>7-8</td>
</tr>
<tr>
<td>Electives</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

### 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.

### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>F</th>
<th>W</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111, 112, 113)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>World Literature (Eng 107, 108, 109)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Elementary or General Chemistry (Ch 101, 102, 103, or 201, 202, 203)</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Nutrition (HE 325)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>

### 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.

### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>F</th>
<th>W</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111, 112, 113)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>General Zoology (Z 201, 202, 203)</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>General Chemistry (Ch 201, 202, 203)</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Intermediate Algebra, College Algebra (Mth 100, 101)</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Personal Hygiene (HE 151)</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>15</td>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>

* Courses required for admission to the professional program.
1 If literature is selected instead of foreign language, the extra credits indicated should be used to complete an additional course in the humanities minor.
OREGON COLLEGE OF EDUCATION

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 58, and similar suggested curricula under Predental and Premedicine in this section of the catalog.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Wr 111, 112, 113)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Fundamentals of Speech (Sp 111)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>General Zoology (Z 201, 202, 203)</td>
<td>3 3 3</td>
</tr>
<tr>
<td>General Chemistry (Ch 201, 202, 203)</td>
<td>4 4 4</td>
</tr>
<tr>
<td>Intermediate Algebra, College Algebra, Trigonometry, Analytic Geometry (Math 100, 101, 102, 103) (Three consecutive courses)</td>
<td>4 4 4</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>1 1 1</td>
</tr>
<tr>
<td></td>
<td>15 15 18</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence in humanities or social science</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Three biological science courses selected from:</td>
<td></td>
</tr>
<tr>
<td>Genetics (Bi 341), Comparative Vertebrate Anatomy (Z 324), Z 324, 325, Comparative Vertebrate Embryology (Z 336), Microbiology (Bi 412)</td>
<td>4 4 4</td>
</tr>
<tr>
<td>Quantitative Analysis (Ch 312)</td>
<td>4</td>
</tr>
<tr>
<td>Organic Chemistry (Ch 334, 335)</td>
<td>4 4</td>
</tr>
<tr>
<td>General Physics (Ph 201, 202, 203)</td>
<td>4 4 4</td>
</tr>
<tr>
<td>Physical Education (PE 100 and 200 courses)</td>
<td>1 1 1</td>
</tr>
<tr>
<td></td>
<td>16 16 16</td>
</tr>
</tbody>
</table>

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. Those enrolling in the intersession may earn an additional 6 quarter hours.

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 the summer session catalog to be available in March, 1965. 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, and educational specialists, leading to the Master's degree. A catalog, including the summer session schedule, may be obtained by writing to the 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.

Inter-Session 1964

The intersession is planned especially for undergraduate students and experienced teachers. It includes lower division courses in the humanities, social science and science, as well as workshops in the field of education. During the inter-session students who carry lower division work may enroll for not to exceed 6 quarter hours in the fields listed above. Experienced teachers may enroll for a total of 6 quarter hours of work in either one, two, or three-week courses or workshops. By combining 12 hours of work in the regular session with 6 hours in the inter-session a student can complete a full term's work in the summer.

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, or science-mathematics (options in biological science, physical science, mathematics, or general science). Curricula are also available in other areas such as: childhood education, teaching the deaf, and several areas for 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 in several areas at the graduate level.

General Regulations

Permission to take graduate courses does not constitute admission to candidacy for the Master's degree. 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 one of the Master's degrees. Students of the first group register, subject to the instructor's permission, 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 prior to admission to candidacy is considered as inadequate may be required to complete additional work at the undergraduate level or of a preparatory nature.

Any student within 12 term hours of completing the bachelor's degree or doing a teaching internship during his senior year, may enroll in approved courses to be reserved for graduate credit.

Students who wish to become candidates for the Master's degree follow programs organized in conformity with the rules and regulations which follow.

Declaration of Intent. Before formal planning of a master's degree program can progress beyond the preliminary stage, the student must file a "Declaration of Intent" form with the secretary of the committee on graduate study.
The form may be secured from either the office of the registrar or the secretary.

**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 in certain fields of specialization, for whom the requirement is Certificate A of the Conference of Executives of American Schools for the Deaf, or for whom the requirement is a regular general Oregon elementary or secondary teaching certificate and the state certificate for the selected area of specialization.

2. An undergraduate program in the selected teaching area comparable to the program in effect at Oregon College of Education or, one approved as adequate by the Dean of Instruction, secretary of the committee on graduate study and the appropriate department chairman or area-adviser. (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) continuation classes.

A total of not to exceed 21 term hours of approved graduate credit may be transferred. An additional 12 hours as indicated under "minimum residence requirement, may also be applied from the Portland Summer Session.

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 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 completed. 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 being taken concurrently. Except, 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 unless a petition to carry an overload has been approved by the Dean of Instruction and secretary of the committee on graduate study during the week of registration.

Tuition and Fees. Graduate students 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's 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 Master's 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 below.)

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 Master's Degree. An application must be filed by each candidate with the secretary of the committee on graduate study prior to the dates listed above. 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.

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.

MASTER OF SCIENCE IN EDUCATION
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 standing of that particular course and to ascertain that his registration carries the proper designation of G or g as the case may be.

The professional education core consists of 18 term hours as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 566 Curriculum Construction</td>
<td>3</td>
</tr>
<tr>
<td>YEd 512 Research Procedures in Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 513 Evaluation of Classroom Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Ed 514 Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 518 Public and Professional Relations</td>
<td>3</td>
</tr>
<tr>
<td>Psy 460G Developmental Psychology: Infancy and Childhood or Psy 461G Developmental Psychology: Adolescence and Maturity</td>
<td>3</td>
</tr>
</tbody>
</table>

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

- SS 511 Contemporary Developments in the Social Sciences ........................................ 3
- Hum 511 Contemporary Developments in the Humanities .............................................. 3
- Se 511 Contemporary Developments in the Sciences and Mathematics ............................ 3

and a 9-term-hour block of approved electives in the third area ........................................ 6

**Note**: If humanities is selected for the 9-hour block, Hum 511 will not apply; if science-mathematics is selected, Se 511 will not apply; if social science is selected, SS 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 466G 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 514 Foundations of Education ............................................................................... 3
- Psy 460G Developmental Psychology: Infancy and Childhood ..................................... 3

Electives in education or psychology .................................................................................. 0

**The specialized core in childhood education consists of**:

- Ed 451G Early Childhood Education .......................................................................... 3
- Ed 452G Creative Arts in Childhood ............................................................................ 3
- Ed 519-529 Childhood Education ................................................................................ 12

**The general education core consists of**:

- SS 511 Contemporary Developments in the Social Sciences ........................................ 3
- Hum 511 Contemporary Developments in the Humanities ............................................ 3
- Se 511 Contemporary Developments in the Sciences and Mathematics ........................ 3

**Total** .......................................................................................................................... 45

*Oregon School Law, 2 quarter hours, taken prior to July 1, 1926, will meet the law requirement for the administrator's certificate.*

† Should be taken as early in the program as possible.
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, or science-mathematics (options in biological science, physical science, mathematics, 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Ed 512</td>
<td>Research Procedures in Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 514</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 566</td>
<td>Curriculum Construction</td>
<td>3</td>
</tr>
<tr>
<td>Psy 461G</td>
<td>Developmental Psychology: Adolescence and Maturity</td>
<td>3</td>
</tr>
<tr>
<td>Education or psychology electives</td>
<td>6-12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>18-21</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSC 492G</td>
<td>Ideologies of the 20th Century</td>
<td>3</td>
</tr>
<tr>
<td>SSC 493G</td>
<td>International Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SSC 494G</td>
<td>American Foreign Relations</td>
<td>3</td>
</tr>
<tr>
<td>SSC 512G</td>
<td>Contemporary Developments in the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Approved electives</td>
<td>9-15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total in social science</td>
<td>21-27</td>
</tr>
</tbody>
</table>

The humanities teaching area consists of:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 457E</td>
<td>Forms and Meaning of Poetry</td>
<td>3</td>
</tr>
<tr>
<td>Eng 458E</td>
<td>Forms and Meaning of Prose</td>
<td>3</td>
</tr>
<tr>
<td>Eng 459E</td>
<td>Forms and Meaning of Drama</td>
<td>3</td>
</tr>
<tr>
<td>Hum 512</td>
<td>Contemporary Developments in the Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Approved electives</td>
<td>9-15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total in humanities</td>
<td>21-27</td>
</tr>
</tbody>
</table>

The science-mathematics (biological science) teaching area consists of:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi 446E</td>
<td>Evolution</td>
<td>3</td>
</tr>
<tr>
<td>Bi 455E</td>
<td>Ecology</td>
<td>3</td>
</tr>
<tr>
<td>Bi 456E</td>
<td>Field Biology</td>
<td>3</td>
</tr>
<tr>
<td>Bi 460G</td>
<td>Preparation of Biological Materials</td>
<td>3</td>
</tr>
<tr>
<td>GS 416G</td>
<td>History of Science</td>
<td>3</td>
</tr>
<tr>
<td>Approved electives</td>
<td>3-12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total in biological science</td>
<td>21-27</td>
</tr>
</tbody>
</table>

* Should be taken as early in the program as possible.
The science-mathematics (physical science) teaching area consists of:

*Ph 421, 422g Modern Physics ............................................. 6
Ch 417g Advanced Inorganic Chemistry ................................ 3
Ch 418g 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

Total in physical science ..................................................... 21-27

The science-mathematics (general science) teaching area consists of:

Bi 446g Evolution .................................................................. 3
Bi 446g Preparation of Biological Materials .......................... 4
G 453g 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

Total in general science ......................................................... 21-27

The science-mathematics (mathematics) teaching area consists of:

Mth 410g Foundations of Mathematics .................................... 3
Mth 412g Higher Algebra ....................................................... 3
Mth 415g Modern Geometry ................................................... 3
Mth 419g, 455g, 465g Analysis .............................................. 9
Sc-Mth 507, Seminar in Mathematics ......................................
Sc-Mth 508, Special Individual Studies in Mathematics ...........

Total in mathematics ............................................................. 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

Special Education

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.

* If student has had Ph 311, 312, 313, Introduction to Modern Physics, or the equivalent, these hours should be used for electives.
† This curriculum has been designed primarily for those candidates who have completed the undergraduate curriculum for teaching science in the junior high school.
‡ The secretary of the graduate committee will provide detailed curriculum outlines upon request.
The specialized professional core consists of 18 term hours prerequisite to the degree program as follows:

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

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

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
or
Psy 460G Developmental Psychology: Adolescence and Maturity .................................................. 3

9

The general education core of 9 term hours consists of:

Ssc 311 or 312 Contemporary Developments in the Social Sciences .................................................. 3
Hum 311 or 312 Contemporary Developments in the Humanities .................................................. 3
Sc 311 Contemporary Developments in the Sciences and Mathematics .................................................. 3

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.

Certification for Special Education Teachers

These curricula are designed to enable teachers at either the elementary or secondary level to meet the requirements for certification by the state department of education in one of several fields of special education. Except in the area of teaching the mentally retarded, the curricula meet requirements for the degree of master of science in 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 512</td>
<td>Research Procedures in Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 514</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>Psy 460G</td>
<td>Developmental Psychology: Infancy and Childhood</td>
<td>3</td>
</tr>
<tr>
<td>Psy 461G</td>
<td>Developmental Psychology: Adolescence and Maturity</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSc 511 or 512</td>
<td>Contemporary Developments in the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Hum 511 or 512</td>
<td>Contemporary Developments in the Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Sc 511</td>
<td>Contemporary Developments in the Sciences and Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

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. 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 470G</td>
<td>Education of the Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>Ed 483G</td>
<td>General Intelligence Testing</td>
<td>3</td>
</tr>
<tr>
<td>Sp 481G</td>
<td>Speech Pathology</td>
<td>3</td>
</tr>
</tbody>
</table>

† 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 463G</td>
<td>The Maladjusted Child</td>
<td>3</td>
</tr>
<tr>
<td>Ed 464G</td>
<td>The Mentally Retarded Child</td>
<td>3</td>
</tr>
<tr>
<td>Ed 465G</td>
<td>Diagnostic and Remedial Techniques in Reading</td>
<td>3</td>
</tr>
<tr>
<td>Ed 471G</td>
<td>Administration of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed 480G</td>
<td>The Psychology of Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Sp 478G</td>
<td>Clinical Methods in Speech Correction</td>
<td>3</td>
</tr>
<tr>
<td>Sp 483G</td>
<td>Clinical Speech Therapy</td>
<td>3</td>
</tr>
<tr>
<td>Ed 509</td>
<td>Practicum: Remedial Reading</td>
<td>6</td>
</tr>
</tbody>
</table>

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

1 Of these 28 term hours 18 are required for the master's degree program, 10 for certification purposes.
The curriculum for the remedial reading certificate contains:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 468G</td>
<td>Diagnostic and Remedial Techniques in Reading</td>
<td>3</td>
</tr>
<tr>
<td>Ed 480G</td>
<td>The Psychology of Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Ed 509</td>
<td>Practicum: Remedial Reading</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Approved electives in special education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sp 370</td>
<td>Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>Sp 371</td>
<td>Speech Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

and the following graduate courses applying to the degree:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 417G</td>
<td>Problems of the Deaf and Hard of Hearing</td>
<td>3</td>
</tr>
<tr>
<td>Sp 478G</td>
<td>Clinical Methods in Speech Correction</td>
<td>3</td>
</tr>
<tr>
<td>Sp 482-483g</td>
<td>Speech Pathology</td>
<td>6</td>
</tr>
<tr>
<td>Sp 484-485-486g</td>
<td>Clinical Speech Therapy</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sp 371</td>
<td>Speech Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

and the following graduate courses applying to the degree:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 417G</td>
<td>Problems of the Deaf and Hard of Hearing</td>
<td>3</td>
</tr>
<tr>
<td>Ed 506</td>
<td>Special Individual Studies: Clinical Practice in Speech Reading</td>
<td>3</td>
</tr>
<tr>
<td>Sp 488g</td>
<td>Audiology</td>
<td>3</td>
</tr>
<tr>
<td>Sp 489g</td>
<td>Audiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Approved electives in special education</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 463G</td>
<td>The Maladjusted Child</td>
<td>3</td>
</tr>
<tr>
<td>Ed 464G</td>
<td>The Mentally Retarded Child</td>
<td>3</td>
</tr>
<tr>
<td>Ed 489G</td>
<td>Curriculum for the Mentally Retarded</td>
<td>3</td>
</tr>
<tr>
<td>Ed 507</td>
<td>Seminar: Arts and Crafts for Mentally Retarded</td>
<td>3</td>
</tr>
<tr>
<td>Ed 509</td>
<td>Practicum: The Mentally Retarded</td>
<td>3</td>
</tr>
<tr>
<td>Sp 478g</td>
<td>Clinical Methods in Speech Correction</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

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

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

Art*

Assistant Professors: Chambers (department chairman), Crozier, Culbertson, Kirk.
Instructor: White.

Lower-Division Courses

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 221. Drawing Processes for Elementary. 2 hours.
Basic information and creative studio experience with the tools and techniques of drawing and painting experience in the elementary schools.

A 222. Design Processes for Elementary. 2 hours.
Basic information concerning the concepts of design and its application through studio experience in various materials appropriate to the elementary school program.

A 223. Graphic Processes. 2-4 hours.
Basic information on printing by autographic means suitable for impression and reproduction. Studio experience in different media with stress on creative use of materials as well as technical skill in the various print processes. The advanced course may be taken for an additional 2 hours credit.

A 224. Silk Screen Printing. 2-4 hours.
Printing on various surfaces and materials by the major stencil processes used in serigraphy. The advanced course may be taken for an additional 2 hours credit with applied design on fabric.

A 225. 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 credit.

A 226. Drawing. 2-4 hours.
Basic information on the elements of drawing and representation as they are related to the needs of the student. Creative work is stressed, the student receiving experience in different media in the studio situation. The advanced course may be cautioned for an additional 2 hours credit.

A 228. Design. 2-4 hours.
Information on the elements and principles of design; creative application, structural and decorative, through various media. The advanced course may be continued for an additional 2 hours credit.

A 230. Basic Craft Techniques. 2-4 hours.
Planning and developing creative products in a variety of media suitable for the elementary grades. An additional 2 hours credit may be taken to extend the craft range.

* Many of these courses require special fees.
A 237. Lettering Processes for Elementary. 2 hours.
Studio class in lettering, progressing from pen to brush practice. Opportunity to develop skill in basic public school Manuscript form, progressing to an introduction to Italic Handwriting. Understanding and experience in the preparation of charts and posters is included.

A 238. Lettering. 2 hours.
A continuation of A 237 leading to a greater ability in personal calligraphy. Historical and contemporary means to visual communications are studied as related to preparation of teaching materials. Prerequisite: A 237.

A 251. Art History. 3 hours.
A survey of ancient and classical Art History starting with pre-historic man through early Renaissance.

A 252. Art History II. 3 hours.
A survey of Art History starting with High Renaissance and continuing through Baroque Art.

A 253. Art History III. 3 hours.
A survey of Art History starting with Neo-classic and continuing through Modern Art.

A 254. 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 255. Ceramics. 2-4 hours.
Continuing study of ceramic materials, mold making, casting, use of the potters wheel, decorating, and packing and firing the kiln. The advanced course may be continued for an additional 2 hours credit. Prerequisite: A 254.

Upper-Division Courses

A 312. Puppetry. 2-4 hours.
A practical course for teachers in the production of original puppet plays including staging, scenery, and the construction of various types of hand puppets and marionettes. An additional 2 hours of credit may be taken to extend knowledge and broaden the learning range.

A 315. Jewelry. 2-4 hours.
Jewelry design and construction processes and techniques of soldering, surface enrichment, forging, shaping, and stone setting using silver, other metals, and semi-precious stones.

A 317. Figure Drawing. 2-4 hours.
Studio course in figure drawing in various media from the live model. An additional 2 hours credit may be taken to increase skills and deepen knowledge in this area.

A 318. Painting. 2-6 hours.
A basic exploratory course in painting using a variety of media: oil, enamel, lacquer, casine, etc. A total of three terms may be taken for extended learnings with 2 hours credit given for each term.

A 319. Ceramic Sculpture. 2-4 hours.
A basic course in clay sculpture in relief and in the round: non-representational and representational form will be explored. An additional 2 hours credit may be given for a second term.
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 237.

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 351. Sculpture. 2-4 hours.
Introduction to basic materials, techniques, and forms pertaining to sculptural processes with modeling, casting, carving in wood, cast stone, etc. A second term may be taken for an additional 2 hours credit.

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.
Study of interior and exterior aspects of man-made environment. Emphasis is on contemporary problems and trends in architecture, interior and landscape design. Development of practical means of planning and designing.

A 424. Layout and Design. 2 hours.
Advanced studio course in design dealing with problems of page and area layout, color, texture, line, and lettering. Prerequisites: A 228, A 238.

A 425. Advertising Design. 2 hours.
Advanced studio course in design dealing with problems of poster, package and publicity techniques. Exploration through studio activities and related research. Prerequisites: A 228, A 238.

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: ABBOTT, BRODY, FALCOY, GARRISON, HAYES, R. MULDER, SANDER, VOGT.
Associate Professors: COLELY (department chairman), BELODIN, CUMMINS, FISH, HOWARD, LYLE, MILLER, PATTENSON, REDBIRD, ROWLAND.
Assistant Professors: ADDISON, CAMP, CROW, CUNNINGHAM, DORTMUND, FARRROW, GLASGOW, KREY, LUCAS, MEHAN, MILES, PHILLIPS, RICHARDS, RUCKMAN, L. SMITH, TAOR, TETZ, TODD, WALES.
Instructors: J. CHAMBERLAIN, DIK, ENSTAD, HELM, E. LUND, MARONEY, MCCARTY, H. MULDER, OSWALT, OVERMAN, SCHULZ, J. SCOTT, L. SCOTT, THAYER.
Interns: B. ANDERSON.

Education

Upper-Division Courses

Ed 310. School in American Life. 3 hours.

Ed 312. Educational Psychology. 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.

Ed 313. Educational Psychology. 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 role 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.

* 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 56.
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 pro-
gram. Prerequisite: Bi 101, 102, 103.

Ed 357. Methods and Materials: Reading. 3 hours.
Techniques and methods of teaching for elementary teachers with particu-
lar 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 chil-
dren and teaching methods. Prerequisite: Ed 312, 313, or consent of in-
structor.

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 arith-
metic and problem approach to the teaching of science. Observation of chil-
dren and teaching methods. Prerequisite: Ed 312, 313, or consent of in-
structor.

Ed 391. Communication With the Deaf. 1-3 hours.
Techniques for facilitating individual interviews with deaf clients and stu-
dents. Factors important to lipreading. Intensive training in manual com-
munication.

Ed 392. Braille. 3 hours.
Beginning course in Standard English Braille. Covers use and care of
equipment as well as discussion and introduction of Arithmetic and Music
codes.

Ed 393. Speech Correction in the Schools. 3 hours.
The problems and therapeutic needs of speech handicapped children and
the complementary roles of the speech therapist and classroom teacher in
meeting these needs.

Ed 402. Workshop. 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 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 in-
structional program. Prerequisite: Ed 314 or consent of instructor.

Ed 409. Practicum. Hours to be arranged. 3-9 hours.
Remedial Reading
The Mentally Retarded
The Deaf
Counseling
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. 15 hours.
Similar to Ed 415, but on the secondary level.

Ed 417. Problems of the Deaf and Hard of Hearing. (G) 3 hours.
Psychology, social, vocational, and educational problems of the deaf and hard of hearing. History of the education of the deaf. Evaluation of the place of the deaf in the community. Study of source materials on education and welfare of the deaf. Directed independent study of one area of deafness.

Ed 418. Intern Teaching: Elementary. 12 hours.

Ed 419. Intern Teaching: Secondary. 12 hours.

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. Prerequisite: Ed 313 or consent of instructor.

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. Programmed Instruction. (G) 3 hours.
Principles and techniques employed in the development of programmed 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 453. 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 extraordinary 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: Ed 312.

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) 3 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 484. Junior High School. (G) 3 hours.
Development of the junior high school, its purposes and objectives. The general organization of the school; courses of study; present practices in leading representative junior high schools, the direction of classroom activities; provision for individual differences; pupil guidance, and socialization.

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
The Mentally Retarded
The Deaf
Counseling
Speech Pathology
Audiology

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 531. 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. 8 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.
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 plan-
ning and organization at both the elementary and secondary levels, includ-
ing 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, admini-
stering 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, in-
cluding 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.

Ed 578. Intern Seminar: Problems in Teaching. 3 hours.

Ed 579. Intern Seminar: Curriculum and Evaluation. 3 hours.

Ed 580. Intern Seminar: Curriculum and Instruction. 3 hours.

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 ad-
justments of the individual, development of an objective attitude toward
himself and others, emotional conditioning, and the mechanisms of adjust-
ment necessitated by society.

Upper-Division Courses

Psy 311. Human Development. 3 hours.
A study of the psychology of human development during the periods of in-
fancy 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 func-
tioning of the total organism; personal and social adjustments in adoles-
cence; physical, mental, and moral changes of adolescence. Prerequisites:
Psy 201.
Interests reflect small college atmosphere at OCF
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.

Psy 494. The Psychology of Communication. (G) 3 hours.
The nature, origin, and purposes of speech and the basic psychological principles involved in the communicative process.

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.

Psy 525. Individual Intelligence Testing. 3 hours.
A supervised experience with exceptional children in the administration of the Wechsler Adult Intelligence Scale and a continuation of the W.I.S.C. and Stanford Binet. Other instruments for measuring mental ability individually will be introduced. Prerequisite: Ed 483.
Counseling

Education and Psychology

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 424. Measurement in Education. (G)
Ed 470. Education of the Exceptional Child. (G)
Ed 483. General Intelligence Testing. (G)
Ed 486. Occupational and Educational Information. (G)
Ed 487. Counseling Techniques. (G)
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)
Psy 519. Research Studies in Child Development. 3 hours.
Psy 520. Psychology of Learning. 3 hours.
Psy 525. Individual Intelligence Testing.

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 80-83 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 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 Correction**

*Upper-Division Courses*

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

Sp 370. Phonetics.
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) 4 hours.

**Teaching the Deaf**

*Upper-Division Courses*

Ed 391. Communication with the Deaf.
Ed 417. Problems of the Deaf and Hard of Hearing. (G)
Ed 490. Guidance and Counseling of the Deaf. (G)

*Course descriptions will be found on page 91.*
**See Graduate Study, page 72, 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 500. 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, McArthur.
Associate Professor: Cumiskey.
Assistant Professors: Key, McCullough, Miller.
Instructors: Long, Hyatt, M. Crozier.

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 252. 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 fol-
lowing areas: Rhythms, Gymnastics and Self Testing Activities, Aquatics, In-
dividual 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.

†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 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. Not offered 1964-65.

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. Offered even-numbered years.


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. Not offered 1964-65.

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. Offered odd-numbered years.

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. Offered odd-numbered years.

* Special fee.
† See footnote, page 88.
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. Offered even-numbered years.

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. Offered even-numbered years.

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. Offered odd-numbered years.

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. Offered even-numbered years.

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. Offered odd-numbered years.

PE 445. **The Physical Education Curriculum.** (g) 3 hours.
Construction of physical education curricula on the basis of accepted principles, criteria, functions, and evaluations; emphasis on integration with the total school program.

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.

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**Home Economics**

*Lower-Division Courses*

H Ec 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.

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

*Upper-Division Courses*

H Ec 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.

* Interested students should check with the Registrar's Office to determine whether these courses are being offered during the current year.
Humanities

Professors: Dale (department chairman), Albin, Bellamy, McClure.
Associate Professor: Hofstetter.
Assistant Professors: R. Baker, D. Cooper, Hanson, Harding, Kirby, Mayo, Ross, 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, pho-
nation, 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 402. Workshop. 2-3 hours.

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 502. Workshop. 2-3 hours.

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 certifi-
   cation.

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 sec-
   ondary 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. Pre-
   requisite: 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 back-
   ground 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; con-
   siderable attention to oral use of the language.

RL 60, 61, 62. First-Year Spanish. 4 hours each term.
   Elements of pronunciation, grammar, reading and conversation. Not open to
   students with background of high school Spanish.
Grammar, composition; reading of modern Spanish authors; conversa-
tional 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 enjoy-
ment. 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.
Purpose and techniques of application of theatrical make-up; the use of
make-up in the various theatrical media.

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

**Upper-Division Courses**

Sp 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 pro-
duction 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 improve-
ment of the teacher's speech.

Sp 412. Advanced Speech. 3 hours.
Selected readings on the principles of the speech arts, illustrated by exer-
cises 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 ma-
terials necessary for undertaking the development of the drama, the edu-
cational 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. Em-
phasis 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, stut-
tering, and neurological speech disorders. Prerequisite: Sp 481.

Sp 481. Speech Pathology. (g) 3 hours.
Symptoms, etiology, and treatment of functional articulation disorders, de-
layed speech, emotional speech disorders. (Prerequisite: Speech Corr. in the
Schools).

Sp 482. Speech Pathology. (g) 3 hours.
Symptoms, etiology and treatment of speech disorders due to congenital
malformation, injury, or neurological impairment. (Prerequisite: Speech
corr. in the Schools).

Sp 483. Speech Pathology. (g) 3 hours.
Symptoms, etiology and treatment of stuttering. Prerequisite: Speech corr.
in the schools.

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 and the speech mechanism, 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) 4 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.

*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: Glasgow, J. Scott, Wallace.
Instructors: Beznarz, Dobbs, Mitton.

Lower-Division Courses

Mus 121, 122, 123. 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 junior high, high school, and general studies majors. 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 group music participation 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 221, 222, 223. *Music Theory II.* 3 hours each term.
A continuation of Mus 121, 122, 123. Composition, analysis of masterworks,
and ear training. Includes altered chords and contemporary trends in compo-
sition. Prerequisite: Mus 123.

Mus 224, 225, 226. *Keyboard Harmony.* 1 hour each term.
Application of theoretical principles to the keyboard. Exercises in modula-
tion, transposition, and development of extempore playing. Must be taken
concurrently with Music Theory II.

Mus 235, 236, 237. *Brass, Woodwind, String and Percussion Instru-
ments.* 1 hour each term.
The study of each family of instruments, stressing good tone production and
fingering techniques. Class serves as a laboratory for the development of
some playing and theoretical knowledge of each type of instrument, includ-
ing teaching techniques. 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 221, 222, 223.

Mus 347. *Band and Orchestra Management.* 3 hours.
The organization of school bands and orchestras, care and repair of in-
struments, selection of materials, class teaching of instruments, and the
technique of the band and orchestra rehearsal. Prerequisite: Mus 235,
236, 237.

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. Open
only to juniors or seniors.

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

Mus 383. *Music Education (Elementary).* 3 hours.
The close relationship between music education and other areas in educa-
tion; planning a music environment; directing the experiences of children
in music. Prerequisites: Mus 381, 382, or Mus 121, 122, 123.

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; pub-
lic performance; program building; general music class; assembly sing-
ing. Prerequisite: Mus 121, 122, 123.
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 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.

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**Science and Mathematics**

*Professors: Postle (department chairman), Thompson.*
*Associate Professors: Cummins, Walker.*
*Associate Professors: Bowditch, Cunningham, Fulmer, Giles, Green, Jaffer, McCorkle, Tobor.*
*Instructors: Barnard, Caley, Corcos, Hallstrom, Mahoney.*

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**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**

Sci-Mth 402. **Workshop.** Terms and hours to be arranged.

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.

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

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

Sci-Mth 502. Workshop. Terms and hours to be arranged.

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

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

Se 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.

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.
How plants get their food, grow, differentiate, and reproduce. Bot 201: lower plants; Bot 202: seed plants; Bot 203: identification of native plants; use of keys, floral morphology. Bot 203 may be taken separately.

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.

Bot 331. Plant Physiology. 4 hours.
An examination of the physiological processes and mechanisms involved in plant nutrition, photosynthesis, assimilation of organic and inorganic materials, energy, balance, water requirements, growth factors and organismic control. Prerequisite: one year of a biological science and chemistry. Two lectures, two 3-hour laboratory periods.
Z 334, 335. Anatomy and Physiology. 3 hours each term.
Emphasis on the gross anatomy and the functioning of the various systems in the human during Z 334. A more general treatment of animal physiology during Z 335. Prerequisite: one year of a laboratory science. Two lectures, one three hour laboratory.

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 374, 375, 376. 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.

Bi 412, 413. Microbiology. (g) 4 hours each term.
A study of the morphology and physiology of bacteria, 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. Ecology. (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 451. 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 102 or equivalent high school trigonometry. 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 photoelectric 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.

GS 441. Natural History. (g) 3 hours.
An introduction to the collection, identification, and ecology of local plants and animals with some consideration of sound conservation practices. Classroom techniques of establishing and maintaining collections, aquaria, and terraria are included. Two lectures and one two-hour laboratory. Prerequisite: One year of biological science.

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.

Ch 450. Biochemistry. (g) 3 hours.
An introduction to the chemistry of biological compounds including their metabolism. Prerequisite: Ch 335. Three lectures.

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.
Introduction to logic; elementary set theory; development of the real and complex number systems; brief introduction to congruences, groups, fields, Boolean algebra; inequalities; functions; graphs; theory of equations; permutations; combinations; probability. Prerequisite: Mth 100 or equivalent.

Mth 102. Trigonometry. 4 hours.
Emphasis on the concept of function; analytic trigonometry; solution of triangles; addition formulas; trigonometric equations; curve sketching; complex numbers, DeMoivre's theorem; polar coordinates. Prerequisite: Mth 101 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 121, 122, 123. Essentials of Mathematics. 3 hours.
Major emphasis is on the postulates of an ordered field and the set of real numbers. Includes abstract groups, mathematical proof and functions. Some theory and applications of algebra, geometry and trigonometry are reviewed. Students without high school algebra may find this course difficult.

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.
Mathematical background information and theory necessary for teaching in the elementary school. Prerequisite: Mth 121, 122, 123 or equivalent.
Mth 314. Linear Algebra. 3 hours.
Operations on sets; mapping; transformations; Vector spaces; matrices; linear systems; brief introduction to linear programming, the simplex method; solution of higher order polynomials; quadratic factoring method.
Prerequisite: Mth 103 or equivalent.

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 344. Geometry. 3 hours.
Geometry considered as groups of transformations, (translation, rotation, dilation, inversion, similitude, orthogonal), and their invariant properties. Prerequisite: Mth 103 or consent of instructor.

Mth 351. Computer Coding. 3 hours.
Coding instruction and practical laboratory work on electronic digital computer. Prerequisite: Consent of instructor.

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.
Mth 494, 495, 496. Analysis. (g) 3 hours each term.
Real and complex number systems, set theory, sequences, series, continuity, differentiation, sequences of functions, Fourier series, functions of several variables, Euclidean and Hilbert spaces, measurable spaces, Riemann and Lebesque integrals. Prerequisite: Consent of instructor.

Social Science

Professor: GRIFFIN (department chairman), CHARLES.
Associate Professors: CHATHAM.
Assistant Professors: AMESFORD, ANDERSON, DOYTUM, HERB, JOHNSON, NOEL.
Instructors: HUXFORD, J. VANDERFORD.

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 407. Seminar. Terms and hours to be arranged.

SSc 408. Special Secondary Methods. 3 hours.
Provides experiences in methods of teaching the social sciences. In addition, emphasis is placed upon familiarizing the student with the philosophies and materials of social science. Prerequisite: Ed 314 or consent of the instructor.

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 certi-
fication.)

SSc 513. Social Problems in American Democracy. 3 hours.
A selected list of problems in the United States such as conservation prob-
lems, the nation’s health, crime, etc. Designed to give factual and inter-
pretive 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 theo-
retical 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 re-
lated 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, in-
terests 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 414. Geographic Backgrounds of American History. 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 450. 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 South America. (g) 3 hours.
   A course dealing with the economic and social development of the coun-
   tries of Latin America; raw materials; potential markets; inter-American
   relations.

Geog 463. Geography of Middle America. (g) 3 hours.
   Intensive study of the physical and cultural processes that have shaped
   the landscapes of Middle America.

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 304, 305, 306. English History. 3 hours each term.
   A general survey covering political, economic, social, intellectual, and re-
   ligious developments. Attention to Empire and Commonwealth as well as the
   homeland.
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 391, 392, 393. History of the Far East. 3 hours each term.
Introduction to the history, civilization, and institutions of Southern and Eastern Asia.

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. (g) 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. (g) 3 hours each.

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

Hst 483. Colonial America. (g) 3 hours.
Colonial background of American history, from the Age of Discovery to the Revolution.

Hst 484. 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 314. Political Parties. (g) 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 443. The Field of Social Work. 3 hours.
A survey of the development of the social services, with emphasis on current American trends.

Soc 480. Cultural Anthropology. (g) 3 hours.
A survey of ancient and primitive men and their cultures.

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.
Degrees Awarded
1962-63

Degree of Master of Science

Elementary Education

Luella Baldwin, Portland
Donald L. Ball, Salem
Gene Bradford, Salem
Harley W. Brangiar, Monmouth
Arlene Casey, Monmouth
Michael Agastus Casey, Monmouth
Marjorie E. Christianon, Independence
Dale Elmer Claycamp, Hillsboro
Gladys Pauline Croston, Toledo
William L. Davis, Tigard
Prudence P. Eason, Nehalem
Eileen Joan Enstad, Salem
Doris Ostorn Foster, Empire
Eugene K. Hanson, Yachats
Willis H. Harriman, Beaverton
Thomas Richard Harry, Portland
Herbert Hungerford, McMinnville
Ralph Quinton Hurst, Silverton
Phyllis L. Johnson, Salem
Evelyn Violet Keyt, Amity
Clark Larry Lund, Oregon City
Raymond S. Myers, Brooks
Harriette Pietsch, Forest Grove
Marvin Currie Quick, Winston
Loren David Reid, Madras
Goldie C. Runyon, Springfield
John William Schaer, Corvallis
Ruth Sherwood Sloan, Sheridan
Carolyn Dee Snyder, Hillsboro
Jack E. Snyder, Hillsboro
Lillian Louise Weathers, Salem
Wayne Burns Young, Coos Bay

Degree of Master of Science

Secondary Education

Robert L. Blasser, Kalama, Wash.
Thomas Elton Burckett, Centralia, Wash.
Roy Leo Christiansen, Stayton
Gordon Michael Ford, Lake Grove
Robert Lee Frantz, Portland
Carolyn Louise Howells, Dallas
Stanley Jay Kenyon, Monmouth

Degree of Bachelor of Science

Elementary Education

Elizabeth E. Adams, Salem
Gladya Velma Apt, Corvallis
Jerry Ralph Arthur, Hood River
Cleo Kern Austin, Westlake
Nancy Ann Austin, Dallas
Adella Rebecca Baker, Salem
Joan Adele Banks, Beaverton
Evelyn Jane Barby, Beaverton
Lois Helen Barnick, Salem
Louise Matilda Beck, Canby
Frankie Bergerson, Warrenton
Carol Anne Berndt, Canby
Nancy Meta Bidwell, Manning
Harbara Dee Bodeen, Monmouth
Constance Estelle Bokovoy, Portland
Evelyn Kashara Bolmeier, Salem
Christine Dow Bolt, Salem
Barbara Jane Bonts, Gresham
Emma Charlotte Bozeman, Portland
Florence E. Bradley, Beaverton
Leonard George Breen, Rainier
Bertha A. Brinkert, Grass Valley
Sandra Lee Broxon, Eugene
Joan Miriam Brown, Salem
June Hubbard Brown, Newberg
Frances G. Bryant, Warrenton
Sue Ellen Buel, McMinnville
Dorothy C. Buffington, Willamina
Nina Jeanette Buhler, Newberg
Idel Irene Cahill, Portland
Frances Harris Callahan, Lebanon
Cecile Lou Camp, Portland
Thomas Benton Canapa, Jr., Salem
Michael Reese Carson, Florence
Patricia Elizabeth Castro, Myrtle Point
Edna May Clark, Junction City
Lorena Henrietta Cline, Salem
Hernice W. Cody, Sheridan
Carol Sue Coleman, Salem
*Margaret Vitulla Collins, Yamhill
Sherrill Hall Comfort, Newberg
Ethel May Conkey, Portland
Mary Anne Crawford, Portland
Ruth L. Cunningham, Lake Oswego
Ruby Helen Darby, Tillamook
JoAnne Marie DeFrancesco, Salem
Leatha Coe Dolen, Lebanon
Pearl Philbrick Don, Portland
Launa Gaye Drummond, Lebanon
Constance Wibke Duncan, Independence
*Jeanne Louise Edwards, Salem
Dorothy Mix Elston, Eagle Creek
Virginia Pomante Elwood, Troutdale
Elizabeth Ann Erwin, Portland
George Ann Evans, Dallas
Paul Leslie Faxon, Monmouth
Laura Lee Fenner, Lebanon
Shirley M. Ferguson, Dallas
JoAnne Hay Ford, Lake Oswego
Patricia Lasich Ford, Portland

* Graduate with Honors.
Solveig Marie Fox, Bend
Barbara Jean Franklin, Dayton
Marjorie Helen Freeman, Forest Grove
LaFaye Lynn French, Cool Bay
Sandra Jean Gardner, Great Falls, Mont.
Cynthia Joyce Gieb_FSbrecht, Dallas
Ronald Dean Goertzen, Dallas
Oradel Kay Gordon, Forest Grove
Elaine Georgia Gottwald, Canby
Judith Marie Green, Salem
Lois Graham, Warrenton
Elise Edith Gregg, Longview, Wash.
Linda S. Gros, Stayton
Sue Anne Gustafson, Taft
Sally Cruzen Handel, Portland
Patricia Ann Hannu, Warrenton
Mary E. Harlan, Cornelia
Billie Grim Hatfield, Salem
Doyle Lealand Hatfield, Monmouth
Florence Wilmer Haynes, Portland
Helen Marie Heinrich, Friday Harbor, Wash.
Alice Lilian Henthorn, Williams
Rosa Blanche Hereford, Primeville
Undine Dannen Hiller, Corvallis
Olivea Speald Hobbs, Hillsboro
Carla Swanson Hoerauf, Salem
Carol Geneve Hofer, Albany
Sandra Lee Hogan, Salem
*Russell A. Hollinshead, Bend
Dorothy Carolina Hooton, Salem
Carol Ruth Houtz, Burns
William Charles Howard, Vernon
Sharon Lynn Huff, Yamhill
Allen Kent Huggins, Forest Grove
Barbara Lorraine Hunt, Portland
Robert Scott Hutchinson, Salem
Muriel Jean Ing, White Salmon, Wash.
Lucy Loretta Ingram, Madras
Hazel Reddick Jackson, Beaverton
Keith Etraln Jensen, Molalla
Lucy Margaret Jensen, Hillsboro
Mabel Bertha Jensen, Turner
Edna Carson Johnson, Molalla
Robert Kenneth Johnson, Newberg
Viola Evelyn Johnson, Salem
Barbara Jean Jones, Salem
Myra Kay Jolna, McMinnville
Harriet May Kellenberger, Salem
Margaret Anne Kennedy, Independence
Blanche Laura Kenison, Stanford
Barbara Carlene Kessler, Milton-Freewater
Carmin Ruth Kibes, Turner
Emma Young King, Salem
Loene Mai King, Salem
Shirley Mae Klausen, Independence
Edna Lovise Klosterman, Oakridge
Helen E. Klauss, West Linn
Ronald Paul Kunkle, Brooks
Beryl Hadley Lamer, Gervais
Calvin Eugene Lang, Salem
Eleanor Helen Larson, Lake Oswego
Alma Layman, Klamath Falls
Shirley L. Lee, DeLake
Junita M. Leith, Sheridan
Linda Lee Lewis, Salem
Ethel Pamperin Lobbeck, Beaverton
Inez Merill MacPherson, Grand Ronde
Rose Marie Marsh, Salem
Anita Marian Marshall, Blackfoot, Id.
Evel Hadley Martin, McMinnville
Glenna Darlene Martin, Dallas
Phyllis Marie Martin, Blackfoot, Id.
Hazel J. Mason, Salem
Grace Condit Mathews, Mist
Una Kathrynn McBride, Hubbard
Emma E. McClellan, Neotsu
Elma Jean McCracken, Ontario
Kay Janene Merrill, Cornelius
Darlene Jean Meyer, Salem
Edith Paula Milbank, Monmouth
Gunadene Acene Mitsu, Canby
Mary Margaret Mobley, Kent
Judy Ann Mohr, Salem
Beverly Ann Monroe, Portland
Phyllis Kaye Morris, Salem
Norma Jean Moster, West Linn
Dorothy Ruth Myers, Monmouth
June Ethel Neal, Dallas
Doris Emily Newton, Madras
Mary O'Shea Nicholson, Portland
Marjorie Smith Nissen, Salem
Lanny Dale Nivens, Lebanon
Catherine Elizabeth Norling, Seaside
Carole Jane Norwood, Dallas
Lewis Edward Oatman, Monmouth
Joyce Eileen Oliver, Portland
Elise Tolmen Olson, Seaside
Diana Onion, Canby
Jaret Marie Overholtzer, Dallas
Ralph Earnest Parkhurst, Albany
Linda Girod Parkhurst, Albany
Linda Sanders Parks, Monmouth
Darlene Rose Petrie, Salem
Harry Gatch Phillips, Redmond
James William Phillips, Independence
Sybil Mae Pierce, Everett, Wash.
Mariana Elizabeth Prior, Salem
Merrinetta Mae Rake, Carlton
Donni R. Ramsdell, Salem
Richard John Rees, Monmouth
Estelle May Reese, Aloha
Billie Jewel Reich, Monmouth
Laura Constance Robertson, Newberg
Edward Joseph Roley, Milwaukie
Alice Winsifred Ross, Beaverton
Ruth G. Rucker, Lebanon
Carrie Anna Runyon, Springfield
Vivian Eileen Russell, Oakridge
Carol Ann Rutschman, Dayton
Maria Leone Sale, Portland
Margie Jean Schindele, Portland
Elizabeth Jane Shannon, Aurora
Florence Ellen Shaw, Hillsboro
Jewel Francis Snapp, Madras
Sydney Steinblock, Salem
Michael Edward Sullivan, Portland
Louise Gertrude Swanger, Swan City
Maxine Evonne Tait, North Bend
Avis Hudson Thiessen, Eugene
Helen Elaine Thiessen, Dallas
Rivera Virginia Thompson, Monmouth
Nancy Raya Trabert, Salem
Stephen Walter Trout, Madras
Glenda Lou Turnbull, Salem
Henrietta Chike Ueoka, Paia, Maui, Hawaii
Carolyn Jean Ulrich, Forest Grove
Rita Leona VanDenBosch, Dallas

* Graduate with Honors
# DEGREES AWARDED

**David Walter Vanderhoff, Independence**  
**Mildred Rickman Vehrs, Hermiston**  
*Arlene Judith Wade, Portland**  
**Veda Johnston Wagner, Warrenton**  
**Vivian Violet Wagner, Oregon City**  
**Carol Ann Walter, Seattle, Wash.**  
**Carol Ruth Washke, Oregon City**  
**Ruby Gladys Watson, Collom**  
**Charles Albert Webster, White Salmon**  
**Wanda Pearson Wendt, Monmouth**  
**Rebecca Louise Williams, Salem**  
**Janet Lorraine Wilson, Portland**  

**Dorothy Harriett Wittman, Salem**  
**Ingrid Wolf, Dallas**  
**Anna B. Wolter, Sweet Home**  
**Cecilia Marion Woo, Hong Kong**  
**Phyllis Catherine Wood, Dallas**  
**Doris Victoria Woodfield, Albany**  
**Shirley Diane Wright, Portland**  
**James Stephen Yeast, Monmouth**  
**Nancy Louise York, Canyonville**  
**Andrea Jean Zeigler, Salem**  
**Bertha W. Zumwalt, Portland**

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**Degree of Bachelor of Science**  
**Secondary Education**

- Mutsuo Ageno, Kabului, Maui, Hawaii  
- William E. Albers, Albany  
- Allen E. Bachteler, Salem  
- George Franklin Baker, Salem  
- James Allan Barnard, Dallas  
- William Robert Blackburn, Molalla  
- Edmund D. Brodie, Jr., Monmouth  
- Kenneth Leroy Clements, Salem  
- Jesse Frisella Clements, Willamina  
- Lloyd Edward Cole, Baker  
- Ilane Ruth Collette, Salem  
- Gary Elta Corson, Monmouth  
- Ronald Jocic Cowan, Salem  
- Merlin DelWanye Crabbe, Independence  
- Nancy Jean Curtis, Salem  
- James William Dixon, Portland  
- Patrick F. Doyle, Cascade Locks  
- Chester W. Douglas, LaGrande  
- Lucille E. Dunaway, Falls City  
- Roger Wayne Edmunds, LaGrande  
- Judith Belle Edwards, Independence  
- Robert F. Ellis, Salem  
- Linda A. Ellsworth, Brownsville  
- Cornelia L. Essex, Salem  
- Zan D. Freedburg, Salem  
- William Marc Fullhart, Monmouth  
- Gerald David Gilman, Salem  
- Donald D. Guessner, Salem  
- Masayo Rose Hamada, Inglewood, Calif.  
- Robert Ronald Hanel, Independence  
- Clinton Charles Hauth, Salem  
- Raymond Lee Hanson, Stayton  
- Patricia Clair Harr, Portland  
- Addison Earl Harrison, Portland  
- Herbert Ernest Hermann, Salem  
- Helen Arlene Kendy, Toledo  
- Kathleen E. Kearney, Portland  
- Douglas Ray Killin, Aumsville  
- Robert John Kneale, Sweet Home  
- James Harlan Luke, Salem  
- Fred Darwynn Matteucci, Monmouth  
- Orville Ray McCormack, Roseburg  
- David Robert McMurray, Coquille  
- Carleen Ann Margareidige, Warren  
- Kathryn Mae Nelson, Reedsport  
- Amy Emiko Nemoto, Honolulu, Hawaii  
- Helen Adel Newwood, Dallas  
- Larry Earl Nye, Junction City  
- Edward John Osterman, Jr., Vancouver  
- Claudis Jean Palmer, Sweet Home  
- Alex Pansson, Monmouth  
- Richard Douglas Poole, Salem  
- Roy Donald Peterson, Riddle  
- Steven Clyde Rankin, Portland  
- Robert H. Reich, Monmouth  
- Terrill Brooks Robinson, Salem  
- Rudolph Seltel, North Bend  
- Leslie Wayne Shepherd, Cottage Grove  
- *David Junior Stitzman, Monmouth  
- Gussie Joan Whittaker, Madras  
- Donovan Franklin Yoder, Monmouth

---

**Degree of Bachelor of Science**  
**Junior High School**

George Frederick Jacobson, Salem

---

**Degree of Bachelor of Arts**  
**Elementary Education**

Barbara Ellen Adolph, Junction City  
Doris Ethel Coquini, Salem  
*Patricia Jean Griffin, Portland*  
*Elizabeth Peach Olsen, Salem*

Patricia Jane Reynolds, Albany  
Virginia Seid, Portland  
Emma Jean Wood, Portland  
Pamela Ann Wyatt, Salem

---

* Graduate with Honors.
Degree of Bachelor of Arts
Secondary Education
Asa R. Daily, Salem
John Henry Durnin, Portland
Margaret Mary Hanna, Monmouth
Evelyn Ruth Rogers, Independence
Frederick Lee Staab, Monmouth

Degree of Bachelor of Science
General Studies
Stewart Leroy Bye, Silverton
Richard Elmer Church, Salem
Ronald Ray Fadenrecht, Salem
Thomas Robert House, Monmouth
Harold W. Lawrence, Garibaldi
Norman Frazier Parks, Jr., Monmouth
Russell Audion Warner, Salem
Robert L. Wynn, Tillamook

Degree of Bachelor of Arts
Elementary Education
Bruce Linden Thompson, Monmouth

* Graduate with Honors.
# Summary of Enrollment and Graduates, 1962-63

## Enrollment by Class, Regular Sessions, 1962-63

<table>
<thead>
<tr>
<th>Class</th>
<th>Fall 1962</th>
<th>Winter 1963</th>
<th>Spring 1963</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>517</td>
<td>430</td>
<td>360</td>
</tr>
<tr>
<td>Sophomores</td>
<td>379</td>
<td>284</td>
<td>257</td>
</tr>
<tr>
<td>Juniors</td>
<td>208</td>
<td>267</td>
<td>229</td>
</tr>
<tr>
<td>Seniors</td>
<td>229</td>
<td>241</td>
<td>269</td>
</tr>
<tr>
<td>Graduate, part-time</td>
<td>93</td>
<td>87</td>
<td>75</td>
</tr>
<tr>
<td>Unclassified</td>
<td>23</td>
<td>25</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1421</td>
<td>1334</td>
<td>1225</td>
</tr>
</tbody>
</table>

## Cumulative Enrollment for Regular Sessions

Distributed by Class, Sex, and Curriculum

<table>
<thead>
<tr>
<th>Teacher Education</th>
<th>M W</th>
<th>M W</th>
<th>M W</th>
<th>M W</th>
<th>M W</th>
<th>M W</th>
<th>M W</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>28</td>
<td>196</td>
<td>9</td>
<td>2</td>
<td>104</td>
<td>60</td>
<td>77</td>
<td>23</td>
</tr>
<tr>
<td>Sophomores</td>
<td>25</td>
<td>145</td>
<td>11</td>
<td>4</td>
<td>107</td>
<td>33</td>
<td>46</td>
<td>14</td>
</tr>
<tr>
<td>Juniors</td>
<td>31</td>
<td>113</td>
<td>2</td>
<td>10</td>
<td>71</td>
<td>24</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Seniors</td>
<td>32</td>
<td>34</td>
<td>1</td>
<td>1</td>
<td>16</td>
<td>10</td>
<td>0</td>
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</tr>
<tr>
<td>Graduate, part-time</td>
<td>7</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>145</td>
<td>623</td>
<td>38</td>
<td>11</td>
<td>376</td>
<td>143</td>
<td>145</td>
<td>42</td>
</tr>
</tbody>
</table>

## Cumulative Enrollment for Summer, 1962

<table>
<thead>
<tr>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Students, full and part-time</td>
<td>196</td>
<td>311</td>
</tr>
<tr>
<td>Undergraduate students</td>
<td>171</td>
<td>502</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>367</td>
<td>813</td>
</tr>
</tbody>
</table>

## Enrollment for Summer Session, 1962 and Regular Session, 1962-63

<table>
<thead>
<tr>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative Total</td>
<td>1038</td>
<td>1341</td>
</tr>
</tbody>
</table>

## Summary of Degrees Conferred 1962-63

<table>
<thead>
<tr>
<th>Degree</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. S. Degrees:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Education</td>
<td>18</td>
<td>14</td>
<td>32</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>B. S. Degrees:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Education</td>
<td>27</td>
<td>195</td>
<td>222</td>
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<tr>
<td>Junior High School</td>
<td>1</td>
<td>0</td>
<td>1</td>
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<tr>
<td>Secondary Education</td>
<td>42</td>
<td>19</td>
<td>61</td>
</tr>
<tr>
<td>General Studies</td>
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<td>0</td>
<td>8</td>
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<tr>
<td>B. A. Degrees:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Education</td>
<td>0</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>General Studies</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
Oregon College of Education

Administrative Officers

CHARLES A. HOWARD, M.A., LL.D.......................President Emeritus
LEONARD W. RICE, Ph.D..................................President
WALTER E. SNYDER, Ed.D..................................Dean of Instruction
ELLIS A. STEBBINS, B.A..................................Dean of Administration
FLOYD B. ALBIN, Ed.D..................................Registrar
NEIL A. AMERMAN, B.S..............................Director of Dormitories
MARY I. CHAMPION, Ed.D..............................Dean of Women
RONALD L. CHATHAM, Ph.D..............................Director of Planning
ETTA MAE DETTING, B.S..............................Director of Administrative Services and Nursing, Health Service

JACK V. EDLING, Ph.D..................................Director, Teaching-Learning Research Center
LAWRENCE D. FISH, M.Ed..................................Director, Ford Grant—Oregon Program
MARTHA H. HILL, B.S..................................Administrative Assistant to the President
DESSA D. HOFSTEITZ, M.S.............................Librarian
DONALD S. MAYO, M.A..............................Director of Information
JACK D. MORTON, M.S..............................Dean of Students
CHARLES A. PAETH, Jr., M.S...............................Dean of Men
JOHN N. SPARKS, B.S..............................Director of Business Affairs
HENRY E. TETZ, M.S..............................Director of Student Teaching
A. KENNETH YOST, Ed.D..............................Director of Educational Media

Faculty

HELEN BLOODGUT AUDISON, M.S., Assistant Professor of Education; Supervisor of Teaching.
B.S. (1922), M.S. (1939), Oregon College of Education. At Oregon College of Education since 1928.

FLOYD BURNAP ALBIN, Ed.D., Professor of Education; Registrar.
B.A. (1932), Willamette University; M.A. (1940), University of Washington; Ed.D. (1951), University of Utah. At Oregon College of Education since 1948.

NEIL ADRIAN AMERMAN, B.S., Instructor; Director of Dormitories.
B.S. (1937), University of Minnesota. At Oregon College of Education since 1962.

GERTRUDE JOANNE AMSEPOK, Ph.D., Assistant Professor of Social Science.

SAMUEL KINGDON ANDERSON, Ph.D., Assistant Professor of Social Science.

FRANCIS MATTLINGLY ARMOUR, B.S., Assistant Professor; Reference Librarian.
B.A. (1931), Friends University, Wichita, Kansas; B.S. (1942), School of Library Service, Columbia University. At Oregon College of Education since 1953.

FORREST SANDUSKY BAKER, Jr., B.A., Instructor in Economics (Part-time).
ROBERT SAMUEL BAKER, M.A., Assistant Professor of Humanities.
B.A. (1953), Pacific University; M.A. (1960), University of Chicago. At Oregon College of Education since 1957.

JAMES ALAN BARNARD, B.S., Instructor in Mathematics (Part-time).

JAMES HOWARD BEARD, Ed.D., Assistant Professor of Educational Research.

MIRIAM LOUISE BEDNARZ, M.M.Ed., Instructor in Music Education.

HORACE OTIS BELDIN, Ph.D., Associate Professor of Education and Psychology.
B.S. (1950), M.S. (1952), University of Oregon; Ph.D. (1960), Syracuse University. At Oregon College of Education since 1951.

JOHN EDWARD BELLAMY, Ph.D., Professor of Humanities.

MARTIN JULIAN BIRNBAUM, M.A., Instructor in Humanities.

JACK HUDSON BOND, B.S., Instructor in Research.

RAY ARLYN BRODERSEN, Ph.D., Assistant Professor of Physical Sciences.
B.A. (1953), Fresno State College; Ph.D. (1962), University of California, Berkeley. At Oregon College of Education since 1962.

DAVID SILIN BRODY, Ph.D., Professor of Psychology; Director of Psychological Services.

*ANNA BETH MILLER BROWN, M.A., Assistant Professor of Education.

AUDREY GILL CALEF, M.A., Instructor in Science (Part-time).

MARY JOSEPHINE CARR, M.A., Assistant Professor of Education for the Deaf.
B.A. (1938), Oklahoma College for Women; Diploma (1942), Teacher Education Department of Clarke School for the Deaf, Northampton; M.A. (1951), State University of Iowa, Iowa City. At Oregon College of Education since 1962.

HAL DICK CHAMBERS, M.A., and M.F.A., Assistant Professor of Art Education.

JOAN ARBUTHNOT CHAMBERS, B.A. in Ed., Instructor in Education; Supervisor of Teaching.

MARY ISABELL CHAMPION, Ed.D., Associate Professor; Dean of Women.

* Leave of Absence 1963-64.
MILTON ROSS CHARLES, Ph.D., Professor of Social Science.
B.A. (1939), University of California at Los Angeles; B.D. (1943), Garrett Biblical Institute, Northwestern University; M.A. (1946), Ph.D. (1953), Stanford. At Oregon College of Education since 1953.

RONALD LEWIS CHATHAM, Ph.D., Associate Professor of Social Science; Director of Planning.

OSCAR CARL CHRISTENSEN, M.S., Associate Professor of Social Science.
B.S. (1921), Kansas State Teachers College; M.S. (1938), University of Oregon. At Oregon College of Education since 1925.

ALAIN FRANCOIS CORDES, Ph.D., Instructor in Biology.

*ANN JACKSON COOPER, M.A., Instructor in Humanities (Part-time).
B.A. (1950), University of California, Santa Barbara; M.A. (1961), San Francisco State College. At Oregon College of Education since Spring quarter 1962.

*DAVID COOPER, Ed.D., Assistant Professor of Humanities and Education.

CLIFFORD LEE COTLEY, Ed.D., Associate Professor of Education.

WILLIAM NEWTON CRAIG, Ph.D., Assistant Professor of Education for the Deaf.

WILLIAM KENNETH CRUZIER, JR., M.F.A., Assistant Professor of Art Education.

RUTH PEARSON CULBERTSON, M.A., Assistant Professor of Art.

ERNIE LEE CUMMINS, Ed.D., Associate Professor of Physical Sciences and Science Education.

JOSEPH KENNETH CUMMISKEY, Ph.D., Associate Professor of Physical Education.
B.S. (1952), Springfield College, Massachusetts; M.Ed. (1952), Oregon State University; Ph.D. (1963), Stanford. At Oregon College of Education since 1955.

JOHN DONOVAN CUNNINGHAM, M.A., Assistant Professor of Biology and Science Education.

JANE CATHARINE DALE, Ph.D., Professor of Humanities.
B.A. (1938), M.A. (1939), University of Wisconsin; Ph.D. (1954), University of Colorado. At Oregon College of Education since 1939.

ETTA MAE DETERING, B.S., Instructor; Director of Administrative Services and Nursing, Health Service.
B.S. (1951), Salem General Hospital School of Nursing; Ph.N. (1939), University of Oregon School of Nursing; B.S. (1937), Oregon State College. At Oregon College of Education since 1963.

* Leave of Absence 1963-64.
BEVERLY KAY DICK, B.A., Instructor in Education; Supervisor of Teaching. B.A. (1953), Humboldt State College, Arcata, California. At Oregon College of Education since 1962.


ROBERT CARBUTHERS DUNCAN, Ph.D., Instructor in Philosophy and Religion (Part-time). B.A. (1920), Lewis and Clark College; B.D. (1933), Theological Seminary, University of Dubuque, Iowa; Ph.D. (1938), University of Edinburgh. At Oregon College of Education since spring term 1957.

JACK VICTOR ERLING, Ph.D., Professor of Educational Research; Director, Teaching-Learning Research Center. B.S. (1941), State University of Iowa; M.Ed. (1954), Ph.D. (1956), University of Nebraska. At Oregon College of Education since 1955.

EILEEN JOAN ENSMID, M.S., Instructor in Education; Supervisor of Teaching. B.S. (1953), M.S. (1962), Oregon College of Education. At Oregon College of Education since 1962.

ROBERT EDWARD ERICSON, M.A., Assistant Professor of Humanities. B.S. (1951), Pacific University; M.A. (1954), Indiana University, Bloomington. At Oregon College of Education since 1963.


LAWRENCE DEAN FISH, M.Ed., Associate Professor of Education; Director, Ford Grant—Oregon Program. B.A. (1942), Bethany-Peniel College, Oklahoma; M.Ed. (1950), University of California, Los Angeles. At Oregon College of Education since 1963.


†ARTHUR HUGH GLOGAU, Ph.D., Associate Professor of Education and Psychology. B.S. (1945), M.S. (1946), Ph.D. (1953), Cornell University. At Oregon College of Education since 1953.

BERYL MANSFIELD GREEN, M.S., Assistant Professor of Mathematics. B.S. (1956), M.S. (1959), Eastern New Mexico University. At Oregon College of Education since 1960.

†Sabbatical leave, 1963-64.
PAUL FRANCIS GRIFFIN, Ph.D., Professor of Geography.

FRANCIS D. HAINES, Ph.D., Professor of Social Science.
B.S. (1923), Montana State College; M.A. (1932), Montana State University; Ph.D. (1938), University of California. At Oregon College of Education since 1951.

ALFRED PHILIP HALLSTROM, M.S., Instructor in Mathematics.

DALE GEORGE HAMBREUS, M.Ed., Assistant Research Professor; Project Director.

GEORGE JASPER HARDING, M.A., Assistant Professor of Speech and Drama.

DONALD ARLD HELWIG, B.S., Instructor in Education; Supervision of Teaching.

LELAND ELMER HESS, M.A., Assistant Professor of Social Science.
B.A. (1938), Ripon College; M.A. (1940), University of Chicago. At Oregon College of Education since 1956.

MARGARET LOUISE HIATT, Ed.D., Professor of Education.

*VERN DONALD HIBBERT, M.S., Assistant Professor of Mathematics.
B.A. (1952), Willamette University; M.S. (1959), University of Illinois. At Oregon College of Education since 1959.

HOWARD CLINTON HILL, M.A., Instructor; Catalog Librarian.

MARSHA HELEN HILL, B.S., Assistant Professor; Administrative Assistant to the President.
Diploma (1929), Oregon College of Education; B.S. (1932), Oregon State University. At Oregon College of Education since 1945.

DESSA DEVIN HOFSTETTER, M.S., Associate Professor of Humanities; Librarian.
B.A. (1934), University of Oregon; Certificate of Librarianship (1935), University of California; M.S. (1957), School of Library Service, Columbia University. At Oregon College of Education since 1941.

JOHN MORTON HOWARD, Ed.D., Associate Professor of Education.

GARY LINDLE HUNSFORD, Ph.D., Instructor in Social Science.

MAJBUDDIN MOHAMMED JAFFER, M.S.E., Assistant Professor of Physical Sciences.
B.Sc. (1943), Osmania University, India; B.S.Ch.E. (1950), University of Michigan; M.S.E. (1951), University of North Dakota. At Oregon College of Education since 1958.

CHARLES WILFORD JOHNSON, M.S., Assistant Professor of Social Science.
B.Ed. (1938), Illinois State Normal University; M.S. (1948), University of Wisconsin. At Oregon College of Education since 1961.

ARLEY DUANE JONISH, M.A., Instructor; Reference Librarian.

* Leave of Absence 1963-64.
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BERT YARBRIGH KERSH, Ph.D., Professor of Educational Research.

DOROTHY MARIE KIRBY, M.A., Assistant Professor of Humanities.

LEO JAMES KIRK, M.A., Assistant Professor of Art Education.

LOUISE HENDERSON KREY, M.A., Assistant Professor of Physical Education.
B.A. (1935), Louisiana State University; B.S. in L.S. (1936), Louisiana State University, School of Library Science; M.A. (1952), University of Oregon. At Oregon College of Education 1952-53 and since 1955.

DELMAY JACOB KRIER, B.S., Instructor in Education.
B.S. (1957), Oregon College of Education. At Oregon College of Education since 1963.

RUTH ELIZABETH LAUTENBACH, Ed.D., Professor of Physical Education.
B.S. (1938), M.A. (1931), University of Iowa; Ed.D. (1957), University of Colorado. At Oregon College of Education since 1946.

MARVIN HERMAN LIESKE, M.S., Assistant Professor of Social Science.

ROBERT CLARENCE LIVINGSTON, Ed.D., Professor of Physical Education.

BOYDE LONET, M.S., Instructor in Physical Education.

MAY ASSETT LUCAS, M.S., Assistant Professor of Education; Supervisor of Teaching.
B.S. (1946), M.S. (1953), Oregon College of Education. At Oregon College of Education since 1957.

EUGENIA PUCKETT LUND, Instructor in Education (Part-time).
Western Washington College of Education. At Oregon College of Education since 1963.

VICTOR EUGENE LUND, M.Ed., Assistant Professor of Education.

EDWIN LEROY LYLE, Ed.D., Associate Professor of Education.

LEE JOHN MAVINEY, M.A., Instructor in Mathematics.

JAMES ELTON MARBLE, M.A., Instructor in Humanities.

DONALD SHEPHERD MAYO, M.A., Assistant Professor of Humanities; Director of Information.
William Dean McArthur, Ed.D., Professor of Physical Education.
B.A. (1941), Santa Barbara College; M.S. (1942), University of Oregon; Ed.D. (1956), Oregon State University. At Oregon College of Education since 1947.

Gayle Elva McCain, B.A., Temporary Instructor; Librarian, Campus Elementary School.

Charles Raymond McClure, Ph.D., Professor of Humanities.
B.A. (1922), Maryville College, Tennessee; M.A. (1929), Ohio State University; Ph.D. (1944), Indiana University. At Oregon College of Education since 1932.

David Vernon McCorkle, M.S., Instructor in Biology.

Robert Patrick McCullough, M.A., Assistant Professor of Physical Education.

Ward Tinker Meledy, M.A., Assistant Professor of Education; Principal, Campus Elementary School.

Frank G. Miles, M.Ed., Assistant Professor of Education.
A.B. (1954), Brigham Young University, Provo, Utah; M.Ed. (1963), University of Oregon. At Oregon College of Education since 1963.

Marion Margaret Miller, B.S., Assistant Professor of Physical Education.

Lucille Navare Millsap, Ed.D., Associate Professor of Education.

Ewan Harrbrecht Mitton, Instructor in Music (Part-time).

Jack Donald Morton, M.S., Assistant Professor; Dean of Students.
B.S. (1948), University of Oregon; M.S. (1957), Oregon College of Education. At Oregon College of Education since 1955.

Helen Kieft Mulder, B.S., Instructor in Education; Supervisor of Teaching.
B.S. (1943), Western Michigan University, Kalamazoo. At Oregon College of Education since 1963.

Robert Leonard Mulder, Ph.D., Professor of Speech Pathology; Director, Western Oregon Cooperative Speech and Hearing Center.

Charles Jay Noxon, Ed.D., Assistant Professor of Social Science.
B.S. (1937), New York State College for Teachers; M.S. (1941), Syracuse University; Ed.D. (1966), University of Virginia, Charlottesville. At Oregon College of Education since 1946.

Thomas Neil Olmstead, M.A., Instructor in Humanities.

Marcia Yoder Oswald, M.A., Instructor in Education.
CHARLES AUGUST PARSH, JR., M.S., Assistant Professor; Dean of Men.

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 Research.

BETTY LOU PHILLIPS, M.A., Assistant Professor of Education for the Deaf.

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., Associate Professor of Education; Supervisor of Teaching.

DENISE MURRAY REDDEN, M.A., Associate Professor of Music.

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.

MONTANA HOPKINS RICKARDS, M.Ed., Assistant Professor of Humanities and Education.

†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.

STANLEY VAN RUCKMAN, M.A., Assistant Professor of Education; Supervisor of Teaching.
B.A. (1929), West Liberty State College, West Virginia; M.A. (1945), Western Reserve University. At Oregon College of Education since 1948.

SANDRA RITTER SCHULZ, B.S., Instructor in Education; Supervisor of Teaching.

JEANNETTE MARV SCOTT, M.M. in Mus. Ed., Assistant Professor of Music Education. (Part-Time)
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.

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

† Sabbatical Leave, 1963-64.
LOREN LEWIS SCOTT, M.S., Instructor in Education; Coordinator of Field Services.

DONALD HOWARD SEARING, M.D., Director of Medical Services, Health Service.
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., Assistant Professor of Education; Director of Audio-Visual Services.

EDGAR HERBERT SMITH, Ph.D., Professor of Music.
B.A. (1933), State University of New York; M.Ed. (1943), Temple University, Pennsylvania; Ph.D. (1950), 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 1938.

VICTOR CLYDE SMITH, Ph.D., Instructor in Photography (Part-time).

WALTER EDWARD SNYDER, Ed.D., Professor of Education; Dean of Instruction.
B.S. (1925), Oregon State University; M.S. (1938), Ed.D. (1951), University of Oregon. At Oregon College of Education since 1926.

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.

RONNEY ELLIS STERN, B.S., Instructor in Research (Part-time).

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

RUTH GRIFFITH STUMP, B.A., Instructor in Humanities (Part-time).
B.A. (1920), University of Oregon. At Oregon College of Education since 1955.

LEONARD ELVA TABOR, M.S., Assistant Professor of Education; Supervisor of Teaching.

HENRY EVERETT TEETZ, M.S., Assistant Professor of Education; Director of Student Teaching.
B.S. (1923), M.S. (1927), University of Oregon. At Oregon College of Education since 1927.

BERNICE LUTHER THAYER, B.S., Instructor in Education; Supervisor of Teaching.
B.S. (1951), University of Alaska, College. At Oregon College of Education since 1963.

MATTHEW ROY THOMPSON, Ed.D., Professor of Mathematics.
B.A. (1933), Willamette University; M.A. (1939), University of Washington; Ed.D. (1934), Oregon State University. At Oregon College of Education since 1946.

LEONA ESTHER TODD, M.S., Assistant Professor of Biology.

JAY BEVERLY VANDERFORD, JR., B.A., Instructor in Social Science and Institutional Research.
KENNETH MERRIAM WALKER, Ph.D., Associate Professor of Biology.

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).

RICHARD DEAN WHITE, M.A., Instructor in Art Education.

ARTHUR KENNETH YOST, Ed.D., Professor of Education; Director of Educational Media.

MARC JAY ZIMMERMAN, M.A., Instructor in Humanities.

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, Administrative Assistant, Business Office.
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 1963-64 is shown in this catalog. Where possible, however, recently awarded degrees are shown.

Emeritus Faculty

MARY AGNES DONALDSON, M.A., Associate Professor Emeritus of Education.
At Oregon College of Education from 1921 to 1962.

PEARL BIRCH HEATH, M.S., Professor Emeritus of Art.

EMMA FRANCES HENKIE, 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.

OMA BELLE 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.

EDITH LORETTA OLSON, B.S., Assistant Professor Emeritus of Health.
Associate Faculty

(Off-Campus Supervisors of Secondary Student Teachers)

LOIS ALSIP, Walker Junior High School, Salem
VICTOR BACKLUND, North Salem High School, Salem
BRUCE BARKER, North Salem High School, Salem
CAROLETTA BARRIQUIST, South Salem High School, Salem
MILLIARD BATES, Parrish Junior High School, Salem
GENEVIEVE BEHARRELL, Dallas High School, Dallas
JANE BOWENHOF, South Salem High School, Salem
BRUCE BOATMAN, Parrish Junior 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
CLIFF BULLOCK, Principal, Walker Junior High School, Salem
GARY BURCH, South Salem High School, Salem
TED BUSSELLE, Principal, Dallas Junior High School, Dallas
E. A. CARLETON, Principal, North Salem High School, Salem
ESTHER CARLSON, Judson Junior High School, Salem
JUANITA CLARK, Dallas Junior High School, Dallas
THELMA CLEMENT, Waldo Junior High School, Salem
GLEN COLLINS, Parrish Junior High School, Salem
ROBERT COLLINS, Walker Junior High School, Salem
WRIGHT COWGER, Stayton Union High School, Stayton
CRAIG CURRIE, Principal, Lake Oswego Senior High School, Lake Oswego

ROGER DANIELSON, Stayton Union High School, Stayton
LILLIAN DAVIS, South Salem High School, Salem
PAUL DAVIS, Dallas High School, Dallas
LOUIS DILORETTO, South Salem High School, Salem
W. R. DICKSON, North Salem High School, Salem
GRACE DIXON, Dallas Junior High School, Dallas
ED DOUGHERTY, Waldo Junior High School, Salem
ROBERT DOW, Principal, Waldo Junior High School, Salem
WESLEY EMERSON, Dallas Junior High School, Dallas
ALICE ETSER, Cascade High School, Turner
DON FISHER, Leslie Junior High School, Salem
BRUCE FLAMING, Dallas Junior High School, Dallas
HALLIE GALER, Parrish Junior High School, Salem
NORMAN GARDNER, North Salem High School, Salem
CHARLES GILMORE, Principal, Lake Oswego Senior High School, Lake Oswego

LEWELL P. GILHAM, Parrish Junior High School, Salem
IRA GODDARD, Waldo Junior High School, Salem
ISABEL GOODNOUGH, North Salem High School, Salem
LYDIA GRAHAM, Waldo Junior High School, Salem
ROBERT HALSTAD, Principal, Dallas Senior High School, Dallas
LIDA HALVORSEN, South Salem High School, Salem
BRUCE HAMILTON, Principal, Henry Hill Junior High School, Independence
EARL HAMPTON, Principal, Judson Junior High School, Salem
FRED HARGAND, Waldo Junior High School, Salem
JOHN HEPKER, Leslie Junior High School, Salem
GENEVIEVE HERRINGTON, Central High School, Monmouth-Independence
ELIZA HILLSTROM, North Salem High School, Salem
LEAH HOGUE, North Salem High School, Salem
BELVA HOSSINGTON, Dallas Junior High School, Dallas
ARLIE HOLT, Dallas Senior High School, Dallas
CAROLYN JONES HOWELL, Dallas High School, Dallas
LYNDA ISOM, Parrish Junior High School, Salem
HERBERT JOHNSrud, North Salem High School, Salem
BARBARA KAHN, Henry Hill Junior High School, Monmouth-Independence
STANLEY KERZER, Waldo Junior High School, Salem
FRANCES KETTLESON, Dallas Junior High School, Dallas
RAY KLAPPENBACH, Supt. of Schools, Dallas
MILDRED KLEEVER, Dallas High School, Dallas
GLENN KNIGHT, Dallas High School, Dallas
FLORENCE KRON, Parrish Junior High School, Salem
GOLDWYN KULBEE, South Salem High School, Salem
JOHN LAFOUNTAINE, Dallas Junior High School, Dallas
HENRY LANOTT, Waldo Junior High School, Salem
JAMES LEHAN, Leslie Junior High School, Salem
MARGARET LEWIS, Parrish Junior High School, Salem
IANE MACNAMARA, Judson Junior High School, Salem
EDNA McCLEARY, Dallas Junior High School, Dallas
MARY McCONNELL, Parrish Junior High School, Salem
DAVID McWILLIAMS, Memorial Junior High School, Albany
CLARENCE MELBRYE, Principal, Central High School, Monmouth-Independence
LORRAINE MEUSEY, North Salem High School, Salem
DARWIN MICHAELS, Dallas High School, Dallas
ADRIAN MILLER, Walker Junior High School, Salem
MERLIN MOREY, Superintendent, Stayton Union High School, Stayton
MAX MORRIS, North Salem High School, Salem
COLIN MORRE, North Salem High School, Salem
KEVIN MORE, South Salem High School, Salem
CHARLES MORT, Principal, Leslie Junior High School, Salem
FAY MORT, North Salem High School, Salem
PETER MURRAY, North Salem High School, Salem
TERRY MURRAY, Dallas High School, Dallas
THOMAS NASH, Judson Junior High School, Salem
CARL NESBIT, South Salem High School, Salem
MARY B. NOLAND, Judson Junior High School, Salem
RAY OLSON, Dallas Junior High School, Dallas
DOROTHY PACE, 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
LORENE REJERSON, Lake Oswego Junior High School, Lake Oswego
FRANK RICHARDS, Dallas High School, Dallas
BILL RITCHIE, South Salem High School, Salem
ELEANOR ROBERTS, Judson Junior High School, Salem
DON ROBERTSON, Lake Oswego Senior High School, Lake Oswego
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
PAUL SFAFER, Walker Junior High School, Salem
WILLIAM SHAW, North Salem High School, Salem
JEROME SHEPARD, Waldo Junior High School, Salem
JAN SHIDLER, Parrish Junior High School, Salem
BERT SIMMONS, Stuyton Union High School, Stuyton
MARGARET SIMMS, North Salem High School, Salem
KENNETH SIMONS, Principal, Lake Oswego Junior High School, Lake Oswego
EDWARD SNYDER, North Salem High School, Salem
PERRY SPELLENBRINK, South Salem High School, Salem
DONALD STENSLAND, Central High School, Monmouth-Independence
BRUCE STEWART, North Salem High School, Salem
CECELIA TAURMAN, Leslie Junior High School, Salem
KARL THELEN, Waldo Junior High School, Salem
GEORGE THOMPSON, Dallas Junior High School, Dallas
EVA VAN DEN BOSCH, Dallas Junior High School, Dallas
EMIL VEER, Waldo Junior High School, Salem
PAUL WARREN, Leslie Junior High School, Salem
TOM WARREN, Leslie Junior High School, Salem
JAMES WATSON, Waldo Junior High School, Salem
LYLE WILHELM, South Salem High School, Salem
JO ANN WOITZ, 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 and Interns)

JEAN ALLGRE, North Gresham Elementary School, Gresham
IVA ANDERSON, Edwards School, Newberg
ROSIE BARNES, Washington School, Woodburn
WALTER BECK, Principal, Morningside School, Salem
LUCILLE BERNET, Morningside School, Salem
CAROLINE BLAKE, Principal, West Salem Elementary School, Salem
ART BRADBURY, Principal, Hayesville School, Salem
VERNE BUBLER, Edwards School, Newberg
MAYNARD CHRISTENSEN, Principal, Forest Hills School, Lake Oswego
CAROL CLANFIELD, Principal, Whitworth School, Dallas
LORENA CLINE, Morningside School, Salem
MAURICE FLEISCHMANN, Forest Hills School, Lake Oswego
ROSE FLOYD, Canadalena Elementary School, Salem
GLADE FOLLETT, Principal, Washington School, Woodburn
LAJUANA GIBSON, Lyle School, Dallas
MATHILDA GILLIS, Principal, Richmond School, Salem
NORMA GORMAN, Whitworth School, Dallas
ROD GROSHONG, Principal, Uplando School, Lake Oswego
DICK KEMPER, Hayesville School, Salem
MAURICE MACY, Whitworth School, Dallas
VINCENT MARTI, Faye Wright School, Salem
GLORIA MCFADDEN, Morningside School, Salem
GLEN MCK, Principal, Salem Heights School, Salem
MARY MIDDLETON, Cummings School, Salem
DOROTHY MOHR, Keizer Elementary School, Salem
HARRY MOHR, Jr., Principal, Faye Wright School, Salem
NAT MOORE, Asst-Supt, Lake Oswego
ARTHUR MYERS, Asst-Supt, Salem Public Schools, Salem
CLIFFORD NEUFLIE, West Salem School, Salem
MEL PETERSON, Lyle School, Dallas
DALE PEYTON, West Salem School, Salem
DONN T-RAMSDELL, Bush School, Salem
LOIS RANDS, Hoover School, Salem
MABEL SUMPTER, Principal, Hoover School, Salem
Marilyn SWANSON, Lake Grove School, Oswego
BESS THOMPSON, Principal, Baker School, Salem
Mildred THOMPSON, Morningside School, Salem
DOROTHY TILLOW, Uplando School, Lake Oswego
Lucille Wardle, Washington School, Salem
LADLE WATT, Lake Grove School, Lake Oswego
CARMALENE WEBBLE, Principal, Keizer School, Salem
SUSAN WILSON, Morningside School, Salem
EMMA WOLFARD, Keizer Elementary School, Salem
MARIE WOOD, McKinley School, Salem
IONE YEO, Lyle School, Dallas
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WILLIAM H. CARLSON, M.A.                Director of Libraries

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FREDERICK M. HUNTER, Ed.D., LL.D............. 1935-1946
PAUL C. PACKER, Ph.D., LL.D.................. 1946-1950
JOHN R. RICHARDS, Ph.D....................... 1955-1961
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With System since 1946, chancellor since 1961.

DAVID W. E. BAIRD, M.D., LL.D., Dean, Medical School; Professor Medicine.
M.D. (1926), Oregon; LL.D. (1946), Portland. With System since 1927, dean, Medical School, since 1943.

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HERBERT A. BORK, M.S., C.P.A., Vice Chancellor for Business Affairs; Professor.
B.A. (1924), Wisconsin; C.P.A. (1926); M.S. (1940), Oregon State. With System since 1934, comptroller since 1934.

WILLIAM H. CARLSON, M.A., Director of Libraries; Professor.
A.B., Nebraska (1924); Certificate, N.Y.S. Library School (1926); M.A., California (1937), With System since 1945, director of libraries since 1945.

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